Communicative English Language Skills Improvement Programme (CELSIP) through Challenge-Based Learning: SDG 4 at stage

Programa de mejora de competencias comunicativas en inglés (CELSIP) a través del aprendizaje basado en retos: ODS 4 a escena

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Abstract:

The unstoppable progress of technology combined with the circumstances caused by the past health crisis has led to new ways of learning and teaching EFL (English as a Foreign Language). This case study aims to create an adapted version of the already existing Communicative English Language Skills Improvement Programme (CELSIP) for Secondary Education and to implement it using a Challenge-Based approach to involve students more actively and to a greater extent in their learning process. This multimodal programme was designed to encourage autonomous learning by providing students with free tools to be more exposed to the target language and to improve students' oral reception and production skills while responding to their personal needs and interests. For this study to be carried out, students worked autonomously during the challenge period, performed a challenge and reflected and self-assessed their learning progress through the tools provided to that end. The findings reported higher levels of motivation, better pronunciation in the target language (plurilingual competence) and new vocabulary acquisition.

Resumen:

El imparable avance de la tecnología combinado con las circunstancias provocadas por la pasada crisis sanitaria ha propiciado nuevas formas de aprender y enseñar ILE (inglés como lengua extranjera). Este estudio de caso tiene como objetivo crear una versión adaptada del ya existente Programa de Mejora de Habilidades Comunicativas del Idioma Inglés (CELSIP) para Educación Secundaria e implementarlo utilizando un enfoque basado en retos para involucrar al alumnado de manera más activa en su proceso de aprendizaje. Este programa multimodal fue diseñado para fomentar el aprendizaje autónomo proporcionando al alumnado herramientas gratuitas para estar más expuestos al idioma target y que puedan mejorar las habilidades de recepción y producción oral mientras responden a sus necesidades e intereses personales. Para la realización de este estudio, el alumnado trabajó de forma autónoma durante el periodo del reto, reflexión y autoevaluación de su progreso de aprendizaje a través de las herramientas proporcionadas para tal fin. Los resultados indicaron mayores niveles de motivación, mejor pronunciación en la lengua de destino (competencia plurilingüe) y adquisición de nuevo vocabulario.

1. Introduction

Our lives changed as soon as the COVID-19 disease was declared a pandemic by the World Health Organization. In Spain, the education system was affected, as in every country, since the constant confinement of both students and teachers has led to a combination of face-to-face and online teaching. In this sense, the lack of resources in the educational centres and some students have been notably exposed. Furthermore, students are presented with content-centred assignments that lack a real-world context and opportunities for active participation. The issue is that these assignments often fail to engage students.

Taking these factors into account and given that learning English is largely based on being exposed to the target language, the present case study responds to the need for proposing alternatives to the traditional teaching methodology in the subject of English as a Foreign Language (EFL from now and on) in Secondary Education. In this particular case, it proposes to adopt the aforementioned programme to improve the oral reception and production skills of secondary students while responding to their personal needs and interests. Additionally, this multimodal programme aims to motivate students, as the original CELSIP (Alcantud-Díaz & Soler-Pardo, 2022, 2023; Soler-Pardo & Alcantud-Díaz, 2020), but it intends to go further since it includes the use of a new perspective of the Challenge-Based Learning approach to engaging them. With this project, we aim to offer a new EFL learning view that promotes autonomy and critical thinking among students whilst also encouraging *learn-to-learn* and *digital key competencies* (Ministerio de Educación y Formación Professional, 2015). In the following pages, we present a review of the literature firstly of the CELSIP and its connection with autonomous learning, and then of the Challenge-Based approach used.

The theoretical and practical relevance of this research has been scarcely found on the topic, which provides this work with an important opportunity to try to fill that gap. This case study is mainly based on the pilot programme called the Communicative English Language Improvement Programme (CELSIP) and their research on the programme (Alcantud-Díaz & Soler-Pardo, 2022, 2023). To implement the adapted CELSIP in Secondary Education, the Challenge-Based Learning (ChBL from now on) approach has been used. To that end, a procedure to adapt ChBL to the EFL class was also designed.

This study hopes to answer the research question that arose as the starting point of this work: *Can the CELSIP be implemented in Secondary Education to improve students' motivation and oral skills?* After stating our hypothesis, the objectives of the study were threefold: firstly, to design an adapted version of the CELSIP for Secondary Education based on the students' age, level and interests; secondly, to implement the adapted CELSIP to improve students' oral reception and production skills while working autonomously and finally, to increase students' motivation through a Challenge-Based Learning approach to make them more engaged in their learning process.

