

## Evaluating Project-Based Learning and Assessment Strategies in the English Language Teacher Training: A Case Study in the degree in Primary Education

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**Abstract:** Project-Based Learning (PBL) is increasingly recognized as an effective instructional method across various educational levels, including Higher Education. Characterized by active, student-centered instruction, PBL fosters autonomy, collaboration, and solidarity among students. In the English language classroom, this methodology enhances communication and research skills, which are transferable to non-academic environments. Despite the incorporation of skills and competences as learning outcomes in academic syllabi, evaluation techniques have not always been updated to effectively assess the acquisition of these competences. This study explores the development and validation of a comprehensive assessment framework for PBL in English language teacher training, conducted within the course 'Lengua Extranjera: Inglés. Destrezas Comunicativas B2' at the University of Oviedo. The instructional design included five micro-projects, an online class exposition, and a final project, integrating cross-curricular content such as gender, diversity, and social justice. Using a mixed-method approach, data were collected from 43 students through questionnaires, focus groups, and semi-structured interviews. Findings indicate that PBL enhances language skills, fosters teamwork, and promotes critical thinking and creativity, despite its time-consuming nature and coordination challenges. The study concludes that the proposed assessment framework effectively addresses both linguistic and cross-curricular competencies, offering valuable insights for educators. This research contributes to the growing body of literature on PBL assessment and provides practical guidelines for implementing holistic evaluation strategies in language teaching contexts.

**Keywords:** Assessment framework; English language teaching; project-based learning; teacher training.

### ES Evaluación del Aprendizaje Basado en Proyectos y Estrategias de Evaluación en la Formación del Profesorado de Lengua Inglesa: Un Estudio de Caso en el Grado en Educación Primaria

**Resumen:** El aprendizaje basado en proyectos (ABP) está cada vez más reconocido como un método de enseñanza eficaz en diversos niveles educativos, incluida la enseñanza superior. Caracterizado por una enseñanza activa y centrada en el alumnado, el ABP fomenta la autonomía, la colaboración y la solidaridad entre las/os estudiantes. En el aula de inglés, esta metodología potencia las destrezas comunicativas y de investigación, que son transferibles a entornos no académicos. A pesar de la incorporación de destrezas y competencias como resultados del aprendizaje en los programas académicos, las técnicas de evaluación no siempre se han actualizado para valorar eficazmente la adquisición de estas competencias. Este estudio explora el desarrollo y la validación de un marco de evaluación integral para el ABP en la formación de profesoras/es de inglés, realizado dentro del curso 'Lengua Extranjera: Inglés. Destrezas Comunicativas B2' en la Universidad de Oviedo. El diseño instruccional incluyó cinco microproyectos, la exposición de una clase online y un proyecto final, integrando contenidos transversales como género, diversidad y justicia social. Mediante un método mixto, se recogieron datos de 43 estudiantes a través de cuestionarios, grupos de discusión y entrevistas semiestructuradas. Los resultados indican que el ABP mejora las destrezas lingüísticas, fomenta el trabajo en equipo y promueve el pensamiento crítico y la creatividad, a pesar de que requiere mucho tiempo y plantea problemas de coordinación. El estudio concluye que el marco de evaluación propuesto aborda eficazmente tanto las competencias lingüísticas como las transversales, ofreciendo valiosas perspectivas al profesorado. Esta investigación contribuye al creciente corpus de bibliografía sobre

la evaluación del ABP y proporciona directrices prácticas para aplicar estrategias de evaluación holísticas en contextos de enseñanza de idiomas.

**Palabras Clave:** Marco de evaluación ; enseñanza de lengua inglesa ; aprendizaje basado en proyectos ; formación del profesorado.

## FR Évaluation de l'Apprentissage par Projets et des Stratégies d'Évaluation dans la Formation des Enseignants d'Anglais: Une Étude de Cas dans le Diplôme en Éducation Primaire

**Résumé :** L'apprentissage par projets (APP) est de plus en plus reconnu comme une méthode pédagogique efficace à différents niveaux d'enseignement, y compris dans l'enseignement supérieur. Caractérisé par un enseignement actif et centré sur l'étudiant, l'APP favorise l'autonomie, la collaboration et la solidarité entre les étudiants. Dans la classe d'anglais, cette méthodologie améliore les compétences en communication et en recherche, qui sont transférables à des environnements non académiques. Malgré l'intégration des aptitudes et des compétences en tant que résultats d'apprentissage dans les programmes universitaires, les techniques d'évaluation n'ont pas toujours été mises à jour pour évaluer efficacement l'acquisition de ces compétences. Cette étude explore le développement et la validation d'un cadre d'évaluation complet pour l'APP dans la formation des enseignants d'anglais, menée dans le cadre du cours *Lengua Extranjera: Inglés. Destrezas Comunicativas B2* à l'université d'Oviedo. La conception pédagogique comprenait cinq micro-projets, une classe en ligne et un projet final, intégrant des contenus transversaux tels que le genre, la diversité et la justice sociale. À l'aide d'une méthode mixte, des données ont été recueillies auprès de 43 étudiants par le biais de questionnaires, de groupes de discussion et d'entretiens semi-structurés. Les résultats indiquent que l'APP améliore les compétences linguistiques, favorise le travail d'équipe et encourage la pensée critique et la créativité, malgré le temps qu'il prend et les difficultés de coordination qu'il pose. L'étude conclut que le cadre d'évaluation proposé aborde efficacement les compétences linguistiques et transversales, offrant ainsi des informations précieuses aux éducateurs. Cette recherche contribue à l'accroissement de la littérature sur l'évaluation de l'APP et fournit des lignes directrices pratiques pour la mise en œuvre de stratégies d'évaluation holistiques dans les contextes d'enseignement des langues.

**Mots-clés :** Cadre d'évaluation; enseignement de la langue anglaise; apprentissage par projets; formation des enseignants.

**Sumario:** 1. Introduction. 2. Literature review: the benefits and challenges of project-based learning in teacher training and language teaching education. 3. Methodology. 3.1. Instructional design: teaching English language through PBL in Primary Education teaching. 3.2. Assessment framework: teaching English language through PBL in Primary Education teaching. 3.3. Research design. 3.3.1. Participants. 3.3.2. Data collection instruments. 4. Results. 4.1. Analysis of quantitative data. 4.2. Analysis of qualitative data. 5. Discussion. 6. Conclusions. 7. List of references. Appendix A. Appendix B.

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### 1. Introduction

Project-Based Learning (PBL) is increasingly gaining importance as a successful form of instruction, not only in Primary and Secondary Education but also at the University level. As an instructional approach, PBL centers on complex student-driven projects that enhance learning outcomes and promote students' autonomy, collaboration, and solidarity (García-Planas et al., 2021; Travieso Valdés & Ortiz Cárdenas, 2018). Whereas academic syllabi have been incorporating skills and competences as learning outcomes for more than a decade, these methodological changes in the learning processes and curriculum design have not always been accompanied by an update in the evaluation techniques that would allow for an effective assessment of the acquisition of competences and, therefore, more research in this area is needed (Guo et al., 2020).

