

# Implementation of Project-based learning in Teaching English in the viewpoint of constructivist teaching: A case study at high schools in Thai Nguyen, Vietnam

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**Abstract-** Project-based learning (PBL) is not a new concept or instruction approach; however, PBL approach has still been the most concern among typical researchers in the sector of education and especially been implemented widely in many schools and universities all over the world. PBL in the viewpoints of constructivism places partial and explicit responsibility on the students for their own learning. The present study aimed to explore a) the current situation of implementing PBL in teaching English towards constructivist teaching at high schools in Thai Nguyen province, Vietnam; b) the views of high-school teachers on advantages and challenges of PBL in their actual class; c) offer some methods of using PBL in an effective way. The participants of this survey were 120 high-school English teachers from 31 high schools in Thai Nguyen province, Vietnam. Data was collected using an e-survey with some open questions. Beside e-questionnaire, the researcher used classroom observations and interviews as data collection instruments for the current study. The results of the study have shown that the teachers found PBL very useful to use in their instruction such that it promotes the following aspects such as students' or teachers' learning and motivation, collaboration and a sense of community at school level, student-centered learning, and brings versatility for their instruction. However, the most challenging aspects of PBL use in practice were project organization, technical issues, resources, student-related challenges and collaboration. Therefore, those findings may benefit schools and teachers that have the same problems in implementing PBL. Additionally, the present study may provide valuable information for the researchers and teachers who are interested in cooperating PBL into their teaching.

**Index Terms-** *Project-based learning, Constructivist teaching, teachers' perceptions, student-centered approaches, learning environment.*

## INTRODUCTION

In the world, the concept of "project" in teaching has been used since the sixteenth century in architectural vocational schools in Italy and then spread to other European countries and the United States from the eighteenth century. In the late nineteenth and early twentieth centuries, Project-based learning (PBL) was used in high school teaching in the United States. The people who play an important role in forming the theoretical basis for the project teaching method are the American pedagogues J. Dewey and Charles Peirce. They provided the basis for PBL and asserted that all people, young or old, learn by activity through their relationship with real-life environments. However, at that time, PBL still had many limitations due to lack of documents and effects of World War II.

Foreign language teaching and learning in Vietnam in general in the past decade has undergone significant fundamental changes with the communication approach commonly applied in foreign language teaching and learning. Although these changes help learners become more active in the learning process; However, learners have not really mastered the learning process. The learner-centered approach in the process of teaching and learning foreign languages in Vietnam has not been fully applied and traditional teaching methods still exist when the teacher is still the main source of knowledge and understanding. The role of learners in creating knowledge in the teaching process has not been really focused.

In the era of globalization, learners have to master the process of acquiring knowledge for international integration, traditional teaching methods are no longer suitable when learners need to "learn together with practice", create, share share knowledge and experience active and real-life learning situations. One of the innovative methods of teaching and learning foreign languages is the use of PBL teaching because this method can meet the requirements of

learners for the process of knowledge construction and experience. practical experience; However, this method is not new to high school teachers, but it has not been widely deployed in teaching and learning foreign languages in Vietnam. To integrate with the 4.0 education trend, it is necessary to change teaching and learning methods according to new standards, especially with the subject of English.

The PBL method is considered an active teaching method initiated by the American philosopher John Dewey (1859-1952). With the doctrine of "learning by doing and experiencing." (learning through action and experience), Dewey advocates teaching students how to learn through building a specific project and finding reasonable solutions to bring the project to success. PBL is a student-centered teaching model that, through open-ended tasks, encourages students to explore and realize what they have learned in the process. Create your own products. It helps develop knowledge and related skills through open-ended tasks, encouraging students to explore and realize what they have learned in the process of making and creating their own products. The project-based curriculum is built on key guiding questions, integrating content standards and higher-order thinking in real-world contexts.

Unlike other teacher-centered approach, where students listen passively to their teachers during the class, PBL emphasizes active, interactive and collaborative learning, making it more student-centered. As a result, the role of the teacher is changing from providing one-way knowledge into facilitating the learning process and empowering the main role of mastering for students. It is undeniable that teachers' capacity to execute PBL in practice determines the effectiveness of such learning. Teachers' implementation of PBL has been shown to greatly affect students' content understanding and development of skills. (Han, Yalvac, Capraro & Capraro, 2015; Kokotsaki, Menzies & Wiggins, 2016).

In Vietnam, a number of authors have researched and researched on teaching and learning in foreign languages, although the implementation of this method still has some difficulties and limitations. Ngo Huu Hoang does a pilot study on the application of PBL in teaching the Intercultural Communication class in English at Hanoi National University. Research shows that PBL helps students acquire skills in intercultural communication, improve language skills, especially listening and speaking skills, develop collaboration skills, social skills and research skills, although some students still have difficulty with the roles of students and faculty in PBL. Nguyen Van Loi studied the influence of PBL in teaching English skills on students' autonomy in learning in a pedagogical English program at Can Tho University. Research shows that PBL helps students improve their self-control in learning, especially in students' self-determining ability about learning. Do Chi Na's research on the application of PBL in a business English class at An Giang University shows that PBL has a positive impact on students' language skills, soft skills and career development. although the subject-specific knowledge of lecturers and students is still limited. PBL has been promoting positive effects in teaching and learning English at schools from primary to high school and this topic is also an issue of interest to many domestic authors (Na, 2017). ; Tra, 2006; Giang, 2018; Hoang, 2014; Loi, 2017;...)

In summary, the above studies on teaching teaching have shown the positive effects of teaching and learning and this method needs to be developed and applied more in foreign language teaching and learning in general and specialized English in particular. From the above discussion, the researcher decided to make an investigation into *Implementation of Project-based learning in Teaching English in the viewpoint of constructivist teaching: A case study at high schools in Thai Nguyen, Vietnam* and evaluate the effectiveness of activities organized within the research framework on improving English language skills. high quality English language learning at high schools.

## LITERATURE REVIEW

### Definition of Project-based learning

There are a various definitions of PBL by researchers in the field of English teaching methodology. PBL is described by many definitions of many typical researchers in the area of education. According to Duffy & Cunningham (1996), PBL is an instructional model that is based in the constructivist approach to learning, which entails the construction of knowledge with multiple perspectives, within a social activity, and allows for self-awareness of learning and knowing while being context dependent.