Given the current sometimes-inappropriate implementation of Information and Communication Technologies (ICT) and the fact that traditional teaching and learning strategies are becoming increasingly ineffective with a new generation of secondary students, we, as educators, must help our students to be active, reflective, critical and autonomous learners. Moreover, our commitment to education must follow the guidelines of the United Nations (UN) and its Sustainable Development Goals (SDG), especially SDG 4 (quality education) towards guaranteeing education for everyone

without leaving anyone behind. Thus, this case study intends to present a different, inclusive and motivating perspective of EFL teaching for millennials.

2. Theoretical Framework

2.1. The Communicative English Language Skills Improvement Programme (CELSIP)

The Communicative English Language Skills Improvement Programme, henceforth CELSIP, was designed in 2018 by Alcantud Díaz and Soler Pardo from the Department of Didactics of Language and Literature (English area) from the Teaching Faculty of the University of Valencia (Spain). The CELSIP was designed as an additional programme for their students enrolled in the subjects Foreign Language I and II (English) (Alcantud-Díaz & Soler-Pardo, 2022, 2023).

The main focus of the program was to help students expand their communicative competencies in the English language while encouraging and motivating them. Following this train of thought, the CELSIP provides a compilation of tools, resources and suggestions based on students' interests to help them create an environment where they could be exposed to the target language whilst enjoying and being aware of their learning process.

The CELSIP is divided into three main parts: (1) tools and guidelines, (2) the student's logbook for self-reflection and (3) the self-assessment part. Regarding the tools and guidelines, it contains eleven different sections: (1) Our best TV series to learn English, (2) Films and popcorn! (3) Listen to music & sing along as if you were the Grammy winner! (4) Useful Apps to improve your English (5) Why not (board) games? (6) Just read it! (7) Time for audiobooks, (8) Talking opportunities, (9) Videopportunities, (10) The news, talk shows & other educational Websites in English and (11) Get subscribed!

Each section contains different tips and suggestions to guide students when using any of the resources. The criteria for the selection of the content of each section was based on the authors' experience teaching and working with students from all educational levels together with an in-depth research process. Concerning the student's follow-up logbook for self-reflection, it was included to help students to be autonomous and independent learners while being collaborative more than ever since the main aim of reflective learning is to help students to be critical about their own knowledge. Finally, the last section is devoted to making students assess themselves more objectively. The final part is composed of a list of CEFR (2018) descriptors (*can do*) organized in these categories: (i) reception, (ii) production, (iii) interaction, (iv) mediation, (v) communicative language competencies, and (vi) plurilingual and pluricultural competences. The descriptors of the original CELSIP were related to B2+/C1 as this programme was aimed at students of higher education Degrees. These resources were aimed at helping both teachers and students to self-assess and evaluate their progress objectively.

To implement the adapted CELSIP in Secondary Education, the approach chosen was the Challenge-Based Approach (ChBL) which might become a potential and engaging methodology since challenges are becoming popular among teenagers in social media.

2.2. Challenge-Based Learning (ChBL)

Currently, technology and the Internet constitute an instant way of accessing information for students who become informal learners (Apple, 2011). In 2015, the Pew Research Center found that 92% of

teens go online daily and that 24 per cent are on almost constantly. Additionally, social media have become increasingly popular, especially during the COVID-19 pandemic where many social movements took place to support each other, and also, to have fun. Within this context, the so-called *challenges* became increasingly popular. Since traditional teaching approaches do not seem to be effective at engaging teenagers and challenges have become so popular, why not use challenges to teach English? A challenge is defined by Tecnológico de Monterrey (2016) as an activity, task or situation that involves learners in a stimulus to be carried out. Following this line, Dewey (1938) held that it is the responsibility of the educator to present students with interesting problems to engage learners and arouse their curiosity and natural desire to learn. Moreover, as stated by Johnson et al ., (2009) students are aware of the world's problems, so it is time to try new approaches that connect classwork to the real world.

Challenge-based learning was first mentioned as used primarily at Vanderbilt University (Birol et al., 2002) and then developed by the company Apple in 2008 as a part of a collaborative project called Apple Classrooms of Tomorrow (Nichols & Cator, 2008). It is defined as "an engaging, multidisciplinary approach that starts with standards-based content and lets students leverage the technology they use in their daily lives to solve complex, real-world problems" (Apple, 2011, p. 3). It mirrors 21st-century education by combining formal and informal learning with other emerging modalities and strategies that have new understandings of education as a flexible, open, decentralised, collaborative and co-created space (Hermann et al., 2019). Moreover, through ChBL, we can address multiple curricular content and transversal skills (Tecnológico de Monterrey, 2016).

