

# Using Project-based Learning in Enhancing English Speaking Skill for Tenth Graders at a Gifted High School in Vietnam

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## Abstract

This paper examines the perceptions of 250 tenth-form students towards how Project-based Learning (PBL) has been applied in English teaching and learning at a gifted high school in Vietnam. It also looks at the effects of PBL lessons on 35 non-English majored tenth graders' speaking ability, as well as their perceived benefits and challenges upon engaging in PBL activities. Various data collection methods were conducted, from survey questionnaires and semi-structured interviews to observations and oral test scores. The findings revealed that PBL had positive effects on the speaking performance of students from the experimental group and helped develop the skills necessary for success in the 21<sup>st</sup> century. However, the students also encountered challenges related to work allocation, time management, collaboration, communication and understanding instructions and expectations of the project works.

**Keywords:** Project-based Learning, PBL, Speaking skill, 21<sup>st</sup> century skills

## 1. INTRODUCTION

Perhaps one of the most crucial components for success in the modern working world is effective communication. According to Hoang (2022), in a world where globalization and integration are becoming unavoidable trends, Vietnam has virtually no better choice than adherence to highly qualified and skilled workforce who can speak with confidence in other languages, particularly English.

Speaking in a foreign language differs from speaking in one's mother tongue, though, because learners are normally less familiar with the syntax and vocabulary resources of the former (Swain, 1985). Psychological factors, such as fear of making mistakes and becoming the target for criticism, are amongst the challenges that hinder students from developing speaking skill in the target language (Horwitz, 2001). Besides, low levels of motivation, large class sizes, ineffective teaching methods together with insufficient practice all contribute to students' poor performance in listening and speaking. Lastly, the absence of a speaking and listening portion in the high school graduation exam has an adverse effect on the process of teaching and learning; teachers and students may not make adequate investments if there is no such test (Nguyen, as cited by VNExpress, 2023).

In Vietnam, the 2018 General Education English Curriculum (GEEC) has been developed to emphasize the need for developing communicative competence amongst students, thus seeking the promotion of communicative language teaching methods. While the development of speaking and listening skills is prioritized at the primary level, these abilities are developed in tandem with reading and writing skills at the lower secondary level so that by the time students get to the upper secondary school education, they can enjoy equal emphasis placed on all the four skills (Hoang, 2022). Besides, the GEEC emphasizes that teaching methods are learning-centered, with students' communicative competence being enhanced through creative and active communicative activities. For instance, Richards and Rodgers (2014) noted the importance of communicative language teaching in fostering student engagement and practical language use. In addition to encouraging students to participate fully in communicative activities, the teacher sets up and promotes the learning process and gradually assists students in taking on more responsibility for their own

education. Students should be given a solid foundation in independent learning and lifelong learning competence in language education. In addition, students should be supplied with the opportunity to develop their capacity for self-evaluation of their current knowledge and skills to identify areas for future development. This will help them identify their future careers, and by doing so, they can figure out how they can contribute to the development of the nation throughout their lifetime.

Project-based learning (PBL), as such, can be considered as one of the effective enablers for the above-mentioned overall objectives. Alan and Stoller (2005, p.10) articulated that in project work, students' content knowledge and language mastery can be greatly improved, not to mention the experience of increasing motivation, autonomy, engagement, and a constructive mindset for English learning. Baker et al. (2021) maintained that PBL offers several benefits in language learning, enhancing student engagement and promoting deeper understanding. Put another way, PBL encourages collaboration among students, allowing them to communicate in the target language while working together on meaningful tasks. This collaborative environment not only improves language skills but also fosters critical thinking and problem-solving abilities. Besides, PBL provides opportunities for authentic language use, as students engage in real-world projects that require them to apply their language skills in practical contexts. This relevance to real life can boost motivation and make learning more enjoyable. Furthermore, as noted by Hernández et al. (2022), PBL allows for differentiated learning, accommodating varying language proficiency levels and learning styles, thus leading to improved outcomes for all students.