In a study of young investigators in 2011, Harris & Katz stated that PBL is an instructional method centered on the learner. Instead of using a rigid lesson plan that directs a learner down a specific path of learning outcomes or objectives, PBL allows in-depth investigation of a topic worth learning more about. Likewise, PBL is a method for imparting thinking competencies and creating flexible learning environment (Doppelt Y, 2000). Also, as uncovered by Barak & Doppelt (2000), PBL has a nature of exploring new areas, discovering new scientific issues and integrating knowledge from different subjects.

From the above definitions and explanations of PBL in second language and foreign language studies, the definition of PBL in this study is sum up as a comprehensive learning which focuses on authentic problems and challenges that involve the students who work individually or in a team within meaningful activities resulting in an end outcome. It is then confirmed that the PBL is a possible and useful means or tool for allowing students to improve their language, content, as well as their communicative skills. They can apply and can combine language and actual

knowledge in their real lives while managing and creating the project. In contrast, PBL is the opposite traditional classroom in which their teachers only internalize the knowledge through textbooks to their students.

### **Advantages of Project-based learning**

In terms of advantages of the PBL approach, learning by means of a project is likely to increase motivation (Fernandes et al., 2014), and give the students a sense of satisfaction, it is helpful for developing long-term learning skills (Edström & Kolmos, 2014), to develop deep, integrated understanding of content and process, it allows students learn to work together to solve problems, and it promotes responsibility and independent learning (Chau, 2005; Chua et al., 2014; Frank et al., 2003). PBL also contributes to bringing the classroom close to the profession through the acquisition of knowledge while solving practical and real cases closed to the professional world (Terrón-López et al., 2016). In fact, PBL works to integrate and apply (Song & Dow, 2016): (i) structured new knowledge covered in the course, (ii) knowledge learned in other courses, (iii) prior life experiential based knowledge, and (iv) new self-taught knowledge.

PBL method brings many positive effects such as:

Firstly, students promote creativity and autonomy in learning, thereby absorbing knowledge easily and unforgettable thanks to the process of learning, gathering and selecting information according to the requirements of the project. judgment.

Second, PBL promotes learning with practice, creating opportunities for students to apply what they have learned in real life.

Third, students have the opportunity to reinforce group learning. Team members must know how to organize assignments, share work, learn from each other, enhance solidarity, discipline and responsibility.

Fourth, students are trained in public speaking skills, so their language skills, especially English speaking skills, are gradually improved.

Fifth, students have the opportunity to improve their skills in using information technology, using computers connected to the Internet to search for information, and using powerpoint projectors to present projects.

### **Challenges of Project-based learning**

Although PBL has been discussed as valuable for engineering design education, PBL experiences also entail certain difficulties that can lead to educational gaps and imbalances when considering each stage of PBL (i.e. planning, organization, development and assessment), including (Lantada et al., 2013): (i) designing projects that properly reflect how the subject evolves, preparing questions of equivalent difficulty, (ii) planning projects to fit the time allocated to the subject, (iii) searching for realistic approaches, (iv) setting milestones throughout the process, (v) taking action to adapt students' starting-out levels, motivation and follow-up to avoid deviations in the results, (vi) setting an adequate system to evaluate knowledge, etc. Those issues should be addressed by professors in many fields of engineering who wish to apply this kind of teaching strategy and design specific actions for their subjects (Lantada et al., 2013).

### **Components of Project-based learning**

Further, Basilotta et al. stated that the implementation of PBL consists of three fundamental phases that are planning, creating, and processing. The two main activities during the planning phase are choosing the topic and organize the required materials such as the project tasks, the project schedule and the steps for executing the project. The creation phase contains students' activities in developing and documenting the project's ideas from the group, combining all project group's members' ideas, coordinating to work on the end product. Reflection on and follow-up of the project done during the processing phase through activities in sharing the products in project groups or with the whole class, receive feedback and reflect on the learning undertaken.

Thomas (2000) sets five criteria for PBL: projects should be central to the curriculum, focused on problems that drive the students to struggle with major concepts, involve the students in constructivist investigation, student-driven, and realistic. Furthermore, Grant (2002) discusses that common features to PBL implementation are an anchor of the activity, a task, an investigation, provision of resources, scaffolding, collaboration, and opportunities for reflection and transfer. As an instructional model, PBL has several benefits on the learning process. However, it also poses challenges to teachers. To shed the light on what teachers face when using PBL in the classroom, this literature review will focus first on the goals and benefits of PBL on learning; second, it will focus on the challenges that teachers encounter in PBL implementation.

Kleijer, Kuiper, De Wit & Wouters-Koster (1981) see four major characteristics of project learning: 1) self-responsibility for thinking and learning; 2) awareness of social responsibility; 3) thinking and acting from the scientific perspective but in a practical application; 4) relating both group process and product with professional practice.

Morgan (1983) provided an interesting three general models of project work for educational purposes:

(1) Project exercise: The aim of this type of project is that students should apply knowledge and techniques already acquired to an academic issue in a subject area already familiar to them. This represents the most traditional kind of PBL. Project exercises are a part of teacher-centered project.

(2) Project component: In this type of project work, the aims are broader and the scope is larger; the project is more interdisciplinary in nature and often related to “real world” issues; the objectives include developing problem-solving abilities and a capacity for independent work. Often, traditionally taught courses are studied in parallel with the project course.

(3) Project orientation: This term denotes the entire curriculum philosophy of a program of study; the projects that students complete form the entire basis of their university education, while instructional teaching is provided only to supplement the requirements of the project topics.

### Steps of project work

Schimdt (1983) identified 7 phases of work, which were then transformed into 10 by Lotti & Sasso in 2006. The tutor guides the students according to the procedure of the 10 steps. The procedure requires that in the learning experience the problem is first encountered, without any previous preparation or study. The problem situation is presented to the students in the same way as it is presented in reality, the student works with the problem in a way that allows him to reason, challenge and evaluate his knowledge. The learning areas necessary to proceed with the work and which serve as a guide for individualized study are identified; the skills and knowledge acquired in this study are applied to the problem to assess the effectiveness of learning and strengthen it. The learning that has taken place by working with the problem and in individualized study is synthesized and integrated into the knowledge and skills already possessed by the student.

For each step the tutor asks specific questions to allow the student to progress correctly. Following is *the 5 steps of PBL procedure*, which the researcher adapted from the previous researchers and intended to use 5 steps for this study.