ChBL is suitable for all kinds of learners since challenges can be adapted to different ages and contexts of learning. In ChBL, teachers become collaborators in learning. Their role is to provide guidance, support, checkpoints and the right tools to students to help them succeed in their work while new ways of learning (Nichols & Cator, 2008). Nevertheless, as Nichols et al., state "it is vital to provide space and time to make mistakes, follow false paths, and course correct" (2016, p. 17). Students become autonomous learners who *learn to learn* which is one of the key competencies that citizens of the European Union must acquire to achieve full personal, social and professional development (Ministerio de Educación y Formación Professional, 2015).

Regarding the different phases of ChBL, The Challenge Based Learning User Guide states it is divided into three interconnected phases: Engage, Investigate and Act (Nichols et al., p. 11). Nonetheless, according to Apple (2010, pp. 9-15), ChBL can be grouped into five interrelated stages: (i) The big idea, (ii) Setting the foundation for the solution, (iii) Identifying a solution, (iv) Implementation and evaluation, (v) Results and reflections. In terms of assessment, ChBL has a wide variety of assessment opportunities. In turn, reflective learning is also encouraged during and after the challenge. Student reflections can be via text, audio recording, or video recording (Apple, 2011). In this sense, Challenge-Based Learning integrates students' autonomy, the use of new technologies and students' real world, even more accentuated in times of pandemic as will be described in the following section.

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2.3. Virtual Education, ICT and Challenge-Based Approach

Online education has been making ground with the growth of ICT (Information and Communications technologies). The COVID-19 pandemic highlighted the shortcomings of the educational sector in terms of resources and training for online learning and teaching. Nevertheless, there is a wide range of virtual resources that enable us to continue teaching effectively. As Soler-Pardo and Alcantud-Díaz (2020) say, online teaching is not always a matter of major causes since there are teachers who teach exclusively online for a variety of reasons.

By adding the use of technology and challenges to online education, we have a more motivating environment for students since ICTs provide authentic materials, contextualised in real-life environments, which effectively help to improve EFL communicative competencies (Soler-Pardo & Alcantud-Díaz, 2020). Additionally, ICTs could help to increase exposure to the English language as it is accessible, free and includes tools that learners use regularly. When learning English, exposure to the language is important since it could improve pronunciation, fluency, written skills (Atkinson, 2015), grammatical and syntactical structures, phonological processing (Torgesen et al., 1994) and the acquisition of new vocabulary. Furthermore, as Baltova states "audio-visual material, with its rich context, is a powerful instructional tool known to have a motivational, attentional, and affective impact in viewers, which in turn facilitates auditory processing" (1994, pp. 510-511). This wealth of resources constitutes a rich and varied linguistic input that offers the possibility of improving the learning outcomes of English as a foreign language, not only in virtual classrooms but also in autonomous and reflective learning contexts (Soler-Pardo & Alcantud-Díaz, 2020).

All these theoretical concepts, together with the theoretical framework in which the original CELSIP was created, will set the foundations for the design of the adapted CELSIP for Secondary Education. This adapted programme will try to tackle autonomy, reflection, virtual education and new technologies to give an answer to students' interests.

3. Methods

3.1. CELSIP for Secondary Education design

The adaptation of the CELSIP for Secondary Education was composed of 9 sections. Regarding the distribution of the programme:

Part 1. Tools and guidelines: Since the adapted programme was aimed at students with a lower level of English, explanatory paragraphs were replaced with easier-to-follow instructions including shorter sentences and keywords highlighted in bold. The idea was to make it more attractive and easier to follow. Regarding the content, some other suggestions regarding new titles were also added because they were known to be trendy among Secondary students.

Part 2. Student's follow-up logbook: A subsection with the challenge proposed to the students was added. That challenge was related to the modality of the section.

Part 3. Self-assessment: The self-assessment section was created using the Global Scale of English toolkit and the skills chosen were speaking and listening and the A2/A2+ level. An additional document was prepared related to B2+/C1 level for students with high abilities in English coping thus with this kind of attention to diversity.