This paper aims to contribute to the assessment dimension of PBL by developing and validating a comprehensive evaluation framework that addresses both linguistic and cross-curricular competencies. Through a detailed case study of a PBL instructional design implemented in the course *Lengua Extranjera: Inglés. Destrezas Comunicativas B2* of the BA in Primary Education Teaching at the University of Oviedo,

this research proposes an innovative assessment model that combines formative and summative evaluation tools. The assessment design aims to evaluate cross-curricular competencies and offer a holistic evaluation that is attentive to soft skills and citizenship competencies in the overall assessment. The assessment instrument was designed following the Constructive Alignment Model (Biggs, 2014). According to this approach, teaching must be relevant—meaningful to the students—and assessment has to be coherent with the learning objectives and project tasks to effectively monitor the acquisition of competences. By integrating Biggs' Constructive Alignment principles with specific PBL assessment needs, this study offers valuable insights for educators seeking to implement effective evaluation strategies in project-based contexts, particularly in language teaching and teacher training. This research addresses a gap in assessment methodologies for PBL in Higher Education (HE) language teaching. While PBL has been widely adopted as an instructional approach, evaluation techniques have not evolved correspondingly to effectively assess language competencies and cross-curricular skills.

This study aims to address this gap through the following research objectives:

- 1) To develop and validate a comprehensive assessment framework for PBL in language teaching that integrates both formative and summative evaluation tools, based on Biggs' Constructive Alignment Model (2014).
- 2) To examine the effectiveness of this assessment framework through a mixed-method analysis of student perceptions and learning outcomes in a HE language teaching context.
- 3) To provide empirically supported guidelines for implementing holistic PBL assessment strategies that address both linguistic and cross-curricular competencies in teacher training programs.

Through these objectives, this research contributes to the growing body of literature on PBL assessment, while offering practical insights for educators implementing project-based approaches in language teaching contexts.

Following this introduction, Section 2 presents a literature review examining the benefits and challenges of PBL as an instructional methodology in teacher training and language teaching contexts. Section 3 describes the methodology, including the instructional design (3.1), the assessment framework developed for the study (3.2), and the research design (3.3). Section 4 presents the results from both quantitative and qualitative data analysis. Section 5 discusses the findings in relation to previous research on PBL assessment. Finally, Section 6 offers conclusions, addresses limitations, and suggests directions for future research.

## **2. Literature review: the benefits and challenges of project-based learning in teacher training and language teaching education**

PBL principles have their origins in educational philosophies and pedagogical approaches that can be traced back to the late 19th and early 20th centuries. Constructivists such as Jean Piaget and Lev Vygotsky established the theoretical foundations for John Dewey's method of 'Learning by Doing' and William H. Kilpatrick's 'The Project Method' (1918) to advocate a transition from teacher-centred to student-centred instruction (Gibbes & Carson, 2014). These progressive educational movements informed the early Project-Based instructional approach in the 1970s, which, along with other manifestations of constructivist methodologies, such as PBL, Inquiry-Based Learning, Dialogic Literary Gatherings and Challenge Based Learning, have continued to evolve towards shaping contemporary educational approaches and instructional designs in the 21<sup>st</sup> century. Although PBL is not new to educational and academic contexts, with origins traceable to educational reforms of the 1960s and 1970s, it has only recently gained recognition as a successful and meaningful form of instruction in Primary and Secondary Education and, although more reluctantly, in HE (Guo et al., 2020).

Nowadays, PBL is a successful teaching methodology in Primary and Secondary Education (Habók & Nagy, 2016; Kaldi, Filippatou & Govaris, 2011; MacMath et al., 2017). Educators have chosen it as a model of instruction because they feel that it nurtures a sense of curiosity, encourages active engagement, and provides lifelong learning skills to students, such as problem-solving, teamwork, and communicative skills (Condliffe et al., 2017; Thomas, 2000). In HE, PBL also promotes active learning and a deeper understanding of subjects by integrating theory and practice, and challenging students to integrate knowledge from various disciplines, thus fostering a holistic understanding of the subject matter. The five main characteristics of PBL projects—centrality, a driving question, constructive investigations, autonomy and realism (Thomas, 2000)—are key for undergraduate students to develop skills such as critical thinking, problem-solving, communication, collaboration, and creativity. In other words, PBL enhances academic learning by immersing students in practical, meaningful projects that mirror real-world challenges in order to prepare them for their academic and professional futures. PBL thus embodies a holistic view of HE's role in developing individuals—one that encompasses both academic and professional competencies. This perspective is aligned with the guidelines and recommendations of the European HE Area (European Commission, 2015).

Although it is not frequent to find PBL instructional designs at the University level outside the academic fields of STEM education—especially Engineering, Technology Education and Medicine (Frank & Barzilai, 2010; Guo et al., 2020; Kokotsaki et al., 2016; Travieso Valdés & Ortiz Cárdenas, 2018)—research demonstrates its benefits for students outside of these areas, particularly in Teacher-Training Degrees and Faculties of Education (della Porta & Keating, 2013; Mettas & Constantinou, 2008; Molina Torres, 2019; Murillo & Perines, 2017; Toledo Morales & Sánchez García, 2018) and in Second or Foreign Language Learning (Gibbes & Carson, 2014; Kettanun, 2015; Petersen & Nassaji, 2016). In this sense, research done with student-teachers

in Teacher Training programs shows that learners increase their problem-solving skills and become more acquainted with the object of study (Kokotsaki et al., 2016). To address the disconnect between university-based learning and classroom practice requirements “it is suggested that [student-teachers] are provided with the opportunity to participate in real problem-solving and knowledge construction in authentic professional contexts” (Guo et al., 2020, p. 17), and that their training focuses not only on their academic skills but also on the professional and transferable ones. Furthermore, as Molina Torres (2019) has argued, for their learning to be transferred to the Primary classroom, student-teacher previous academic formation is a key factor.

The quality of this initial exposure to teaching methodologies in the Primary Education degree largely depends on the methodologies that university lecturers implement in their classes. Molina Torres (2019) thus underscores the interconnectedness between active pedagogies, initial training effectiveness, and the successful transition of student-teachers into competent Primary educators. In this regard, active pedagogies include an array of teaching and learning approaches that engage students in hands-on, interactive, and participatory experiences rather than the passive reception of information. In the context of Primary Education training, these include such strategies as group discussions and projects, role-plays, teamwork, and experiential learning. Furthermore, the skills and knowledge, pedagogical approaches and teaching strategies acquired by student-teachers in their initial training must be applicable and relevant in the primary school context. This will directly relate to teachers’ ability to facilitate the transfer of learning from university classrooms to Primary Education settings. Regarding PBL implementation in second language teaching, research identifies multiple beneficial factors. Gibbes and Carson (2014) suggest that PBL’s use of authentic language, emphasis on communicative competences, and promotion of learner autonomy constitute primary advantages. Additionally, they note the methodology’s capacity for developing non-linguistic skills.

Petersen and Nassaji (2016) highlight complementary benefits of PBL in English language learning contexts. They emphasize the effectiveness of real-life materials and social skill development, while noting that content-integrated approaches enable interdisciplinary curriculum integration.