With a view to bringing new life into the current context of language teaching and learning in a highland province (i.e., Daklak) in Vietnam, this study aims to look into how PBL can be adopted to enhance students' language production, especially for those in a gifted high school (i.e., NDHSG-DL). The study findings are expected to provide significant insight into the possibilities of implementing PBL into language classroom settings and beyond for enhanced student communicative language competence in general and their speaking performance in particular.

### **Hypotheses**

For this study, three hypotheses can be established:

1. *Non-English majored 10th graders at NDHSG-DL have been exposed to different types of PBL activities at varying degrees of frequency and support.*
2. *PBL lessons have positive effects on speaking performance of non-English majored 10th graders at NDHSG-DL, leading to improvements in all aspects of speaking.*
3. *PBL lessons equip non-English majored 10th graders at NDHSG-DL with a wide range of benefits, although they may encounter various challenges during the implementation of PBL.*

### **Research Questions**

For the research objectives to be achieved, the study seeks to answer the following research questions:

1. *How has PBL been carried out with non-English majored tenth graders at NDHSG-DL as perceived by the students?*
2. *What are the effects of PBL activities on the speaking performance of non-English majored tenth graders at NDHSG-DL?*
3. *What are the students' perceptions on their engagement with PBL regarding benefits and challenges while conducting English project-based activities?*

## **4. BACKGROUND TO THE STUDY**

### **Review of Previous Studies**

There has so far been a good body of literature devoted to the impact of project-based learning (PBL) on English language teaching with a number of benefits relevant to both language teachers and learners. Ramires (2014) carried out a study on how project work in an English for Specific Purposes (ESP) class can foster student autonomy. Sixteen A1-level undergraduate students majoring in Environmental Engineering participated in the study, which was conducted at a regional public institution in Columbia. The students

made the decision to publish a magazine based on their opinions on environmental issues. The study was carried out over the course of a semester, accounting for the ten project work phases suggested by Alan and Stoller (2005). Field notes, semi-structured interviews, questionnaires, student artifacts, and video recordings were the instruments used to collect the data. The study's findings demonstrated that project work could help students improve their language proficiency. Students showed growth in their ability to be autonomous learners for ESP. The study also revealed that all students were committed to achieving the objective.

Ichsan et. al (2017) carried out a study with thirty-six SMA Negeri 3 Sintang students in the eleventh grade in Indonesia. The aim of this study was to determine how effective PBL is at helping students become more proficient speakers. The researcher employed Classroom Action Research as the research methodology in this study. By using observation and measuring techniques to gather data, the author discovered how students' speaking skill improved. The students' mean score in the first cycle was 74.44, while in the second cycle, it was 78.06, and in the third cycle it was 81.04. The results demonstrated that PBL improved students' speaking abilities, especially in accuracy and fluency.

With a view to demonstrating the benefits of project work as an effective teaching approach to language and intercultural communication skills, Tabaku and Ecirli (2014) conducted a case study amongst 30 Albanian and Turkish students majoring in law, communicative sciences, and religions, with observation and interviews being the instruments for data to be collected. This qualitative approach was to answer the two research questions: (1) how project work benefits students in developing their language and teamwork skills, and (2) to what extent the use of projects in multilingual groups leads to enhanced intercultural competence. The study concluded that the use of project work is effective and in a multinational learning setting it is essential that the teacher play the role of a guide as well as an intercultural facilitator.

To figure out to what extent the use of PBL can improve the students' speaking skill and the teaching and learning process when PBL is implemented, Riswandi (2018) conducted a study which addressed specific teaching methods amongst seventh-grade students of one junior high school in Surakarta, Indonesia. Classroom Action Research with two cycles was the method of the study, and the data were collected through speaking assessment. The findings revealed that PBL helped develop students' speaking skill, specifically in fluency, vocabulary, pronunciation, grammar and comprehension.