3.2. Didactic proposal to implement the adapted CELSIP in Secondary Education

The implementation of the CELSIP methodology was carried out during the teacher training at a public institution – a state high school– located in Spain. 41 participants of the 1st of Bachillerato took part in the study. The group's English knowledge general average was standard (A2) in terms of their educational level. Students had 3 weekly English lessons consisting of 50 minutes for each lesson.

3.2.1. Implementation of the didactic intervention

Taking into account the growth of new technologies and the habits and interests of the students, the activities were created to be carried out and done by using Smartphones, tablets or laptops, since all the participants had at least one of those devices. A primary objective of this didactic proposal was to make the most of the participants' electronic devices' regular use to establish new habits that incorporated English into their daily free time, activities and hobbies so they could improve their oral reception and production. Thus, the activities implemented were aimed at teaching English through multimodal material and ICTs.

A Challenge-Based Learning approach was chosen to implement the adapted CELSIP in a motivational way. Since after having revised the existing literature on ChBL there was not a particular procedure for the implementation of this methodology in EFL, the authors designed a functional procedure for Secondary Education. The idea was to combine the three stages presented by Nichols, Cator & Torres (2016) and the five stages by Apple (2011), described previously, in an attempt to standardise them. Hence, firstly, we took Apple's (1) big idea and (2) essential questions and together with Nichols et al's' "engage" stage, we created a phase called "pre-challenge". Secondly, we gathered Apple's (3) challenge and (4) solution-action stages with the "investigate" stage by Nichols et al. We called this new phase the "challenge period" in which the challenges took place. Finally, Apple's (5) evaluation and assessment were combined with the "act" stage by Nichols et al., calling it "post-challenge". Thus, the procedure for the challenges was as follows: (1) the challenge explanation and students' questions (pre-challenge), (2) implementation (challenge period) and (3) reflection, evaluation and self-assessment (post-challenge).

3.2.2. Timeline of research

A total of 6 sessions were needed to implement the activities and data gathering. The project was divided into 3 main parts as depicted in Figure 1, the first session was aimed at presenting the adapted CELSIP and how the activities would be performed (pre-challenge). Sessions 2 and 3 were devoted to Challenge 1 and sessions 4 and 5 were devoted to Challenge 2. Finally, session 6, the post-challenge, was designed to assess the students' challenges. Moreover, this last session was also aimed at the students' self-assessment and a final evaluation of the project. The materials used to carry out the implementation were: (i) an initial questionnaire, (ii) a final questionnaire, (iii) the adapted CELSIP, (iv) the parents' authorization sheet and (v) the self-assessment list.

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Source: own elaboration

Pre-challenge: presentation of the project

Session 1: The adapted CELSIP was explained. The students were given time to consider their participation while the initial questionnaire was handed out. This initial questionnaire provided key and determinant information to adapt the challenges to students' tastes and interests. It was a way to make students participate in their own learning process (Johnson et al., 2009). At the end of the session, students who were volunteering to participate in the programme were finally identified. Finally, the participants were asked to send an email with the A2 descriptors document before beginning to work with the programme.

Challenge period: challenges 1 and 2

Session 2: Topic 1, challenge 1 and the logbook were explained. Challenge 1 consisted of students choosing a song from the adapted CELSIP, researching the lyrics and recording themselves singing or reading aloud before listening to the song. During the rest of the week, students had to listen to the chosen song and sing it along. In this way, they were exposed to a model and a comparison for pronunciation. The students were also encouraged to use the app LyricsTrainig. The work was autonomous, so they had to be responsible for their learning process. At the end of the challenge period, the students recorded themselves again to see if they had improved their pronunciation. Both recordings were sent to the teacher to be assessed.

Session 3: That day was the deadline to submit challenge 1 (two voice recordings and the student's logbook) by email. The experience of the first challenge and any doubts and problems were also commented on in this session.

Session 4: During that session, challenge 2 was explained. The participants had to choose a film or TV series and watch it in English following the tips provided in the adapted CELSIP. Since this activity took more time, two weeks were given to them to work on it. The first week was aimed at watching the film or TV series, noting down the vocabulary, choosing a scene for the challenge and writing the scripts. The second week was aimed at studying the scripts, thinking and planning how to perform them by creating a TikTok or dubbing a scene. Students were allowed to prepare and accomplish the performance in pairs or alone. They were also reminded to fill in the logbook as reflective work.

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During those two weeks, the teacher asked them about their process and guided them through the final task during the whole period following Apple's (2011) and Nichols et al's (2016) procedures. Furthermore, students were free to choose any film or TV series they liked because we wanted to create an open framework where students felt ownership and became more involved in their learning process (Nichols et al., 2016).