<b>Step 1</b>	<b>Choose a topic, divide students into groups</b>	<ul style="list-style-type: none"> <li>-Find the basic content in the curriculum that is relevant or possible apply into reality.</li> <li>- Detect what respectively was and happening in life. Pay attention to major problems that society and the world are interested.</li> <li>- The teacher divides the class into groups and helps the learner identify the title of the topic.</li> <li>- A project should contain a task to be solved and must be suitable for students, including the relationship between learning content and practical situations in social life.</li> <li>-Teachers can also introduce some topics for students to choose.</li> </ul>
<b>Step 2</b>	<b>Write a proposal</b>	<ul style="list-style-type: none"> <li>-Teachers assist students to define goals, tasks, ways of doing things, project implementation plan; identify things to do, anticipated time, materials, funds..</li> <li>- Define specific learning goals by relying on standards of knowledge and skills of the lesson/program, skills higher order thinking skills to be achieved.</li> <li>- The development of an outline for a project is very important because it is action oriented for the whole process of implementing, collecting results and evaluating project.</li> </ul>
<b>Step 3</b>	<b>Execute a project</b>	<ul style="list-style-type: none"> <li>-The team leader of each will assign tasks to each member.</li> <li>- All team members follow the group action plan.</li> <li>- When performing a project, intellectual activities and practice activities Impact and reciprocate with each other.</li> <li>- Students collect data from many different sources, then synthesize and analyze and accumulate knowledge gained through working program. Thus, the knowledge that the learner accumulates is tested through practice.</li> </ul>
<b>Step 4</b>	<b>Collect data</b>	<ul style="list-style-type: none"> <li>- Project results can be written in publication form (news, newspapers, posters, harvests, reports, etc.) and can be presented on PowerPoint, or design it as a Web page.</li> <li>-All participants present their results along with their new knowledge that they have accumulated through project (group or individual work).</li> <li>-The product of the project can be presented among groups of learners and will be introduced in front of the class, in school or outside the society.</li> </ul>
<b>Step 5:</b>	<b>Evaluate the project,</b>	<ul style="list-style-type: none"> <li>-Teachers and learners evaluate the project implementation and outcomes based on the outputs and the reasonableness of the students' presentation.</li> </ul>

<b>draw key conclusions</b>	-Teachers guide learners to withdraw out the experience for the implementation next projects. -Project results can be evaluated from the outside.
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Table 1. The 5 steps of PBL procedure

### The role of students and teachers in Project-based learning

Unlike the traditional teaching method, where the teacher plays a central role, the expert and the main task is to impart knowledge, in the teaching project, the teacher is just the guide and the consultant. is not "hands-on" for his students. Accordingly, teachers do not teach the content to be learned in the traditional way, but from the content see its relevance to life's problems, form an idea of a project related to the learning content, create role for students in the project, making the student's role close to the content to be learned (designing exercises for students). The teacher's role is less that of an instructor who transmits information and organizes activities for practice and more that of a guide and a facilitator, it is a critical role, nevertheless. Projects require that teachers get to know their learners' interests. Teachers must listen for what has been called the teachable moment that point in a discussion when learners become excited about a topic, and start asking questions. Facilitating PBL requires the kind of leadership skills that allow teachers to help a group of learners to move in the direction that they want to go, pointing out potential pitfalls or making suggestions without getting defensive when students decide they like their own ideas better. It makes a difference if teachers possess a tolerance for ambiguity, some skill in helping learners negotiate conflicts, and enough self-confidence to not give up when a project peters out or refuses to come together. In short, teachers no longer play the leading role in the teaching process, but become guides and helpers, creating the most favorable environment for them on the way to project implementation.

The role of students is active. They actively participate, learn to discuss a problem and listen to each other. They formulate hypotheses, activate their previous knowledge, identify the objectives of the independent study, summarize to colleagues what they have found on the various bibliographic sources, evaluate their own work and that of colleagues, express judgments on the goodness of the problem and the way in which the role of the tutor is carried out. They are responsible for the success of a good session. It is the student who decides how to approach the problem as well as the methods and activities that need to be taken to solve it. Students practice solving real-life problems with adult skills through teamwork. It is students who select data sources, collect data from these different sources, then synthesize, analyze (analyze) and accumulate knowledge from their own work. Students complete their learning with specific products (projects) and are able to present and defend that work. Students are also presenters of new knowledge they have accumulated through the project. Finally, the students themselves are the evaluators and are evaluated based on what they have collected, based on the conciseness and rationality of their presentation according to the previously established criteria.

### METHODOLOGY

The participants of this survey were 120 high-school English teachers from 31 high schools in Thai Nguyen province, Vietnam. Data was collected using an e-survey with some open questions. Beside e-questionnaire, the researcher used classroom observations and interviews as data collection instruments for the current study.

### MAJOR FINDINGS & DISCUSSION

#### English teachers' experience of teaching English at 31 high schools in Thai Nguyen province

The researcher investigated the high-school teachers' experience of teaching English at high schools in Thai Nguyen Province. The result was shown in Table 2 below:

Years of teaching English	No of teachers	%
<i>Less than 5 years</i>	30	25 %
<i>From 5 to 10 years</i>	21	17.5 %
<i>Over 10 years</i>	69	57.5 %

Table 2. The high-school teachers' experience of teaching English

As can be seen from the table, most of the subjects have had over 10 years of teaching English at high schools. This fact indicated that they seemed to have a lot of experiences in teaching English at high schools. It is estimated that that almost high-school teachers have maybe taken part in seminars as well as training courses for teacher development by the Ministry of Education and Training (MOET) and the Department of Education and Training (DOET) in recent years, which might help the researcher collect rich information for the current study.

#### English teachers' understanding of Project-based learning

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Chart 1 below shows the participants' understanding of Project-based learning (PBL).

It can be seen from the chart that most of the subjects understood quite well about PBL (75%) while the number of the teachers who had not known it only took up 4%. There seem to have clear instructions or training courses of PBL provided by the MOET or DOET. In other words, the authorities paid much attention to forstnering the teaching strategies and methods for high-school teachers. It is obvious that high-school teachers had good background knowledge about PBL.