In Vietnam, Nguyen (2017) conducted a case study among thirty-three students and an instructor to explore how effective PBL was to students' life skill development. Semi-structured interviews with nine students and the instructor were used to gather data in addition to classroom observations. According to the study, PBL significantly enhanced the students' capacity for problem-solving, critical thinking, time management, and interpersonal interaction. Some students' creativity, information technology, research, leadership, and filmmaking abilities were also fostered by PBL. They suggested that the school include additional projects to the curriculum because of the advantages and challenges they encountered while working on the projects. The study suggests expanding the use of PBL in higher education to optimize students' development in terms of life skills.

Using observations and interviews as data collection instruments, Pham (2017) studied 26 third-year Chemistry majors at Hoa Lu University, a rural university in the North of Vietnam, over the course of four weeks. The goal of the semi-structured project "Atoms Talk" was to help students become more proficient in language and collaborate with others in a group setting. A variety of topics covering the fundamentals of chemistry found in the ESP course syllabus were covered under this theme. The outcomes showed that PBL is a successful method for teaching English to ESP students.

With the goal of determining the difficulties faced by distant learners, the efficacy of PBL applied in teaching speaking skill online, and learners' attitudes toward the applied projects, Nguyen et al. (2022) conducted a study using a mixed research method among twenty-two remote students at Ho Chi Minh City Open University in response to the survey questionnaire, and five of them were randomly chosen for in-depth interviews. The results demonstrated that the majority of distant learners struggled with speaking subskills and had unsuitable settings for engagement, communication, and speaking practice. Additionally, PBL was recognized as a critical approach that enabled students to handle the difficulties they were facing while developing their speaking skills, and interestingly, all the distant learners expressed their positive attitudes towards the use of PBL in their language learning.

According to Nguyen and Nguyen (2019), many an obstacle confronting teachers have been highlighted by research on the use of projects in delivering different courses; however, there has not been sufficient research done in the context of EFL classrooms. A study was thus conducted to fill the gap by providing a report on the difficulties faced by Vietnamese high school teachers in integrating PBL into the context of curricular innovation in English instruction across the country. Thirteen EFL teachers from sixteen high schools in the rural and urban Mekong Delta of Vietnam participated in the study. Both quantitative and qualitative data were gathered by means of a questionnaire and an in-depth interview. The results of the data analysis showed that the teachers' main areas of difficulty were managing time, adapting project activities, providing student support, and assessing project works.

From the literature as shown above, it can be concluded that PBL provides a wide range of benefits to students, though teachers and students may encounter challenges while implementing this approach. However, there seems to be an absence of study on how PBL has been implemented in the context of a gifted high school for a highland region like Daklak Province, and this has given the researcher as an EFL teacher an impetus to carry out an investigation into this matter.

## Revisiting Key Concepts

### *Nature of Speaking*

Speaking is by all means an important oral communication skill used to convey our thoughts, feelings, and viewpoints to others. According to Nunan (2003, p. 48), speaking is a productive oral ability that entails using systematic verbal utterances to express meaning. When speaking, students will gain the ability to construct sentences, convey ideas in a way that makes sense to the listener, pronounce words clearly, and use language that is understandable.

Other perspectives on speaking have highlighted its linguistic, cognitive, sociolinguistic, pragmatic, and educational dimensions.

- *Linguistic Perspective*: Speaking is the verbal expression of thoughts and ideas through the use of language. It involves the articulation of sounds and words, governed by the rules of syntax, semantics, and phonology.
- *Cognitive Perspective*: Speaking is a complex cognitive process that includes planning, formulation, and execution of speech. This involves retrieving vocabulary, constructing sentences, and monitoring one's speech for coherence and accuracy.
- *Sociolinguistic Perspective*: Speaking is a social act that varies according to context, audience, and purpose. It reflects social identities and power dynamics, influencing how language is used in different interactions.
- *Pragmatic Perspective*: Speaking encompasses the use of language in context to achieve communicative goals. It involves not only the literal meaning of words but also implicature, speech acts, and the speaker's intentions.
- *Educational Perspective*: In language education, speaking is defined as a skill that enables learners to communicate effectively and interactively in a second language. It emphasizes fluency, accuracy, and the ability to engage in meaningful conversations.