Despite all the benefits discussed so far, PBL presents several challenges. Among these challenges, being ‘time-consuming’ is consistently identified in the scientific literature as one of the main deterrents for both students and lecturers (Thomas, 2000; MacMath et al., 2017; Wrigley, 2007). As Frank and Barzilai have pointed out, “[PBL] is rather time-consuming and requires that the teacher make a lot of efforts over a long period of time” (2010, p. 44). Other obstacles related to teachers’ practice include the amount of time that must be devoted to planning, classroom interaction, and skills to facilitate students’ enquiry process. These challenges can be addressed through specific teacher training, which can help teachers transform their pedagogical approach and their role from instructors to facilitators.

A second challenge repeatedly mentioned concerns the assessment process, an issue that, as Guo and colleagues have argued, has not been sufficiently addressed (Guo et al., 2020). The methodological changes in the learning processes and curriculum design that have taken place in HE since 2010 have not been accompanied by an update in the evaluation techniques that would allow for an effective assessment of the acquisition of competencies. The assessment process has remained overshadowed by and dissociated from teaching and learning processes (Cano García, 2008). The reasons for this can be attributed to a lack of research in this area (Guo et al., 2020) together with practical aspects concerning educator preparation: bespoke assessment instruments are often required (Gallagher & Savage, 2022) and teachers do not always have the skills for providing constructive feedback to students (MacMath et al., 2017), both of which result in extensive preparation requirements and time investment (Habók & Nagi, 2016). In the next sections, light will be shed into these matters by first describing the PBL instructional design implemented for the course ‘Lengua Extranjera: Inglés. Destrezas Comunicativas B2’ of the BA in Primary Education Teaching at the University of Oviedo, and subsequently putting forward a model for holistic assessment of PBL tasks, inspired by the ‘Constructive Alignment Model’ developed by John Biggs (2014), where a combination of formative and summative assessment is included, together with the use of rubrics for specific assignments.

### 3. Methodology

#### 3.1. Instructional Design: Teaching English language through PBL in Primary Education teaching

PBL approaches have demonstrated effectiveness in diverse educational contexts, particularly in language learning environments that serve students with varied backgrounds and educational needs. Research indicates that PBL methodology proves especially successful with low-achieving students, racially diverse groups, and students with special educational needs (Thomas, 2000). The approach’s capacity to engage student attention and increase motivation (Blumenfeld et al., 2000) while fostering peer collaboration and stimulating creativity and critical thinking (Solomon, 2003) makes it particularly suitable for heterogeneous classroom environments.

The implementation of PBL in HE language teaching contexts allows for the integration of theoretical knowledge with practical application. Through systematic development and testing of PBL instructional designs, educators can adapt project-based approaches to align with diverse teaching contexts and student populations. The methodology’s flexibility enables adaptation to various instructional styles while maintaining core principles of learner-centered instruction with contextually meaningful designs that foster collaboration. This has established PBL as fundamental to the holistic pedagogical approach adopted in this case study: learner-centered instruction with contextually meaningful designs that foster collaboration. For student teachers in the BA in Primary Education Teaching at the University of Oviedo, a course was designed

that, in keeping with the content, objectives, competencies, and learning outcomes of the course ‘Lengua Extranjera: Inglés. Destrezas Comunicativas B2’, also integrated cross-curricular and transversal content meaningful to prospective Primary teachers. The syllabus of the course set the development of communicative competences as one of its main objectives, and the acquisition of the general, specific and linguistic competences aims at two specific learning outcomes:

- The ability to use the English language –oral and written– to the standards set by the Common European Framework of Reference for Languages (Council of Europe, 2001) for a B2 level; and,
- The capability to create, develop and assess teaching and learning English language instructional designs using a range of methodologies, resources and materials.

Among the general and specific competences, the following cross-curricular and transversal skills are included:

- The development of an ethical compromise to respect fundamental rights, guaranteeing the effective equality of men and women, equal opportunities, non-discrimination, and universal accessibility for people with disabilities, as well as the values of a culture of peace and democracy.
- Design and regulate learning spaces in contexts of diversity that address gender equality, equity and respect for human rights that make up the values of citizenship education.

To address these issues, an instructional design was devised for a two-semester-long course that included a portfolio of five micro-projects, an online class where participants could share their work with their peers, and a final course project which consisted of a cross-curricular and content-integrated teaching proposal, followed by an oral academic presentation of this end-of-course assignment in the classroom. The activities, tasks and projects that comprised the instructional design fostered intercultural competence and addressed cross-curricular content integrated with the practice of the four basic linguistic skills—listening, reading, writing, and speaking—and include grammatical, lexical and phonetical elements. Regarding intercultural competence, projects incorporated elements of cultural awareness, for students to develop an understanding of cultural diversity; cultural sensitivity, to encourage learners to avoid stereotypes and ethnocentrism, and critical thinking as well as empathy and perspective-taking to encourage students to analyze cultural differences and empathize with others (Kramsch & Hua, 2016; Pennycook, 2016; Rodríguez González & Borham, 2012). Cross-curricular contents of gender (Author, 2022), diversity (Barozzi & Ruiz Cecilia, 2020; Guijarro Ojeda, 2006), as well as social justice and solidarity (Bell, 2016; Curry-Stevens, 2007) were integrated with English language contents. The tasks and projects were to be completed within a total of 12 credits (6 hours of teaching contact per week for 30 weeks) during the two parts of the course (see Figure 1: Course contents below).

Figure 1. Course Contents. ‘Lengua Extranjera: Inglés. Destrezas Comunicativas B2’

LIST OF CONTENTS. LENGUA EXTRANJERA: INGLÉS. DESTREZAS COMUNICATIVAS B2	
SEMESTER 1: LEVEL B2.I	SEMESTER 2: LEVEL B2.II
Sentence Structure and Use of Questions	Sentence Structure and Use of Questions (exceptions and special uses)
Narrative Tenses: Present, Past and Future	Advanced Grammar Structures
Oral Communication: Structure, Descriptions and Exemplification	Oral Communication: Academic Presentations (structure and language)
Written Communication: Descriptive Writing (structure and language)	Written Communication: Argumentative Writing (academic language)
<b>Longitudinal Topics</b> <ul style="list-style-type: none"> <li>• English Language Sounds and Phonetics: Pronunciation, Intonation, Rythm and Stress</li> <li>• Grammar Structures, Use of English and Specific Vocabulary</li> <li>• Language Repair</li> </ul>	

Source: Alonso Álvarez, 2025

Therefore, during the first semester, students completed tasks and micro-projects for their portfolios that addressed the different topics in the linguistic contents framework (Figure 1). There was a preliminary micro-project, ‘When Will I be Famous?’, intended for community building and familiarization with the PBL methodology through questions, where students had to design and produce a video of a mock interview with a celebrity. Micro-project 2, ‘Music Competition’ required students to produce a musical quiz game for the Primary classroom in order to develop their skills in sentence structure and question formation. Micro-projects 3 and 4, ‘Cultural Stereotypes’ and ‘Narrating an Anecdote’ bridged topics 1 and 3, and asked students to produce an instructional video for the Primary classroom to discuss the importance of challenging cultural stereotypes, and to create a fictional short story addressing the same issues. The last micro-project, ‘Once Upon a Time’ engaged narrative tenses as well as descriptive writing, through the rewriting and dramatization of classical fairy tales and children’s stories to address gender, class and racist biases. The longitudinal topics included in Figure 1, and the selected cross-curricular contents—gender, diversity, and social justice—were present across all the micro-projects. For the assignment titled ‘An Online Class’, participants had to put into practice their skills and competencies to design, schedule and deliver an online class featuring one or more of the outcomes of their group micro-projects. The second part of the course (Semester 2) was organized similarly, but centered on one semester-long final project, which asked students to develop