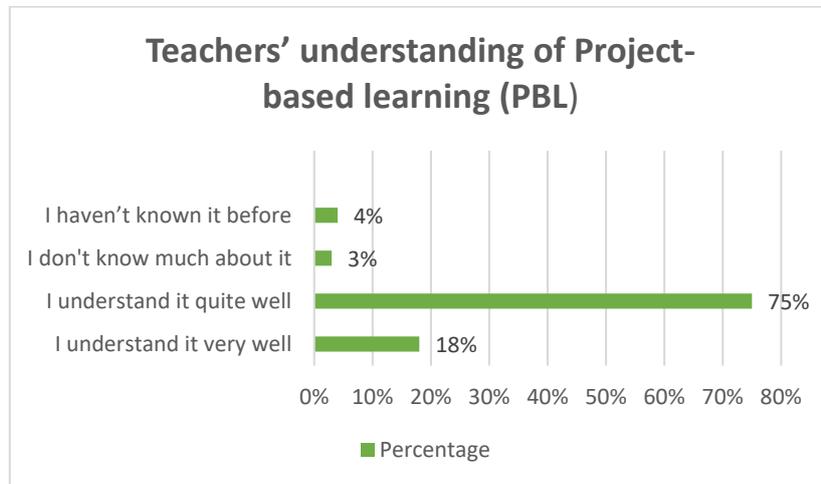


Chart 1. Teachers' understanding of Project-based learning

### English teachers' self-assessment of their proficiency in implementing project-based learning activities

Chart 2 below shows teachers' self-assessment of their proficiency in implementing project-based learning activities. It is clear that nearly 60% of the teachers stated that they were expert on applying PBL to organize activities. In contrast, about little of them admitted that they were bad at implementing PBL tasks and lessons. This fact implied that most of the teachers tended to use PBL in their actual classrooms. These findings also indicated that these participants put an emphasis on exploiting PBL in class.

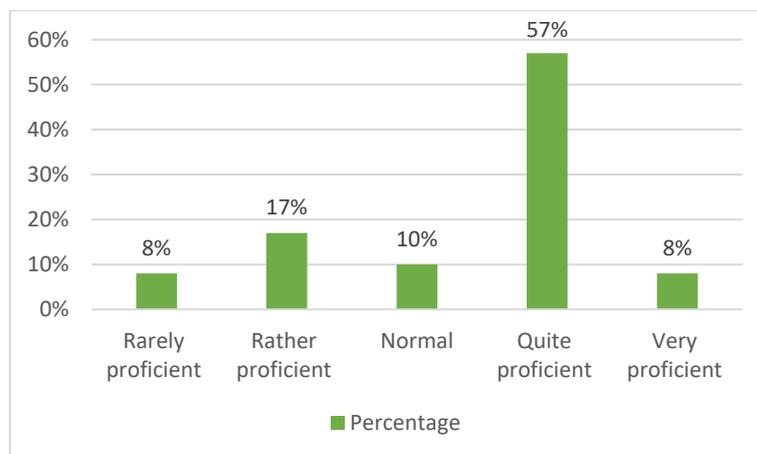


Chart 2. Teachers' self-assessment of their proficiency in implementing PBL activities

### Teachers' self-evaluation on the usefulness of PBL in high schools

Chart 3 below presents the teachers' self-evaluation on the usefulness of PBL in high schools.

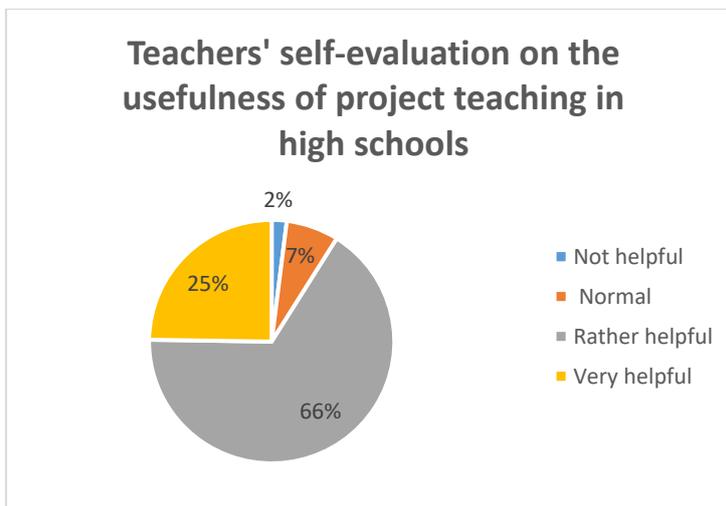


Chart 3. Teachers' self-evaluation on the usefulness of PBL in high schools

As seen from the chart, the majority of the teachers found using PBL at class very helpful. This number accounted for over 60%. It is not surprising that only a few of them did not recognize the usefulness of PBL in high schools. In other words, they highly estimated the importance of the use of PBL in their classroom.

### Teachers' thoughts about Project-based learning

The teachers' thoughts about Project-based learning were presented in Table 3 below.

Statements	Code	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1. I think students will have a lot of practical knowledge when using PBL.	SPK	0	0	25%	17%	50%	8%
2. I think teaching & learning activities will be more effective using PBL.	TLE	0	0	12.5%	12.5%	50%	25%
3. I think PBL will make the lesson more intriguing.	MLI	0	0	17%	15%	43%	25%
4. I think PBL helps students to be more active in the classroom, thus promoting their creativity.	SAC	0	0	14%	19%	50%	17%
5. I think PBL helps students practice skills effectively.	SPE	0	0	4%	15%	43%	38%
6. I think PBL offers more opportunities for students to work in groups and improve their teamwork skills	OWT	0	0	10%	32%	42%	16%

Table 3. Teachers' thoughts about Project-based learning

As can be seen from Table 3, most of the teachers agreed that PPL brought about many benefits, for example SPK, TLE, MLI, SAC, SPE and OWT accounts for nearly a half respectively around 50%. It is obvious that teachers highly recommended the utilization of PBL in teaching and learning in high schools.

### Teachers' difficulties in the process of using PBL in the classroom

Chart 4 below presents the challenges faced by the teachers in the process of using PBL in the classroom.