Session 5: This session was the deadline for the challenge period, students handed in their tasks: a video (TikTok or dubbing) and the logbook. Additionally, the experience of challenge 2 was commented on and some questions or addressed problems regarding technical issues uploading the videos were answered (Apple, 2011).

Post-challenge: assessment and self-assessment

Session 6: This was the last session of the adapted CELSIP implementation. After a week's analysis of their tasks with the rubrics created for that purpose, the teacher asked them to fill in the final questionnaire to receive accurate feedback regarding their experience during the programme experience. A2/A2+ self-assessments were also filled in again by the students to compare if they felt an improvement in any of the *can-do*.

3.2.3. Data collection and evaluation

The first tools aimed at gathering data were the initial and final questionnaires. The initial questionnaire was anonymous, and its main objective was to obtain information about the students' habits regarding their exposure to the English language to adapt the challenges to their interests. The final questionnaire, which was also anonymous, provided some information about the students' experience after using the programme and carrying out the challenges. The objective was also to know if the experience had been useful for them, and feedback was requested regarding which elements would they change or add to improve the programme. Since the questionnaire was anonymous, the expected outcome was for students to write honestly to determine the real weaknesses and strengths from their point of view.

The second data-gathering tool was the students' logbook. It was an important part of the project as it helped students to be aware of their learning process, a self-assessment, becoming conscious about their strengths and weaknesses, their improvements, their feelings and their frustrations so they could overcome them. All the challenges were submitted by email to the teachers: two audios per participant for challenge 1 and one video per student or pair of students for challenge 2 were collected.

Thus, two different rubrics were created to assess both challenges. The first one was focused on assessing pronunciation after being exposed to the target language, and the second one assessed the whole video production intending to assess students' oral skills improvement. Finally, the students' A2 and B2+ self-assessments were also taken into account.

4. Results and Discussion

The results gathered with the initial questionnaire were not surprising since, as expected, the students did not have the habit of integrating English into their daily lives. Even though many of them did not like the subject of English, they had strong reasons for continuing to study it since it was generally considered important for their future careers. Moreover, the initial questionnaire was key to changing the initial idea and adapting the challenges to the students' preferences. In the final questionnaire, the answers were more elaborate, engaging and with a willingness to help. Additionally, the students were given the chance to answer in Spanish if they felt more confident, but the majority used English. Overall, the results of this research implementation were positive in line with the results gathered by Chanin et al. (2018) and Cheung et al. (2011).

The students were engaged and motivated and more than half of them felt they had improved their pronunciation and oral reception through the challenges tips and tools provided in the adapted CELSIP. They were also much more proactive and at the end of the implementation of the programme, they were considerably more engaged by using ChBL (Apple, 2011; Chanin et al., 2018).

Challenge 1: Songs and Apps: Both audios (before and after practice) were analysed with a rubric. The different categories assessed regarding pronunciation are summarized as follows: (i) clarity category - assessed if students spoke clearly with no breakdowns in communication; (ii) the speed referred to appropriate pauses; (iii) loudness was the appropriate voice volume which should affect intelligibility; (iv) fluency was the ability to produce stretches in language with a fairly even tempo; (v) appropriate intonation patterns; (vi) word-level stress; (vii) stress, rhythm and linking; (viii) consonants regarding substitution, omission, clusters properly articulated and linking and (ix) vowels regarding substitution, lengths and linking.

 Participants could choose between singing or reading aloud. 21 out of 36 sang (58%) and 15 read the lyrics (42%). In general, the results were satisfactory since all categories related to pronunciation were mainly marked as good and very good. Students imitated the singer's pronunciation quite well (no one scored less than acceptable). Nonetheless, some of the participants did not seem to practice as there was often no discernible difference between both audios. The most revealing struggle was evidenced by the pronunciation of quite common words whose pronunciation was supposed to be known and familiar to them such as *enough*. There were also a few issues of pronunciation with verbs ending in -*ed* such as *solved* or *loved*. We also observed that those participants who chose to sing had better results as their mouths adopted the right shapes and moved with the rhythm of the song. Participants were also supposed to use the App LyricsTraining as learning support during the challenge period. However, only 3 out of 36 mentioned they had used it in their logbooks.