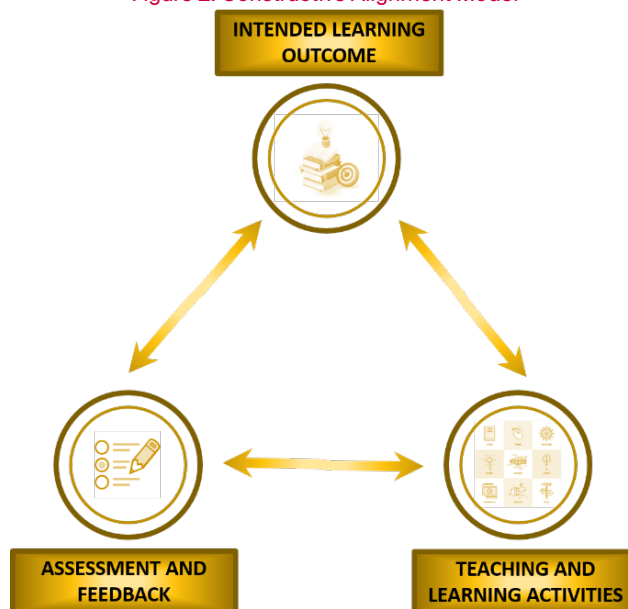
a content-integrated instructional design that included cross-curricular topics for English language teaching in the primary classroom. For every micro-project, a version of the outcome was modelled to the class, adapted to their academic context and language level, and participants were instructed to create their own instructional designs for the Primary Education class, specifically addressing the needs of their prospective students.

The variety of cross-curricular contents, competences, and skills necessary to carry out the different projects poses a challenge for the assessment of the general and specific learning outcomes of the course and thus requires the development of specific assessment tools and methodologies, an issue I address in the following section.

### 3.2. Assessment framework: Teaching English language through PBL in Primary Education teaching

To address the challenges inherent in assessing PBL instructional designs, a bespoke approach for the evaluation of the course was proposed. The instruments deployed were mostly formative although some of these were used summatively. The tools were designed at the same time as the instructional materials, following the 'Constructive Alignment Model'. This pedagogical framework, developed by John Biggs (2014), is particularly useful for the design of coherent and effective learning experiences by ensuring that assessment is integrated with teaching and learning activities so that all elements work together to support the achievement of the desired learning outcomes. In Biggs' view (2014), and as shown in Figure 2, when an instructional design shows good alignment between a) teaching and learning activities; b) the intended learning outcomes; and c) the assessment tools, the evaluation results directly reflect both on the learning outcomes and the methods used to teach those specific outcomes.

Figure 2. Constructive Alignment Model



Source: Alonso Álvarez, 2025, based on Bigg's (2014, pp. 5-6).

In other words, instructional design must ensure coherence between what is taught, how it is taught, and how it is assessed. The Constructive Alignment Model also emphasises the importance of providing feedback to students on their performance in assessment tasks, which must be constructive and specific, and help students understand how they can improve their performance.

In this case study, the assessment instruments were shared with the students before they started working on the activities. The evaluation was done through a combination of summative and formative assessment (Dixon & Worrell, 2016; Dolin et al., 2018; Garrison & Ehringhaus, 2007). The learning outcomes and expectations for each individual and group task were detailed in rubrics whose items, descriptors and grading system were discussed with the students prior to the beginning of each project. The assessment rubrics were systematically designed to evaluate both linguistic competencies and cross-curricular skills, following the Constructive Alignment principles (Biggs, 2014). Each rubric featured a consistent 4-point scale (typically 5-4, 3, 2, 1-0) with detailed descriptors for each performance level, providing students with clear expectations across multiple dimensions. The rubrics were tailored to the specific learning objectives of each project. For example, the 'When Will I Be Famous?' interview project assessment evaluated preparation, linguistic elements (question formation, grammar, pronunciation, vocabulary), communicative interaction, and technical aspects of video production. For the 'Cultural Stereotypes' project, the rubric assessed content knowledge about stereotypes, script quality, and descriptive language use, integrating cross-curricular awareness with language skills. The 'Once Upon a Time' rubric incorporated a specific category for 'Challenges Stereotypes' directly assessing students' ability to address gender, class, and racial biases in their rewritten stories. For the semester-long final project, a more comprehensive assessment tool was developed with ten categories

examining research preparation, objective setting, justification, academic writing quality, English language proficiency, and appropriateness of the didactic proposal. These categories were weighted to reflect both linguistic and cross-curricular competencies, with equal importance given to language proficiency and pedagogical applications.

While the communicative outcomes were assessed using an array of combined language-skill standardized testing tools, the so-called 'soft skills' such as problem-solving, long-term learning, and teamwork cannot be effectively measured through traditional tools. In order to evaluate these other intangible but also essential outcomes, a bespoke instrument was designed following the Constructive Alignment principles that combined various formative assessment techniques (self-reflection, group evaluation, peer evaluation and participant observation) that took place during and after the end of the projects and allowed both the instructor and the students themselves to monitor the levels of achievement during the learning process. Self-reflection was intended to bring awareness to the individual students of personal development during the learning process, including taking responsibility, ownership and fostering adaptability. Group evaluation was aimed at, on the one hand, having groups reflect on how the individual work of participants impacted the outcomes; and, on the other, to allow for the critical discussion of cross-curricular social issues as they operated within the groups, such as showing openness to others' perspectives, respectful attitudes and ethical conducts. Peer evaluation was included as a way to learn from and celebrate each other's projects and insights. Finally, instructor participant observation was part of the formative assessment so as to share perceptions of the projects with the students. As Frank and Barzilai argue, "the real learning is often in the doing or the process leading up to the product" (2010, p. 44), this also enabled systematic examination of the learning process, the challenges encountered by the students, and their approaches to addressing these difficulties.

### 3.3. Research Design

To evaluate the effectiveness of the PBL approach and the assessment instrument described above, a mixed-methods classroom research methodology was designed and implemented. The following subsections describe the participants, data collection instruments, and the analytical procedures employed to examine student perceptions of the PBL instructional design and assessment framework.

#### 3.3.1. Participants

The classroom intervention was carried out with 43 participants enrolled in the course *Lengua Extranjera: Inglés. Destrezas Comunicativas Nivel Intermedio-Alto (B2)* of the BA in Primary Education Teaching at the University of Oviedo. The study sample consisted of 38 female (88.4%) and 5 male (11.6%) participants, closely reflecting the gender distribution of the overall course enrollment (86% female, 14% male). This distribution is characteristic of Primary Education teaching programs in Spain, and enhances the representativeness of the sample within this educational context. Background information was collected on participants' year of commencement of degree studies, current course level, previous teaching experience, international stays of more than one month, and certified English proficiency level. All participants provided informed consent before taking part in any research activities, and questionnaire responses were collected anonymously to ensure confidentiality and encourage honest feedback. All participants were university students pursuing the same degree program, providing a cohesive sample relevant to the research objectives focused on future primary education teachers' perspectives on PBL. While additional detailed demographic breakdowns would strengthen the study, the homogeneous academic context reduces confounding variables while maintaining sufficient diversity in language and teaching backgrounds to address the research questions. The sample appropriately represents the target population for this research—pre-service primary education teachers—within the defined institutional and curricular parameters.