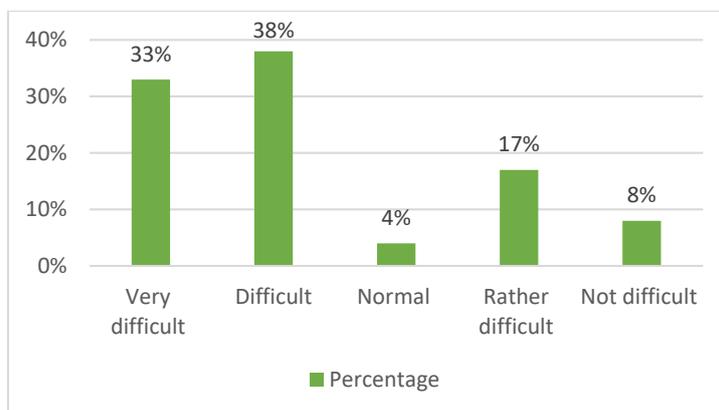


Chart 4. Teachers' difficulties in the process of using PBL in the classroom

As can be seen from this chart, most of the teachers faced some challenges in the process of teaching English via PBL. In fact, about 38% of them had difficulties in implementing PBL. 33% of the teachers found using PBL a very challenging task. It is understandable if we could see the fact that their class sometime has more than 50 pupils, and the teaching facilities are still very poor in most of the high schools. It is obvious that providing appropriate teaching techniques and clear instructions of PBL plays an important part in the process of teaching English. Therefore, in order to achieve the goals of teaching English via PBL, there must be more specific training courses or programs to help the high-school teachers exploit PBL in more effective ways.

**The responsiveness level of facilities to apply PBL in teaching at high schools**

Chart 5 presents the responsiveness level of facilities to apply PBL in teaching at high schools. It is clear from the table that the conditions of using PBL in teaching and learning at high schools were inadequate and not standard. Therefore, the authorities should pay attention to these conditions to make sure that classroom facilities and teaching aids be improved.

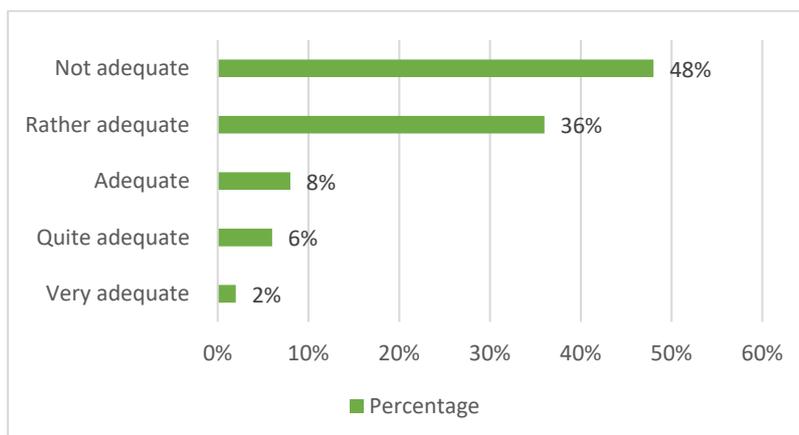


Chart 5. The responsiveness level of facilities to apply PBL in teaching at high schools

**Factors affecting the quality to use PBL in teaching**

It is clear from Chart 6 below that there were a lot of factors which had a significant effect on the quality of using PBL in teaching in which teachers' skill and training management activities of the school were paid much more attention.

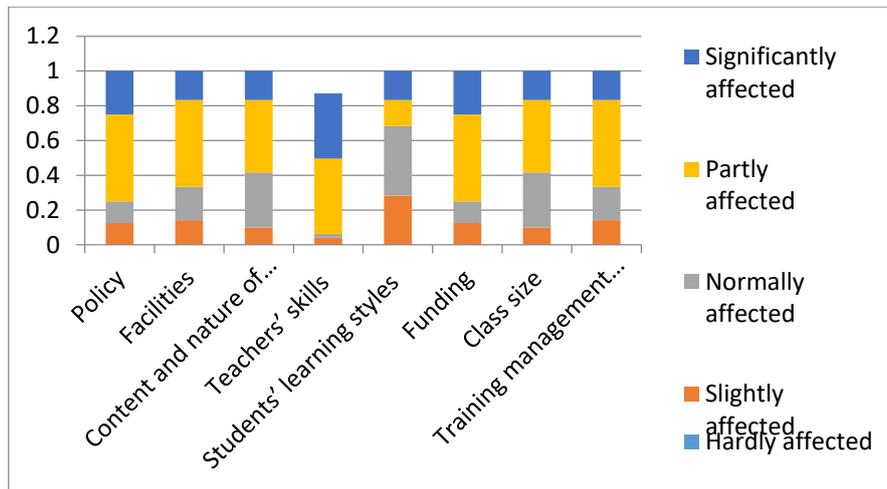


Chart 6. Factors affecting the quality to use PBL in teaching

**Challenges that you have faced in applying PBL in your teaching practice**

Chart 7 below presents the challenges faced by the teachers in the process of applying PBL in their teaching practice.

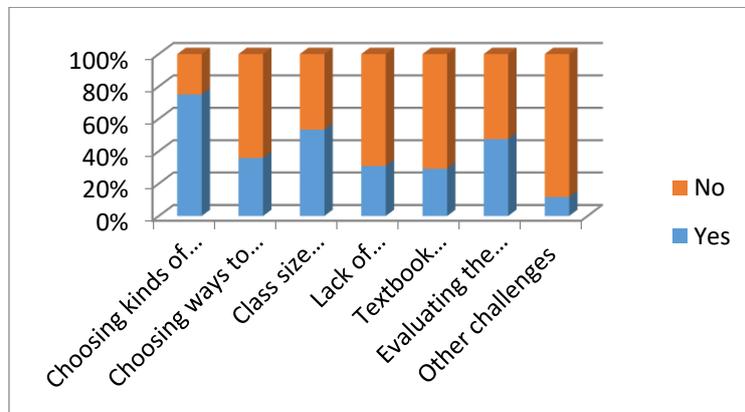


Chart 7. Challenges that you have faced in applying PBL in teaching practice

As can be seen from the chart, most of the teachers faced some challenges in the process of applying PBL in your teaching practice. In fact, about 70% of them had difficulties in choosing kinds of project. 30% of the teachers found choosing ways to execute PBL in class a very challenging task. It is understandable if we could see the fact that their class sometime has more than 50 pupils, and the teaching facilities are still very poor in most of the schools. The overcrowded number of pupils in one class (usually from 40 to 50 pupils) made it difficult for teachers in organizing activities for a group of pupils while controlling what was going on in another corner of the classroom. In addition, there were only limited classroom facilities, which were out-dated. Naturally, it would be too much to hope that such condition can raise the pupils' interest in the lesson. Similarly, 40% thought it was difficult to evaluate the results of the project. It is obvious that executing a project and evaluate its results play an important part in the process of using PBL in actual class. Therefore, in order to achieve the goals of teaching English to via PBL, there must be more specific training programs to help the teachers in those areas they found difficult or challenging.