Challenge 2: Films and TV series: During the second challenge, participants had to choose any film or TV series that they enjoyed watching. However, it was compulsory to follow the tips from the adapted CELSIP, looking for new vocabulary using a dictionary or an App, and practising their favourite dialogue to perform it. In this case, students were allowed to work in pairs: 16 students worked individually (50%), and 16 preferred to do it in pairs (50%). The video duration had to last between 30 seconds and 1 minute, but if it was performed in pairs and it had to last between 1 minute and 1 minute and a half. 25 videos were collected: 13 TikTok (52%) and 12 dubbings (48%). In the development of this challenge, 4 students did not send their videos due to a lack of time. The videos were sent by email to be analyzed following

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the same rubric. The different categories were assessed using the rubric created. The categories were (1) execution, (2) content and vocabulary, (3) fluency and pronunciation, (4) originality, (5) grammar and (6) video and sound quality. Each category was graded from acceptable to very good.

In general, students seemed to enjoy the challenge while completing the learning objectives as in Gibson, Irving, and Scott (2019) and Chanin et al. (2018), since many of them wrote about how they were entertained by creating their media in their logbooks and final questionnaires. Nevertheless, some of the participants did not speak in their video because they moved their mouths to adapt it to an existing dialogue in TikTok so their pronunciation could not be assessed.

Student's logbook: Logbook Challenge 1: The task was also aimed at reflecting on their learning, assessing the challenge, the programme and their performance as critical and innovative thinkers ((Lin & Chen, 2018; Seifeddin, 2021). It was a diary or journal of sorts where students could share their difficulties, their experience using the tools and tips provided, as well as knowledge acquired as autonomous learners (Soler-Pardo & Alcantud-Díaz, 2020). The results showed that the students were not used to this kind of reflection as some of them mainly commented on their likes and the aspects they enjoyed concerning the programme without expanding on their experience. Nevertheless, in general, we are quite pleased with the results because participants made an effort to write in their logbooks and many of them tried to point out and express as many aspects as they could covering targets such as pronunciation, vocabulary, as well as highlighting the difficulty of the song. All the participants wrote about how they enjoyed the challenge, which was quite impressive because some of them considered themselves as shy, meaning that it was difficult for them to speak and show themselves in public.

All the participants seemed to have enjoyed the challenge shown in their engagement (Chanin et al., 2018; Gaskins et al., 2015) even if they did not like singing. Although the overall results were positive, some students wrote that they encountered difficulties when trying to sing and pronounce properly if the song went fast. However, they had a range of slower songs to choose from. To help them to be conscious of their progress, the students were asked to listen to their own recordings. Many of them wrote about noticing a marked metacognitive improvement in their pronunciation since they had self-assessed and compared both recordings. Comparing both audios to the model constitutes a way to be conscious of one's pronunciation. In addition, some more advanced students specified a more detailed improvement. We can not compare our results to other studies since challenge-based learning has barely been used in the teaching of EFL (only Cerveró-Carrascosa & García-Hernández, 2021) and thus, we are trying to fill this gap with the present article.

Regarding the use of the App LyricsTraining, only 2 out of 36 participants wrote about using it. Nevertheless, some of them were conscious about the acquisition of new vocabulary after looking up the lyrics and they even wrote a list of the vocabulary learnt. Some students focused more on the choice of the song and their tastes. Regarding practising, which was one of the most concerning issues for the teacher, many students admitted that they did practice during the whole challenge period. Students were explained that taking part in the programme would not consist of just recording themselves, but also dedicating a small amount of daily time to practice and to see if there was an improvement. The students were granted autonomy and free reign, and we trusted them with responsibility (Apple, 2011). However, the challenge was not merely to listen to the song but to also sing it along. That was perhaps the part

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that some students did not take into account because when performing Challenge 1 they sometimes got a bit lost or could not follow the melody. It is noticeable when comparing both audios because in some cases there was no difference. Overall, the majority of the participants enjoyed the challenge as in Seifeddin (2021).