### *Speaking Components*

According to Bygate (2018), speaking instruction should cover a wide range of topics to enable students to communicate effectively in English, including pronunciation, grammar, vocabulary, fluency, and comprehension.

- *Pronunciation*

The process of pronouncing a word is called pronunciation. It refers to an individual's manner of speaking a language, pronouncing a word, and speaking language words. It addresses the phonological process, which is connected to the concepts and aspects of grammar that specify the variety and organization of sounds in a language. Proper pronunciation not only leaves a positive impression on listeners, but it can also inflate

learners' self-confidence and positively affect assessments of a speaker's proficiency and credibility. Clear pronunciation is essential for intelligibility in spoken communication, encompassing articulation, intonation, stress, and rhythm. Effective teaching strategies include phonetic exercises that focus on specific sounds, listening activities that expose learners to native-speaker pronunciation, and repetition drills to reinforce correct pronunciation patterns (Thomas, 2004, p. 76).

- *Grammar*

As defined by Oxford Learner's Dictionaries, grammar refers to the rules in a language for changing the form of words and joining them into sentences. Students who master grammar will be more proficient in speaking English because they will know how to organize words in sentences, use appropriate tenses, and utilize appropriate expressions. In other words, a solid understanding of grammatical structures enables learners to construct coherent and accurate sentences. Grammatical competence is essential for expressing complex ideas clearly and effectively.

Key components of grammar include morphology, which focuses on the formation of words; syntax, which involves the arrangement of words into sentences; and punctuation, which clarifies meaning in written language. It can be taught through explicit instruction, and contextualized practice that encourages real-life application. Activities such as role-plays and dialogues facilitate the use of specific grammatical structures in meaningful contexts (Gass & Selinker, 2008, p. 145). Additionally, constructive error correction is crucial, helping them recognize and learn from their mistakes.

- *Vocabulary*

It can be said that vocabulary is the fundamental component of a language that one needs in learning that language, particularly to communicate effectively with others. A rich vocabulary allows learners to express their thoughts, feelings, and ideas with precision and clarity. Schmitt (2000, p. 1) assured that "vocabulary is central to language and of critical importance to the typical language learner". Mastery of vocabulary not only enhances expressiveness but also improves comprehension, as learners with a strong vocabulary can better understand spoken and written texts. Familiarity with a wide range of words allows for smoother speech production; when learners have immediate access to the right terms, they can speak more fluidly without unnecessary pauses. Additionally, a robust vocabulary boosts learners' confidence, encouraging them to participate more actively in discussions and express their opinions without hesitation.

Effective vocabulary instruction for speaking includes several strategies to enhance learners' oral skills. Contextual learning - teaching vocabulary within meaningful contexts such as role-plays and dialogues - helps students understand how to use words appropriately in conversation (Field, 2005, p. 25). Organizing vocabulary around themes (e.g., emotions, travel) allows learners to make connections between words, facilitating retention and practical application. Introducing common collocations and phrases promotes natural speech, as learners become familiar with how words commonly pair in conversation. Engaging activities like debates, storytelling, and interactive discussions encourage the active use of newly acquired vocabulary, reinforcing learning. Moreover, regular repetition and spaced practice are essential for long-term retention.

- *Fluency*

Fluency is defined as the ability to communicate ideas smoothly and effortlessly, characterized by a natural rhythm and flow of speech without frequent hesitations or interruptions. It is not merely about speaking quickly; rather, it involves the automatic retrieval of vocabulary and grammatical structures, allowing learners to articulate thoughts clearly and confidently. Key aspects of fluency include the flow of speech, clear pronunciation, and the effective use of fillers and pauses. Additionally, fluent speakers can modulate their tone and pitch to enhance meaning and maintain interest, making their speech more dynamic and effective (Gilakjani & Ahmadi, 2011, p. 30).