**The necessity for the following supports provided to organize PBL activities**

Chart 8 below presents the necessity for the following supports provided to organize PBL activities.

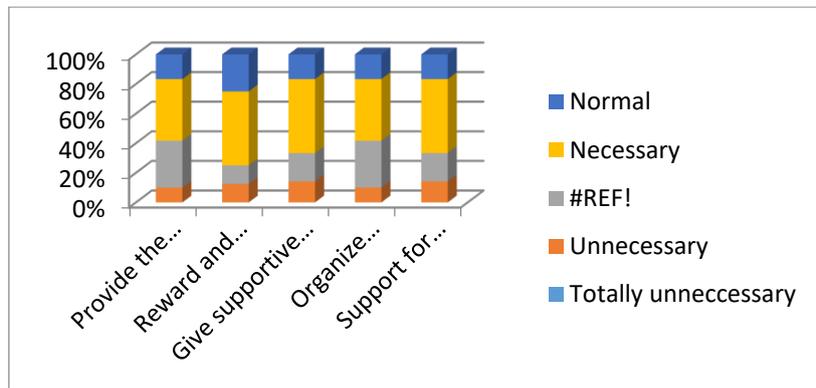


Chart 8: The necessity for the following supports provided to organize PBL activities

It is clear from Chart 8 that most of the subjects would like to receive the following supports to organize PBL activities for high-school teachers of English. The supports of rewarding and encouraging teachers to innovate and apply PBL in teaching and organizing training courses about PBL were their most priority. This was understandable because mastering these things might help high-school teachers to teach English more effectively. It also means that MOET and the authorities should organize seminars, workshops or training courses so that high-school teachers of English may have the chance to improve their professional knowledge as well as teaching experiences.

**Training courses to be recommended by high-school teachers**

Chart 9 indicates training courses to be recommended by high-school teachers.

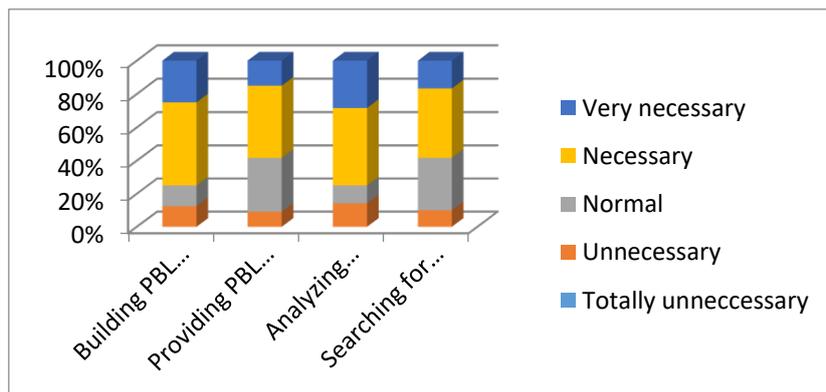


Chart 9: Training courses to be recommended by high-school teachers

It is clear from Chart 9 that most of the subjects would like to receive training courses related to PBL for high-school teachers of English. All training courses were highly recommended. This was understandable because mastering PBL techniques may assist teachers to teach English more effectively. It also means that MOET and the authorities should organize seminars, workshops or training courses related to PBL so that high-school teachers of English may have the chance to improve their professional knowledge as well as teaching experiences. This is an urgent issue for the national education sector.

**RECOMMENDATIONS**

**Developing PBL teaching plans English in high schools**

This section proposes some suggested English learning projects which can be used for students of English:

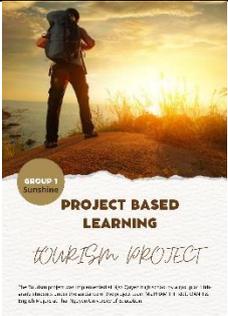
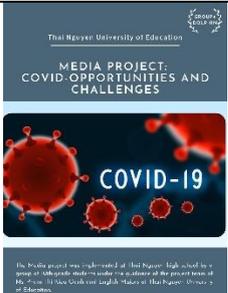
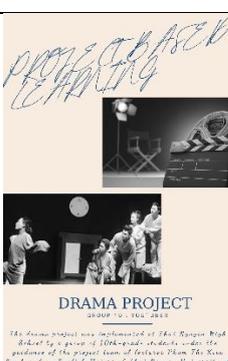
Kinds of projects		Detailed informations
<b>SKILLS-FOCUSED PROJECTS</b>	<i>Speaking Projects</i>	Speeches and presentations on audio/video cassettes, oral proficiency interview on audio/video cassettes, picture talk on audio/video cassettes, songs on audio cassettes, recorded talk journals, videotaped poster board presentations or retelling; Panel discussions, debates, class discussions on audio/ video cassettes, weather reports on audio/ video cassettes, English corner activities on audio/ video cassettes, drama and play on audio/ video cassettes; English speech contests on audio/ video cassettes, conference/ business interpretation on audio/ video cassettes, and newscasts on audio/ video cassettes.
	<i>Listening Projects</i>	TV or radio news in American/ British or Australian English and transcripts, BBC/ VOA news and transcripts, a recorded cassette and transcripts; The course lecture summaries and transcripts, paragraph dictation, or summarized scenarios of a recorded media.
	<i>Reading Projects</i>	Reading logs, reading responses, readings about different topics, book reports, lab reports, newsletters, advertisements, classified advertisements; Reflection papers, published pieces of writings, reading reviews of a movie/a story/a novel, and newspaper article writings;
	<i>Writing Projects</i>	Compositions and drafts, guided writings, journal entries, diaries, letters to pen-pals, e-mail correspondence, book reports, lab reports, field trip reports, newsletters, advertisements, brochure or booklet writing, story rewriting, academic paper writings, reflection papers, published pieces of writings, reviews of a movie/ a story/ a novel, and newspaper article writings, problem/ solution essay project.
	<i>Integrated Skills Projects</i>	Questionnaire project, listening and writing project, reading and writing project.
<b>LANGUAGE-FOCUSED PROJECTS</b>	<i>Translation Projects</i>	Translations of campus briefs/company brochures/ articles/ stories/ technical writings/ travel guides/ advertisements, and literature translation, consecutive interpretation project.
	<i>Different specializations Projects</i>	Projects for different specializations, e.g. linguistic project, British culture project, culture portfolio project.
<b>PROFESSIONAL DEVELOPMENT PROJECTS</b>	<i>English teaching Projects</i>	Lesson plans, teaching vocabulary at different levels, visual aids, pictures for speaking class, games for grammar lessons, learning styles, motivation.
	<i>Assessment Projects</i>	Standardized tests and quizzes, goal-setting worksheets, and self-assessment records that reflect linguistic competence of students,