Logbook Challenge 2: Even though some of them worked in pairs, the logbook had to be done individually. In general terms, students alluded more to the challenge of media edition and the performance than that of the experience of watching a film or TV series in English. That made us think that it was highly probable that some of them did not watch the film or series and created the TikTok or dub directly. As mentioned above in the logbook of challenge 1, in this project we placed our trust in our students and they had to be responsible for their own learning. Technical aspects regarding the design of the final video were mentioned, such as the difficulty of fixing the audio and the video when dubbing. Many of the participants followed the tips suggested in the adapted CELSIP to choose a film that they already knew since it would be easier to follow if they already knew the plot. In this sense, oral reception was easier, thus, there is a positive significant correlation between the application of challenge-based learning and students' assessment of oral capability as Yufrizal (2020) mentioned. Additionally, they would feel more motivated (Chanin et al., 2018) since they were able to follow it. In general, participants were all excited since they were able to choose their favourite film or TV series. Others were excited about working in pairs. Nonetheless, since this was performed during the last weeks of the second term, they had many end-of-term exams and 4 of them were not able to deliver their tasks. Using subtitles or writing down the dialogue of the chosen scene helped the students to realise the pronunciation of English words in a real context (Baltova, 1999). It also helped them to acquire more vocabulary. Another important aspect is that some students wrote about the plot of the film they watched, and they also commented on transversal content (Tecnológico de Monterrey, 2016) such as health (bulimia), class fight and justice as the main themes of their films.

Regarding the negative comments, some of the students commented that they felt overwhelmed due to the amount of time required to produce the media properly. Others mentioned that they did not enjoy recording themselves, but they also had the *dubbing a scene* option since the aspect of students feeling self-conscious was taken into account when challenges were presented. Some students felt frustrated when editing the video, but they all managed to finish the final task properly, so it helped to develop *digital competence* as well as *learn to learn* (Ministerio de Educación y Formación Professional, 2015). After analysing both logbooks, we can state that being exposed to English through multimodal tools helped students (Atkinson, 2015) with their understanding, and acquiring new vocabulary while feeling increasingly motivated. The key to success was in their hands because they were the ones who could manage their pace to practice the language.

Self-assessment: Students assessed their progress by grading themselves using the list of *can do*. Before the implementation, the students had to carefully read the list of *CEFR descriptors* and underline or circle them from 1 to 5, with each descriptor ranging from 1 *very poor* and 5 *very good*. They were asked to try to improve those descriptors that were not achieved using the adapted CELSIP. At the end of the implementation (post-challenge) they had to fill in the document again and compare their progress, whilst being also conscious of their strengths and weaknesses. Since the participants only took part in two challenges and worked only on two sections of the adapted CELSIP, the

progress was not noticeable in such a short period. Moreover, the fact that some students did not follow a steady pace when using the programme made it more difficult to observe any significant results (Soler-Pardo & Alcantud-Díaz, 2020). For this reason, students had similar results before and after the implementation in almost every descriptor as more time is needed to attain better results. However, it shows that the programme could have a huge potential if used regularly (Alcantud-Díaz & Soler-Pardo, 2022; Soler-Pardo & Alcantud-Díaz, 2020).

To conclude, as the results of the implementation, we can state the following points: (i) the initial questionnaire proved that students lack a real English context which makes it difficult to improve oral reception and production. Moreover, it was crucial to adapt the original idea of the implementation to the students' interests; (ii) the final questionnaire made it clear that the CELSIP could help students to become autonomous learners, provide an English environment to be exposed to, motivate them through the Challenge-Based Learning approach while improving their listening and speaking skills; (iii) challenges had good results in terms of pronunciation, vocabulary acquisition and motivation. Furthermore, challenges can be adapted or re-adapted to any curricular content or students' need, as well as, to cross-curricular skills (Tecnológico de Monterrey, 2016); (iv) ChBL puts much of the responsibility in the hands of students (Apple, 2011) and the student's logbook was essential to make them become autonomous learners, promote critical thinking (Brockbank & McGill, 1998) and improve their *learn to learn* competence; finally, (v) the self-assessment helped students in their process of learning, by providing a guide of what they must manage and work on (CEFR, 2018). We have summarised the positive and negative results in table 1 and table 2:

Table 1. *Positive results*

Categories	Codes	Indicators
Attitude	Enjoyment	Students' comments, laughter when reviewing and watching the videos and outtakes.
	Proactivity	Initiative and anticipation of the next challenge, showing interest in it
	Motivation	Students' curiosity, initiative and participation.
	Engagement	Most followed the process until its end with enthusiasm
	Autonomy	Responsibility in their own process. Decision making
Cognitive	Thinking skills	Reflecting in their learning, assessing the challenge, the programme and their performance
	Creativity	Free content creation regarding challenge 2
Metacognitive	Being conscious about own language learning	Self-assessment / reflection
	Being conscious about own pronuntiation	Self-assessment / reflection
Language Skills	Pronuntiation	Clarity, speed
	Vocabulary adquisition	Students' own list of vocabulary learned through the challenges
Key competences	Learn to learn	Self-reflection, effective time and information management, ability to cope with uncertainty and complexity
	Digital	Digital content creation and problem solving

Source: own elaboration.