To foster fluency in learners, educators can implement various effective strategies. Regular speaking practice through activities such as group discussions, role-plays, and timed speaking tasks encourages spontaneous



performances are produced during test administration and subsequently graded to generate scores.

### ***Defining Project-based Learning and Project-based Language Learning***

Project work has been engaged in the teaching of many subjects in schools on the grounds that it favors student-centered activities. The complex tasks are characterized by challenging questions or problems that require students to do investigative activities, and by so doing, they can engage in design, problem-solving, and decision-making. Additionally, the tasks allow students to work independently for extended periods of time and this culminates in realistic products or presentations. Tabaku and Ecirli (2014, p.88) claimed that PBL is a teaching approach whereby learners are presented with a problem to deal with and a product or a visible result to generate. More sophisticatedly, the Buck Institute for Education defines PBL as a teaching approach in which students gain knowledge and skills by devoting a significant amount of time to researching and addressing a real-world, interesting, and challenging topic, problem, or issue. These definitions make it clear that PBL is an instructional technique in which students collaborate to produce a performance, a presentation, or a product over an extended period of time. Therefore, the two fundamental elements of PBL are: (i) an engaging and motivating question; and (ii) a finished product that addresses the question in a meaningful way. When students participate in PBL, the main expectations are that they will acquire life-enhancing or success skills in addition to the requirement for them to seek out new knowledge (Le, 2015, p.3).

With regard to project-based language learning (PBL), it is a multi-skill activity with topic content as the primary focus rather than language targets. Students are equipped with opportunities to recycle vocabulary and abilities in a situation that is almost natural and employ whichever language they are proficient in to fulfill a specific task. Hedge (1993) claims that it is an extended task in which language skills are integrated through a wide range of activities. In PBL works, many features are involved, such as the utilization of real English language resources, a focus on morality and student-centered learning, the significance of student involvement, and the application of a variety of skills. In the position of Anderson (2021, p. 46), PBL entails students working in fixed groups for a predetermined amount of time to investigate a phenomenon or examine an issue and come up with one or more “products” in the target language (e.g., English) as evidence of their inquiry. It fosters higher-order cognition, is cross-disciplinary (i.e. connected to other topics), gives learners agency (i.e. to select their area of attention), and promotes the application of practical skills in cooperative settings that stimulate real-world scenarios (e.g., work, academic research, etc.). As already mentioned, collaboration is viewed as the fundamental factor in maximizing the potential of projects, and “products” in the target language must be produced.

### ***Project-Based Learning Framework***

Indeed, there exist a plethora of approaches to present the stages involved in PBL works. One of these approaches is suggested by Fried-Booth (1986). In his model, three stages are involved in a project (i) beginning in the classroom; (ii) moving out into the world; and (iii) turning back to the classroom. More than this initial model, Papandreou (1994) introduced a six-step process of project work: Preparation – Planning – Research – Conclusions – Presentation – Evaluation. Alan and Stoller (2005), in their revised ten-stage project framework, have steps 4, 6, and 8 newly designed:

- Step 1: Students and instructor agree on a theme for the project.*
- Step 2: Students and instructor determine the final outcome of the project.*
- Step 3: Students and instructor structure the project.*
- Step 4: Instructor prepares students for the demands of information gathering.*
- Step 5: Students gather information.*
- Step 6: Instructor prepares students to compile and analyze data.*
- Step 7: Students compile and analyze information.*
- Step 8: Instructor prepares students for the language demands of the final activity.*
- Step 9: Students present the final product.*
- Step 10: Students evaluate the project.*

All things considered, the five-stage framework equips educators - both novice and seasoned with PBL - to

organize, carry out, and evaluate projects that (i) supply students with a clear understanding of the development of their projects (from start to finish); (ii) boost student motivation and engagement; (iii) assist students in developing language skills and strategies; (iv) expose students to additional skills and strategies needed for information gathering, processing, and display cycles; (v) give students the confidence to work independently or collaboratively to succeed; and (vi) offer reflection opportunities to students and teachers.