#### 3.3.2. Data Collection Instruments

For data collection, a mixed-methods approach combining quantitative and qualitative instruments was employed. Data collection took place immediately following course completion, with quantitative questionnaires administered during the final week of Semester 2, and focus group sessions conducted within two weeks of course completion to ensure participant recall accuracy. The primary quantitative tool was an ad hoc questionnaire designed specifically for this research (see Appendix A), addressing the identified gap between PBL teaching/learning methodology and PBL assessment. The custom design was particularly important given that both the classroom instructional design and the evaluation/assessment tools being studied had been developed by the researcher. This quantitative instrument consisted of 41 items using a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree) was designed to assess participants' perceptions across four key dimensions: (a) PBL in the English classroom (14 items), (b) PBL assessment in the English classroom (11 items), (c) PBL application in English language didactics (9 items), and (d) perception and application of PBL in schools (7 items). Each section included an open-ended item allowing participants to elaborate on their responses. The complete questionnaire is provided in Appendix A. An open questionnaire with ten semi-structured questions was developed for focus group discussions (see Appendix B), designed to elicit more detailed perspectives on topics addressed in the quantitative instrument. Questions explored participants' experiences with the PBL instructional design, assessment preferences, challenges encountered, and recommendations for implementation. The complete focus group protocol is available in Appendix B.

Both instruments (Appendices A and B) underwent a standard validation process. Content validation was conducted by two expert researchers: one specialized in language teaching and learning, and another in classroom research methodology. Following expert review and incorporation of feedback, instruments were piloted with two students who had completed the same course in the previous academic year. Pilot participant feedback regarding clarity, relevance, and comprehensiveness was incorporated into the final versions to ensure validity and reliability for the research objectives.

## 4. Results

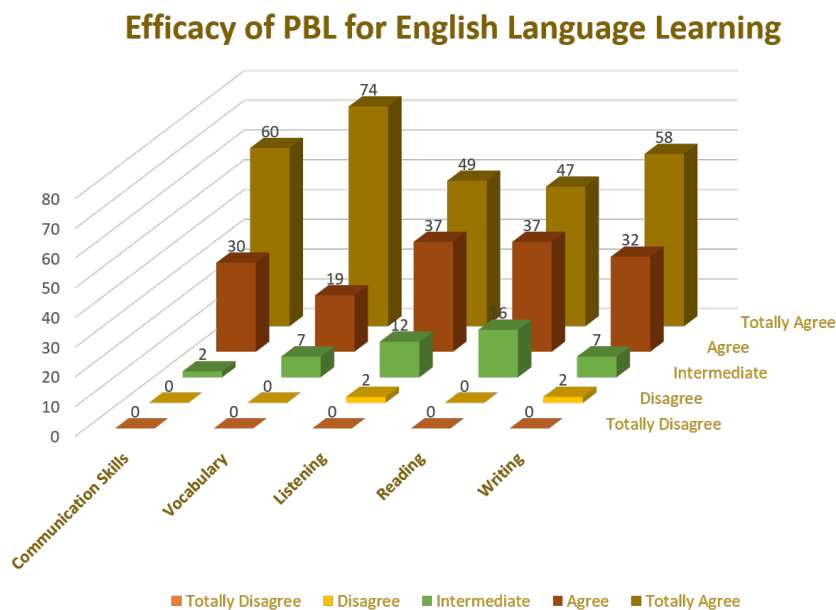
### 4.1. Analysis of Quantitative Data

Quantitative data was obtained through a close questionnaire with a Likert scale (1-5) (see Appendix A), which contained forty-one items divided into four sections.

- a) PBL in the English classroom (14 items): this section assessed participants' familiarity with PBL methodology, their previous experiences with it in university settings, and their perceptions about how PBL contributes to various language skills development (general English knowledge, communication, vocabulary, listening comprehension, reading comprehension, and writing).
- b) PBL Assessment in the English classroom (11 items): this section evaluated participants' understanding of PBL assessment concepts, their experiences being assessed through PBL methods, and their comparative perceptions between PBL assessment and traditional evaluation methods.
- c) PBL application in English language didactics (9 items): this section explored participants' views on implementing PBL methodology in primary education settings, their self-perceived preparation to use PBL approaches, and their beliefs about the need for additional training.
- d) Perception and application of PBL in schools (7 items): this section examined participants' observations about the receptiveness of primary schools toward PBL approaches, perceptions of parental support, and beliefs about in-service teachers' interest in PBL training.

Each section included an open-ended item so that participants could elaborate on any of their answers and/or comment on any of the questions. Quantitative data showed that participants were familiar with the PBL approach either because they had received theoretical training during their university studies or they had participated in PBL in at least one University course: 80% of participants agreed or totally agreed on that. The fact that participants were knowledgeable of, or at least familiar with, PBL methodology adds to the validity of the research as they can provide more informed answers. Participants also agreed that PBL is an efficient methodology for English language learning: 100% agreed or totally agreed. The following Figure 3 shows their beliefs about the efficacy of a PBL approach for the acquisition of communication skills, vocabulary expressions, and listening, reading, and writing skills in English:

Figure 3. Students' beliefs on PBL efficacy in ESL

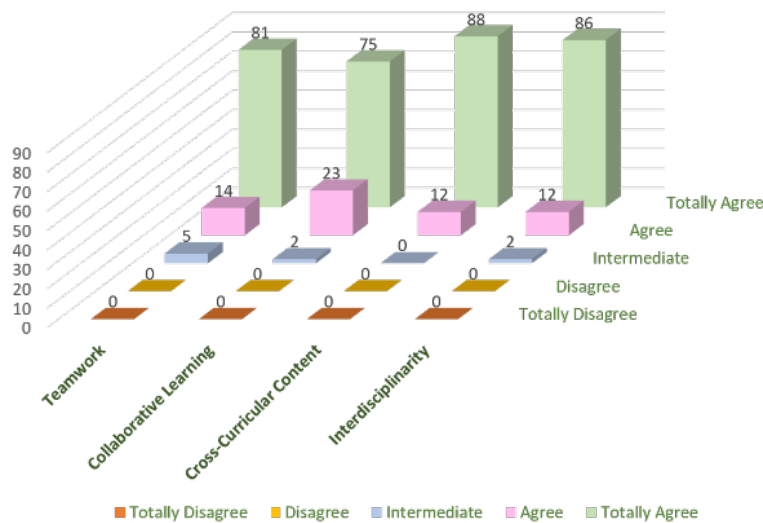


Source: Alonso Álvarez, 2025

Students also agreed that PBL fosters the acquisition of soft skills such as teamwork and collaborative learning, that it facilitates integrating cross-curricular content and that it promotes interdisciplinarity, as shown in Figure 4:

Figure 4. Students' beliefs on PBL efficacy for soft skills, cross-curricular content acquisition and interdisciplinarity

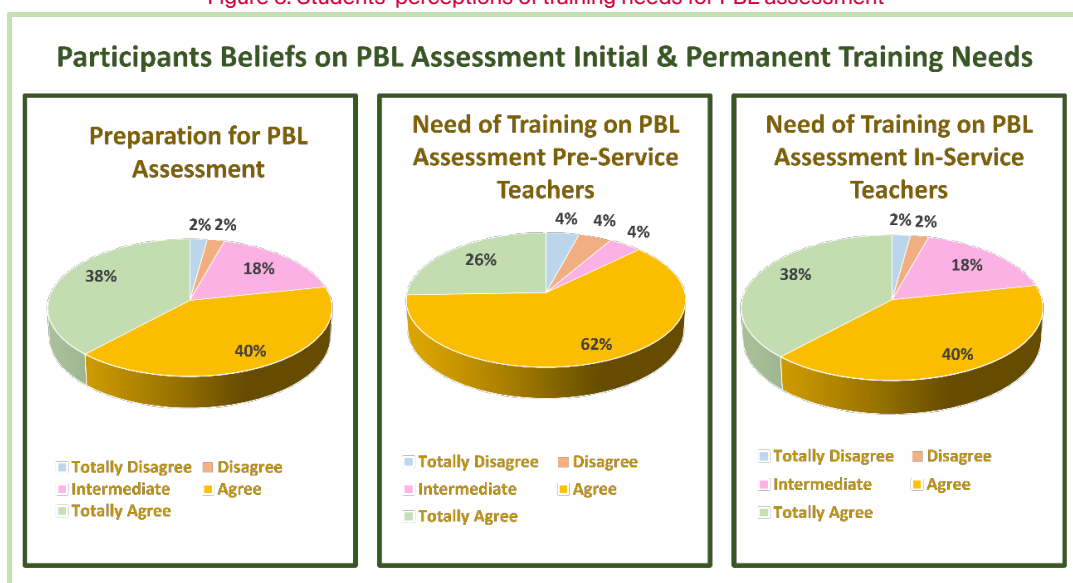
### PBL Regarding Soft Skills, Cross-Curricular Content and Interdisciplinarity



Source: Alonso Álvarez, 2025

Compared to the number of participants who claimed that they had received sufficient training in PBL assessment methodology, the percentage of those who agreed their training on PBL assessment was good enough decreased slightly. Despite this subtle difference, participants believe not only they should receive more training on PBL assessment during their university studies, but also that in-service teachers would benefit from that specific type of training. The following three pie charts (Figure 5) represent the percentages of these aspects:

Figure 5. Students' perceptions of training needs for PBL assessment



Source: Alonso Álvarez, 2025

Analysis of the response patterns reveals three key findings: First, participants demonstrate strong consensus regarding PBL's effectiveness for language learning, with unanimous agreement on its overall value and consistently high agreement across specific language skills. Second, responses show greater variation regarding implementation aspects, particularly concerning institutional readiness and personal preparation, indicating recognition of practical challenges despite methodological enthusiasm. Third, the data demonstrates a clear progression from high confidence in PBL's educational value to more cautious optimism about implementation feasibility, suggesting that participants distinguish between pedagogical effectiveness and practical implementation challenges. These patterns indicate that while PBL methodology is well-received and recognized as educationally valuable, successful implementation requires addressing specific preparation and institutional support needs identified by participants. Because of the study's limitations—the sample is small and results cannot be extrapolated—qualitative data is needed to complement these quantitative findings, as discussed below.

## 4.2 Analysis of Qualitative Data

The qualitative research tools designed for the case study included setting up two focus groups that shared an open questionnaire with ten questions (see Appendix B) inviting participants' opinions on the topics addressed in the closed questionnaire, and one last item where participants were able to comment or give their opinion on any aspect related to instructional and assessment designs.

The first two questions of the open questionnaire asked participants about their opinion on the classroom intervention and the aspects they liked or disliked most. Regarding the PBL instructional design, most participants described it as 'motivating', 'engaging' or 'dynamic', and they agreed, in line with previous findings (Frank & Barzilai, 2010; MacMath et al., 2017; Thomas, 2000; Wrigley, 2007), that it was 'demanding' and 'time-consuming'. Time constraints emerged as a primary concern among students. To this respect, one participant claimed that she could imagine it was time-consuming on the side of the teacher too since she could infer considerable effort had been invested in the design: "[its main challenge] is the amount of time needed both for teachers to design it and for students to complete it, especially since it implies coordinating with other people" (OQ1). Teamwork and the need to coordinate with others were the other major concerns pointed out by participants. Even though some of them agreed that PBL methodology gave them more insight and experience to work with others—"I have learnt to coordinate with other people and how to divide tasks in a fair and equal manner" (FG 1)—for many this was one of the main challenges they had to deal with during the process: "I realized that working in a group is not necessarily the same as teamwork or working collaboratively" (FG2); or as another participant puts it, "finding time to work together and coordinate us in a way to make sure everyone does their share has been the major challenge" (OQ2).

Regarding positive aspects, participants noted how the methodology enhances English language learning: "It helped me understand to use grammar structures and vocabulary expressions in context" (FG3); "You get a broader and deeper knowledge of the English language since you have to work with different sources and real materials" (OQ3); "I think I have developed further my reading and writing skills, but especially my ability to speak in English since we had to use the language to communicate and to present" (OQ4); and one participant argues what seems to summarize the perception of most students on how PBL helps them to improve their language skills, "working with projects makes you reflect about the language, how you use it; you interiorize it more than memorizing" (OQ5).

Other positive aspects of the PBL design pointed out by participants were its significance for their particular context and that it fostered their creativity to implement their designs when they eventually become in-service teachers: "[...] we have completed projects that we can use in our future classrooms" (FG4); "we have learnt how to apply the language in a practical context which makes it more significant for our future jobs in education" (OQ6); or, "[it has helped us] to get resources, materials and ideas about how to use this approach in the future" (OQ7). One final positive aspect that participants mention is that it facilitates integrating cross-curricular content and/or interdisciplinary: "[It has been] a very motivating methodology that at the same time helps to develop other cross-curricular skills such as creative skills or the use of ITCs" (FG5); "I have learnt to organize my time better" (FG6); "it is possible to blend theoretical and language content with other aspects such as teamwork, critical thinking, solidarity and responsibility [accountability]" (OQ8).

Participants' comments on the PBL Assessment design were mainly positive and they especially valued that the assessment tools contained detailed descriptors that were shared with them before working on the different projects: "The rubrics were very helpful to prepare our projects, they let us know beforehand which aspects we had to focus on" (FG6); "[The rubrics] allow you to know what you are aiming for, they help you set a goal and how to reach it [...] the gradual differences in the descriptors let you know beforehand the mark you would get depending on the quality of the final product of the project" (FG7). Participants also pointed out how the formative evaluation tools served to monitor the acquisition of competencies and skills as opposed to traditional summative evaluation instruments: "This type of assessment evaluates skills and competencies that students develop, which cannot be assessed with an exam" (OQ9); "the competencies you can assess [with formative evaluation tools] are related to different people's perspectives, such as organization [skills], participation, creativity, critical thinking..." (FG8). One last aspect is worth mentioning is, as one student comments, how PBL Assessment can help students with different learning abilities to have equal opportunities in the evaluation process: "it allows those students who do not fit in the traditional strategies get good marks and results" (FG9). This feedback reflects the effectiveness of the detailed assessment descriptors that specified performance expectations across multiple dimensions of both language proficiency and cross-curricular competencies.