**Table 4. Suggested kinds of projects for forstering the students' 21<sup>st</sup> century skills (Adapted from Nguyen Thi Van Lam, 2011)**

**Organizing and implementing PBL teaching activities in English in high schools**

Here are 10 projects that the researcher have implemented at high schools during the school year academic 2021-2022. All detailed informations in terms of action plans, detailed proposal, procedures of executing and videos of guiding how to design projects were uploaded here (<https://drive.google.com/drive/folders/1kvIOzosphntneXleNsL1dUpdxJHmVGeoL?usp=sharing>)

Kinds of projects	Products	Kinds of projects	Products
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<p><b>G1: Tourism project</b></p>		<p><b>G2: Designing educational website project</b></p>	
<p><b>G3: Warm-up activities design project</b></p>		<p><b>G4: Media Project</b></p>	
<p><b>G5: Cultural project: Fashion show</b></p>		<p><b>G6: Language contest organization project</b></p>	
<p><b>G7: Magazine project</b></p>		<p><b>G8: Culture project: Cold food festival</b></p>	
<p><b>G9: Interview project</b></p>		<p><b>G10: Drama project</b></p>	

**Designing a toolkit to evaluate project results**

**1. Peer Evaluation form**

<i>Peer Evaluation form</i>
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Instructor: \_\_\_\_\_ Course #: \_\_\_\_\_ Semester: \_\_\_\_\_  
 Team Number/Name: \_\_\_\_\_ Your name: \_\_\_\_\_  
**INSTRUCTIONS:** Rate each group member, including yourself, in terms of the contributions made toward the overall group project. Write the NAMES (neatly) of all group members in the space provided. Then, allocate points among your group members in such a fashion as to express your beliefs about each person's contributions to the overall group project. That is, assign each person a number of points.

*Group Member (including yourself)*

*Points Allocated*

No	Group member's name	Points (1-10)
1		
2		
3		
4		
5		

Circle the number that best represents your opinion.

Team Member _____ (Name of the member you are evaluating)	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Attendance at all group meetings.	1	2	3	4	5	6
Reliable in completing assigned responsibility.	1	2	3	4	5	6
Highly contributed to writing and proof reading of the final report.	1	2	3	4	5	6
Clearly understood all concepts.	1	2	3	4	5	6
Contributed ideas that were of high quality.	1	2	3	4	5	6
Was able to read and make deductions from the project.	1	2	3	4	5	6
Approximately, the amount of time spent on this project was comparable to other group members.	1	2	3	4	5	6
Highly contributed in preparing the oral report.	1	2	3	4	5	6
Was enthusiastic about working with the group.	1	2	3	4	5	6

## 2. Producing A News Package Rubric

Criteria	Poor	Average	Above Average	Exceptional	POINTS	Notes
	1-2	3-5	6-8	9-10		
<b>Content, Organization, Continuity</b>	Story is choppy and not organized; Content is not newsworthy.	Story has organizational flaws and is difficult to follow; beginning, middle, and end slightly unclear; needs work.	Story is organized but needs tightening; slightly difficult to follow; content is good.	Story is well organized, content is strong, story flows; has beginning, middle, and end. Story is a cohesive piece.		
<b>Relevance</b>	Audio and video rarely match, content is not relevant and not appropriate for story.	Audio and video match occasionally; some content is not relevant.	Occasionally the content is not relevant and/or audio and video do not match.	Content is appropriate and relevant. Audio and video match and reinforce each other.		
<b>Accuracy</b>	Story is filled with mistakes; sources not properly identified.	Many mistakes; some sources need identification.	Facts have been checked but accuracy is not evident.	All facts checked and information properly attributed.		
<b>Balance/ Objectivity</b>	Story is not balanced and does not represent all sides. Story includes personal opinions and is not objective.	Story is balanced but bias is evident. Story has hints of personal opinions.	Story includes all sides, but copy is leading. Story is free of personal opinions but does not seem completely objective.	Story is balanced; all sides are presented. Story is objective in choice of words and pictures.		
<b>Performance</b>	The reporter appears uncomfortable, unprofessional and unrehearsed.	The reporter needs more practice to appear natural and confident in front of the camera.	The reporter appeared confident but needs a little more practice with the script to appear and sound natural.	The reporter appeared natural and confident and connected with the audience.		
<b>Audio Quality</b>	Poor quality; inconsistent levels; distracting background noises; difficult to understand.	Audio is not clear and includes a number of distractions. Levels vary.	Audio is understandable but not crystal clear. Minor mixing and level problems.	Audio is clear and crisp. Proper levels; balanced mixing; no distractions.		
<b>Camera Technique</b>	Shaky camera work, poor composition, out of focus shots,	Minor camerawork problems, some composition and	Steady camera work, a variety of shots included. Minor composition	Shots are steady. Good composition. Motivated movement. Good variety of		

	random movement.	focus problems.	Problems. Clear, sharp focus.	shots.		
<b>Lighting</b>	Video too dark or too light. Numerous shadows on subjects. Poor color reproduction.	Needs work on lighting (light or dark spots). Needs to white balance.	Video is properly lit, but subject is still slightly washed out and flat. Lacks contrast. Good color reproduction.	Excellent lighting and contrast. Accurate color reproduction. Proper exposure.		
<b>Editing</b>	Story is poorly edited. Words and pictures do not flow. Numerous jump cuts. Audio and video track don't match. -Distracting transitions.	Some good editing. Words and pictures do not flow in sections. Some jump cuts. Ineffective transitions.	Clean editing. Audio matches the video but still slightly difficult to follow. More powerful images would have more impact.	Well edited. Audio and video match. Transitions are effective, smooth, and not distracting. No jump cuts. Cuts are clean and sharp.		
<b>Length</b>	Story is too long or too short.	Story needs editing or additions.	Story is well timed but needs minor editing.	Story is the perfect length for topic and content.		