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Table 2. *Negative results*

Categories	Codes	Indicators
Attitude	Frustration	Impulsiveness for wanting immediate solutions
	Unsteady pace	Students' comment. In challenge 1 some students did not go to the beat of music.
	Personal preferences	Students had to choice from a list of options which was limited.
Others / external causes	Time limitation	Internship period
	Workload	Exam period

Source: own elaboration.

5. Conclusions

An initial question was thrown at the beginning of this study: *Can the CELSIP be implemented in Secondary Education to improve students' motivation and oral skills?,* along with three main objectives. Given the results obtained, the first objective, which was to design an adapted version of CELSIP for Secondary Education based on the students' age, level and interests, is filled since the adapted CELSIP responds to Secondary students' interests and it is conveniently justified. Moreover, the self-assessment responds to the level to be achieved at the end of Secondary Education so it could work as a checklist for students to work on their weakest descriptor. The tools offered in the adapted CELSIP are free, so it covers every students' socioeconomic background and SDG4: quality education (UN, 2015). It also responds to different learning styles such as visual, aural, verbal, physical and logical, and it has no expiry date as it is a long-lasting tool (Soler-Pardo & Alcantud-Díaz, 2020). Regarding the weaknesses of the programme or its use, its effectiveness depends on the students' regular use and perseverance. In this particular case, we noticed an irregular pace by students. It also showed students' absence of autonomous management and reflection when overwhelmed by exams. But, in general terms and when used regularly and reflecting on it, it can be an effective learning tool.

Regarding the second objective, which was to implement the adapted CELSIP during the teacher training period to improve students' oral reception and production while working autonomously, it was not achieved since implementation was short and no noticeable changes were perceived. However, some students noticed an improvement in their understanding when being exposed to the target language (Atkinson, 2015) and when following the tools and tips provided in the programme. The students improved their pronunciation and reading speed by repeating and imitating a model, but it does not demonstrate their ability to pronounce better in another context. Moreover, since oral production was not practised spontaneously, it does not prove consistent improvements in that respect. However, during the sessions in which we spoke about the challenges, students were more participative and even if they made mistakes they tried to speak. Improving oral production and oral reception needs more constant work, and more exposure to the target language and, due to the time constraints, we could only implement two challenges out of five of the initial idea. The positive feedback from students made us think that working with this type of activity during a more prolonged period would certainly lead us to confirm and surpass the aims set in this research.

The third objective was to increase students' motivation through a Challenge-Based Learning approach to become more engaged in their learning process. It was fully achieved since students

stated in the last questionnaire that they were motivated to work with the challenges. It could also be observed in their challenges since they were brilliant, and their enthusiasm was felt in class. After analysing the students' logbook and the final questionnaire, we could estate that working with Challenge-Based Learning was engaging. Students could apply English to their real-world interests (Apple, 2010) using their favourite songs, films and TV series. The workload may very well be a threat to motivation so maybe CELSIP could have better results when implemented in periods when there are fewer exams and pressure for students. Regarding students' suggestions to choose their own songs, it was tackled since each section allows students to add their suggestions to the list so the programme could be personalized and, thus, be more motivating.

Among the general limitations and weaknesses of this study, we would say that time constraints made it difficult to obtain meaningful improvement in students' oral reception and production since developing oral skills needs more time. Students' workload was another difficulty encountered since they could not spend enough time working on the programme. Even though some difficulties were encountered, the vast majority managed to hand in both challenges, their logbooks and self-assessment with satisfactory results and enjoyed doing so.

In sum, despite the short implementation of the programme, the adapted CELSIP for Secondary Education has proved to be an effective tool for online learning and also as a complement to face-to-face learning. It enhances autonomous and reflective learning and develops the *learn to learn* and the *digital key competencies*. As opposed to traditional methods, the freedom and variety of resources that the adapted CELSIP provides, along with the ChBL approach, allow students to explore different ways to learn while enjoying. In addition, the intervention presented in this study brings novelty by personalizing learning, fostering student self-reflection and responsibility, ensuring accessibility and proposing innovative approaches such as ChBL, which contributes significantly to the educational landscape.

For further research, more experiences on the application of Challenge-based Learning in EFL are necessary, since this methodology has proved to link real situations to learning within the framework of long-life learning. Also, some problems need to be solved such as the fact of coping with different levels of competency in the target language.

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