Finally, the feedback participants received from the instructor and provided by peers and group evaluation was also appreciated as part of the evaluation process: "It is motivating and you can learn from others [and from your mistakes] ...I made a mistake but it is an opportunity to make changes and improve [your work]" (OQ10); "it helps you to appreciate your classmates' work and effort, to sympathize with them" (FG10).

## 5. Discussion: bridging practice and theory

The findings from both quantitative and qualitative data collected in this study show significant alignment with previous research on PBL implementation challenges and benefits, while also providing new insights specific to language teaching contexts.

Regarding the challenges of PBL implementation, participants in this study confirmed the time-consuming nature of the methodology, echoing the concerns highlighted by Thomas (2000), Wrigley (2007), and MacMath et al. (2017). As one participant noted, "[its main challenge] is the amount of time needed both for teachers to

design it and for students to complete it, especially since it implies coordinating with other people" (OQ1). This reinforces Frank and Barzilai's assertion that PBL "requires that the teacher make a lot of efforts over a long period of time" (2010, p. 44). However, unlike some previous research that positions this challenge as a deterrent, participants in this research viewed it as a worthwhile investment given the learning outcomes achieved.

The second major challenge identified in the literature—assessment difficulties—was also reflected in the findings but with an important nuance. While Guo et al. (2020) highlighted the gap between methodological changes and evaluation techniques, findings in this research suggest that when presented with comprehensive, transparent assessment tools that align with learning objectives (Biggs, 2014), students perceive assessment more positively. The student comment that rubrics "allow you to know what you are aiming for, they help you set a goal and how to reach it" (FG7) demonstrates how the Constructive Alignment approach helped bridge the assessment gap identified in previous research. Participants' comments on teamwork challenges ("finding time to work together and coordinate us in a way to make sure everyone does their share has been the major challenge" (OQ2)) introduce a dimension less emphasized in the general PBL literature but highly relevant to language teaching contexts where communication is both the medium and the objective of learning.

Regarding benefits, participants' perceptions align strongly with Gibbes and Carson's (2014) findings about the significance of authentic language use in PBL. The comment that "working with projects makes you reflect about the language, how you use it; you interiorize it more than memorizing" (OQ5) directly supports their assertion that PBL promotes autonomy in language learning. Similarly, participants' appreciation for the methodology's relevance to their future teaching careers ("we have learnt how to apply the language in a practical context which makes it more significant for our future jobs in education" (OQ6)) resonates with Petersen and Nassaji's (2016) emphasis on real-life materials and social communication skills in language learning. Perhaps most significantly, findings of this research regarding the integration of cross-curricular content with language learning ("it is possible to blend theoretical and language content with other aspects such as teamwork, critical thinking, solidarity and responsibility [accountability]" (OQ8)) strongly support Petersen and Nassaji's (2016) assertion about PBL's capacity to incorporate interdisciplinary dimensions through content-integrated language teaching and learning.

Regarding the specific cross-curricular contents integrated in this study—gender, diversity, and social justice—these align closely with broader objectives described in PBL literature. Bell's (2016) emphasis on transformative education for sustainability and responsible citizenship was operationalized in the instructional design through projects like 'Cultural Stereotypes' and 'Once Upon a Time', which explicitly addressed social biases. This approach responds directly to Curry-Stevens' (2007) call for new forms of transformative education that engage with social issues. The positive student response to these cross-curricular elements suggests that PBL's capacity for interdisciplinary learning extends effectively to socially relevant themes within language education. In particular, the assessment rubrics' explicit inclusion of criteria for challenging stereotypes (in the 'Once Upon a Time' project) and addressing ethical dimensions demonstrates how PBL can support what Toledo Morales and Sánchez García (2018) describe as education for citizenship values. Furthermore, the positive reception of cross-curricular content integration supports García-Planas et al.'s (2021) findings on PBL's effectiveness for developing solidarity and social commitment as transversal competencies. This alignment between specific cross-curricular themes and broader PBL objectives suggests that language teaching provides a particularly favorable context for implementing socially-oriented PBL approaches, as language itself is inherently connected to cultural understanding and critical perspectives (Kramsch & Hua, 2016; Pennycook, 2016).

## 6. Conclusions

This research aimed to contribute to the assessment dimension in PBL by developing and testing a comprehensive evaluation framework through a case study in language teaching contexts. Through the systematic analysis of both quantitative and qualitative data from 43 pre-service teachers, this study has addressed its three primary objectives within the specific context studied: (1) developing a comprehensive assessment framework for PBL in language teaching that integrates both formative and summative evaluation tools based on Biggs' Constructive Alignment Model (2014); (2) examining student perceptions of this framework's effectiveness through mixed-methods analysis; and (3) providing context-specific insights for implementing holistic PBL assessment strategies in teacher training programs. The success of these objectives is perhaps best captured by one student's reflection:

It is not just what we learnt, which was a lot... there are anecdotes... working together, I think [the instructional design] was a great idea and a great means of evaluation too... it's like we worked a lot—and we had fun too—but the results, the grades were great. (FG1)

This comment encapsulates the holistic nature of the PBL experience within this specific educational context, where the process of learning and collaboration was valued alongside final outcomes and assessment results.

Before discussing contributions, it is important to acknowledge the limitations that affect the interpretation and generalizability of these findings. This research employed an intentional sample of 43 students from a single course at one university, which significantly limits the generalizability of findings to broader contexts. As both instructor and researcher, the dual role may have introduced bias, despite efforts to maintain objectivity through systematic data collection and analysis protocols. The focus on pre-service teachers' perceptions means that the long-term impact of the PBL assessment framework on their future teaching practices remains to be determined through longitudinal research. Furthermore, while the mixed-methods approach strengthened the

validity of findings, the relatively small sample size for quantitative analysis and the reliance on self-reported perceptions rather than objective measures of learning outcomes suggest that results should be interpreted with appropriate caution. The single-institution, single-course context also limits claims about the framework's effectiveness across diverse educational settings.