**3. Some rubrics samples of evaluating a project**

<b>Rubric for Travel or Tourism Promotional Package</b>					
Name _____					
Period _____					
Date _____					
Students will:					
<ul style="list-style-type: none"> <li>• <i>select a promotional package for a travel or tourism business advertisement.</i></li> <li>• <i>design a travel or tourism package advertisement that includes a name, location and catchy slogan.</i></li> <li>• <i>create an advertisement that will attract customers to the business.</i></li> <li>• <i>present advertisement to students in class.</i></li> <li>• <i>exhibit public relations skills.</i></li> </ul>					
Criteria		Exceptional	Admirable	Marginal	Unacceptable
<b>Graphics</b>	20%	Graphics effectively entice audience; accurately conveys message	Visuals and images are attractive; adequately conveys message	Use of visuals and images is limited; message is conveyed	Use of visuals and images is confusing or absent; message is confusing
<b>Marketing Techniques</b>	20%	Expertly develops and implements marketing techniques	Develops and implements marketing techniques	Attempts to develop and implement marketing techniques	No apparent marketing techniques
<b>Visual Appeal</b>	20%	Original and creative design	Design is adequate	Design lacks creativity	Design is dull
<b>Product</b>	20%	Product would serve as a strong asset in marketing a restaurant	Product would be an acceptable tool in marketing a restaurant	With additional attention to detail, product could become valuable in marketing a restaurant	Product is not suitable in marketing a restaurant
<b>Public Relations Skills</b>	20%	Exhibits excellent public relations skills of communication, creativity, research and writing	Exhibits good public relations skills of communication, creativity, research and writing	Exhibits some public relations skills of communication, creativity, research and writing	Does not exhibit public relations skills of communication, creativity, research and writing

**Assignment Score** \_\_\_\_\_ + **Beyond/Bonus** \_\_\_\_\_ = **Final Score** \_\_\_\_\_

### RUBRIC for MAGAZINE PRODUCT

AREA (10 pts)	Excellent (10-9)	Good (8-6)	Not Good (5-4)	Needs Work (3-0)
<b>COVER</b>	The cover includes illustrations and a title for the magazine. The illustrations are creative, meaningful and go above and beyond the requirements. The cover actively engages the reader in the topic.	The cover includes illustrations and a title for the magazine. The illustrations are creative and meaningful. The cover helps the reader know what the magazine will include.	The cover includes illustrations and a title for the magazine. The illustrations are inconsistent with the topic of the magazine and leave the reader confused about what the magazine will include	The cover has no illustrations and or title for the magazine There are no illustrations on the cover and or have no reason to the topic.
<b>CONTENT</b>	The information was thorough and accurate and there was a clear reason for including the editorials in the magazines. Each article has a good writing style, no grammatical mistakes, and perfect syntax. Each magazine has at least 25 pages.	The information was accurate and there was a fairly good reason for including the editorial in the magazine. Each article has a clear writing style, few grammatical mistakes, and good syntax. Each magazine has 20-25 pages.	The information was occasionally inaccurate or misleading, but there was a clear reason for including the editorial in the magazine. Each article hasn't a clear writing style, a few grammatical mistakes, and bad syntax. Each magazine has 15-20 pages.	The information was typically inaccurate, misleading or libelous. Each article has a bad writing style, many grammatical mistakes, and very bad syntax. Each magazine has 10-15 pages.
<b>ADVERTISEMENTS</b>	The magazine has all of the required advertisements. The advertisements are meaningful and creative. They complement the magazine very well and are clearly related to the magazine's topic	The magazine has all of the required advertisements. The advertisements are meaningful and creative. They complement the magazine well and are generally related to the topic	The magazine does not have all of the required advertisements. They have some connection to the type of magazine.	There are a few or no advertisements in the magazine. They have little, if any, connection to the type of magazine.
<b>VISUALS, CAPTIONS, TABLE OF CONTENTS.</b>	All of the visuals are meaningful, neat and appropriate for the magazine. Each picture has an appropriate caption and complements the editorial. The table of contents is clear and makes the project very easy to navigate through	Most of the visuals are meaningful and appropriate for the magazine. Most pictures have an appropriate caption with some inconsistencies in its relation to the topic. The table of contents is helpful to the magazine.	A few of the visuals are meaningful but overall they do not complement the magazine. The pictures are confusing in their relation to the magazine. Fewer or no captions. The table of contents does not help the reader navigate through the magazine.	There are no visuals in the project or they do not relate to the topic. The pictures have no captions and are not relevant to the project There is no table of contents.

<b>ORGANIZATION</b>	Each section in the magazine has a clear beginning, middle, and end. The magazine is set-up in a thoughtful, understandable and creative way that heightens the overall presentation of the project. It is presented in an exceptionally neat creative and engaging manner.	Almost all sections of the magazine have a clear beginning, middle and end. There is some creativity and some form of structure. The presentation is well done. It is neat and fairly creative with few exceptions.	Most sections of the magazine have a clear beginning middle and end. There is little structure to the magazine and it is often hard to follow or understand the organization. The presumption is at times sloppy and shows minimal creativity.	Less than half of the sections of the magazine have a clear beginning, middle and end. There is no structure or flow to the magazine The presentation is poorly thrown together with no creativity.
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## CONCLUSIONS

The current paper provided the evidence of significantly positive impacts of PBL in teaching English. In this article the author has presented various definitions of PBL and its benefits. The researcher has also discussed the steps for implementing a PBL project and suggested several English learning projects for students of English. With these projects and the steps for implementing a PBL project, the teachers of English can motivate their students not only inside but also outside class, making full use of the benefits of PBL to help the students well prepare for future in terms of both English skills and social ones. In the author's view, PBL should be widely applied at high schools where students need to enhance necessary authentic knowledge and skills for their life and work. The most significant thing that the researcher has gained in this study is that 10 PBL teaching plans were designed professionally and systematically, which has facilitated high school teachers to have a detailed plan when implementing a variety of projects.

However, there are several limitations of this study such as a small number of participants to generalise to all teachers. Also, due to the Covid-19 epidemic, most of the findings based on only the responses of teachers in questionnaires, classroom observation and interviews. At the school-year academic, almost high schools held online teaching and learning activities via Zoom and Google meets, so the researchers did not carry out the experiments as the initial proposal. Therefore, practical data would not be more reliable and triangulated with the teacher's observation and post-course tests as proposed before. Despite these shortcomings, the researcher concluded with caution and hope that project-based learning is an effective alternative approach of teaching for students in high schools in the 21st century with a call for more studies examining its effects in different courses with different contexts.

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