Acknowledging these limitations, this study contributes to addressing an existing research gap by providing detailed analysis of assessment methodologies for PBL in a specific HE language teaching context. While PBL has been widely adopted as an instructional approach in various disciplines, evaluation techniques have not evolved correspondingly to effectively assess both language competencies and cross-curricular skills, particularly in teacher training contexts. This case study addresses this gap by proposing an assessment framework that appears to respond effectively to the specific challenges of PBL implementation identified in previous literature—namely the time-intensive nature of the methodology and the complexity of assessment. As demonstrated in the analysis of both qualitative and quantitative data, student perceptions within this context suggest benefits of working through PBL both for the acquisition of communicative skills in foreign language education, and other cross-curricular contents and soft skills, consistent with findings identified in previous studies. The positive student reception of transparent, detailed assessment criteria indicates that the methodological and pedagogical innovations taking place in university classrooms should be accompanied by corresponding updates to assessment tools. The case study provides evidence for the feasibility of comprehensive PBL assessment and supports its potential effectiveness through participant feedback and systematic data collection. The assessment framework developed in this study shows promise for addressing cross-curricular themes of gender, diversity, and social justice, demonstrating how language teaching contexts may serve as suitable environments for implementing socially-oriented PBL approaches. The integration of these themes into assessment criteria represents a contribution to PBL assessment design that responds to calls for more transformative educational approaches, though further research is needed to establish broader applicability.

This research opens several important avenues for future investigation. First, longitudinal studies tracking how pre-service teachers who experienced this PBL assessment framework implement similar approaches in their own primary classrooms would provide valuable insights into the long-term impact of this methodology. Second, comparative studies between different assessment frameworks for PBL across varied disciplines could further refine understanding of how assessment can be optimally aligned with specific subject matter and learning objectives. Third, research exploring the scalability of comprehensive PBL assessment frameworks to larger class sizes and diverse educational contexts would address practical implementation concerns raised by this study's limitations.

In conclusion, this study contributes to educational research by providing an evidence-based example of PBL assessment that appears to effectively evaluate both linguistic and cross-curricular competencies within a specific teacher training context. While the scope and limitations of this research prevent broad generalizations, the assessment framework developed and tested offers a practical model that may inform similar implementations in comparable educational settings. The case study demonstrates the feasibility of comprehensive PBL assessment and suggests its potential for addressing the specificities of PBL instructional designs in HE language teaching contexts, while highlighting the need for continued research to establish broader validity and applicability.

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## APPENDICES

### Appendix A. Quantitative Research Instrument: Student Perceptions of Project-Based Learning and Assessment in English Language Teaching

#### Instructions for Participants:

Complete the questionnaire by selecting the option that best fits your criteria for each question.

**Rating Scale:** 1 = Very Low | 2 = Low | 3 = Intermediate | 4 = High | 5 = Very High

#### Background Information:

1. Year of commencement of degree studies: \_\_\_\_\_
2. Course level: \_\_\_\_\_
3. Teaching experience: Yes / No
4. International stays (>1 month): Yes / No
5. English level (A1-C1): \_\_\_\_\_ Certificate: \_\_\_\_\_ (if applicable, indicate which)

#### Section 1: Project-Based Learning in the English Classroom (14 items)

Item	Statement	1	2	3	4	5
1	I understand clearly what the concept of 'project-based learning' means	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I have worked with project-based learning as a student in my university studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I have worked with project-based learning as a student in English language courses during my university studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I have received training on project-based assessment in my university studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	As a future English teacher, I will use project-based learning as part of my classroom methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I consider that project-based learning contributes to improving my general English knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I consider that project-based learning contributes to improving my English communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I consider that project-based learning contributes to improving my lexical and vocabulary knowledge in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I consider that project-based learning contributes to improving my listening skills in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I consider that project-based learning contributes to improving my reading comprehension in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I consider that project-based learning contributes to improving my written expression skills in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Project-based learning improves my teamwork capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Project-based learning improves peer relationships and fosters collaborative learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Project-based learning facilitates the integration of linguistic content with other cross-curricular content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments (indicate if pertinent):** \_\_\_\_\_

#### Section 2: Project-Based Assessment in the English Classroom (11 items)

Item	Statement	1	2	3	4	5
15	I understand clearly what the concept of project-based assessment means	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I have been assessed with project-based evaluation as a student in my university studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I have been assessed with project-based evaluation as a student in English language courses during my university studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	When I teach English in Primary Education, I will use project-based assessment as part of my student evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	I have received training on project-based assessment in my university studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	I consider that using project-based assessment can contribute to the foreign language teaching and learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	I consider that project-based assessment is more effective than other traditional assessment methods (exams, for example)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item	Statement	1	2	3	4	5
22	I consider that project-based assessment is more subjective than other traditional assessment methods (exams, for example)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Project-based assessment should only be applied in non-face-to-face teaching contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Project-based assessment is more effective in non-face-to-face teaching environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	I think that project-based learning fosters cross-curricular connections with other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments (indicate if pertinent):** \_\_\_\_\_

### Section 3: Application in English Language Didactics (9 items)

Item	Statement	1	2	3	4	5
26	We can contribute to improving the linguistic competence of future Primary students by using a project-based teaching methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Project-based assessment should be part of Primary student evaluation in English subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Project-based assessment should be the main form of evaluation in English subjects in Primary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Project-based assessment should be the main form of evaluation in English subjects in Primary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	I have training to carry out task-based teaching as an English teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	I have training to carry out task-based assessment as an English teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	I consider that we should work more on task-based learning in specialization subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	I see it as feasible to work with project-based learning using the teaching methodology I know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	I think that project-based learning fosters cross-curricular connections with other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments (indicate if pertinent):** \_\_\_\_\_

### Section 4: Perception and Application in Schools (7 items)

Item	Statement	1	2	3	4	5
35	I consider that the Primary schools I know are favorable to project-based teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	I consider that the Primary schools I know are favorable to project-based assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	I believe that parents would support project-based teaching in the English classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	I believe that parents would support project-based assessment in the English classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	I think that active English teachers would be interested in training to use project-based teaching in their classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	I think that active English teachers would be interested in training to conduct project-based assessment in their classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	I think that project-based learning fosters cross-curricular connections with other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments (indicate if pertinent):** \_\_\_\_\_

### Final Comments:

If you consider it pertinent, please add here any other observation or comment related to the inclusion of content about interculturality, gender, and diversity in the English classroom.

### Thank you for your collaboration

Appendix B. Qualitative Research Instrument: Focus Group Discussion Guide

### Introduction for Participants:

This focus group discussion aims to explore your detailed experiences and perspectives regarding Project-Based Learning methodology and assessment in English language teaching. The discussion will be guided by the following questions, but you are encouraged to share any relevant thoughts or experiences.

**Focus Group Questions:**

1. What did you think of the project-based learning/teaching approach in this course (and last semester, if applicable)?
2. What did you like most about this approach? And what did you like least?
3. What did you think of the project-based assessment?
4. What advantages do you think it has compared to other types of assessment? And disadvantages?
5. Do you think this methodological approach can be used in English teaching in the Teaching Degree? How? Give some examples.
6. Do you consider it possible to adapt it to the Primary Education stage? How could it be adapted?
7. Do you think project-based assessment can be implemented in English teaching in the Teaching Degree? And in other subjects of the Degree?
8. Do you consider that project-based assessment can be implemented in the Primary Education stage? How could it be adapted?
9. Has your perception and vision of English language teaching changed? And about assessment?
10. Comments and observations (optional)

**Prompting Questions (for facilitator use):**

- Can you give a specific example of what you mean?
- How did that experience make you feel?
- What would you change about that particular aspect?
- How does that compare to other courses you've taken?
- Can you elaborate on that point?
- What challenges did you encounter with that approach?