### ***Assessments in Project-based Language Learning***

A structured framework for assessing multimedia projects within PBL was provided by Simkins et al. (2002). This approach focuses on three key areas: (i) project quality was defined, (ii) project excellence was ensured, and (iii) project outcomes were evaluated. This framework demonstrates the adaptability of PBL assessment to diverse project formats and learning objectives. The framework's applicability extends beyond multimedia projects to suit various project types within a PBL context.

(1) *Creating an Assessment Document*: Students collaborate with teachers to develop checklists and rubrics that reflect project requirements and learning objectives. This process helps clarify expectations and ensure alignment between assessment and learning goals.

(2) *Whole-Class Design Review*: Students showcase their work in progress and receive feedback from their peers. The focus is on constructive observations and suggestions, rather than judgment. This peer feedback helps students identify areas for improvement and gain insights from their classmates.

(3) *Content Assessment*: Teachers can employ traditional tests, written reflections, or oral interviews to assess students' knowledge and comprehension before or during project development.

In short, enlightening perspectives have been highlighted for implementing PBL in diverse educational settings, whether focused on content or language development. A recurring theme emphasizes the importance of assessing both student products and their learning processes through various methods. While rubrics can effectively evaluate final products, self-reflection, and peer evaluation provide valuable insights into the learning journey. These process-oriented assessments encourage active learning and student engagement. Additionally, teacher observation, particularly when utilizing systematic functional linguistics, can offer a significant contribution to students' language development.

## **5. RESEARCH METHODOLOGY**

### **Research Design and Research Methods**

To ensure the reliability and validity of the research, a mixed-method design, including both qualitative and quantitative methods, was employed in this paper. This approach is suitable as it allows for a comprehensive exploration of the research problem by combining the strengths of both methodologies. The findings from the qualitative phase elucidate the outcomes of the quantitative stage, providing richer insights into the participants' experiences (Tashakkori & Teddlie, 2010).

Quantitative data were collected through the results of the speaking tests and semi-structured questionnaires. The speaking assessments, including the second midterm and the final term speaking tests, are appropriate as they provide objective measures of students' progress in speaking skills, allowing for statistical analysis and comparison. Meanwhile, the semi-structured questionnaires were designed to gather information on the students' experiences and perspectives related to their English speaking skill. This method is effective in capturing diverse viewpoints and identifying trends, which can be statistically analyzed for robust findings (Cohen, Manion, & Morrison, 2011).

Qualitative data, on the other hand, were obtained through observations and semi-structured interviews. Observation notes during students' weekly video meetings and in-class presentations could offer a significant understanding of their behaviours and interactions, making this method suitable for obtaining the dynamics of the PBL context. This method captures the richness of participants' experiences and contextual factors that influence learning outcomes. Alongside semi-structured interviews, which allow for in-depth exploration of individual experiences, these qualitative methods would contribute to a nuanced understanding of students' experiences and any challenges they encountered upon engagement with the PBL approach (Patton, 2015).



## Setting, Population, and Sampling

NDHSG-DL in Daklak, Vietnam was the location where the study took place. The non-English majoring students in grade 10 were the ones the researcher especially targeted to gather the necessary information to address the research questions. As being non-English majored, these students received three English classes a week, just like students at other mainstream schools. Furthermore, they adhered to the recommended syllabus in the first term of this academic year without any modifications for PBL activities. In terms of testing and assessments, they were required to take four continuous assessments and two summative tests overall. Regarding their English proficiency, the majority of them have attained the Common European Framework of Reference for Languages (CEFR) English level of A2.

The textbook used since the academic year 2022 – 2023 has been “*Tieng Anh 10 – Friends Global*”, published by the Vietnam Education Publishing House (2022). The eight units of this textbook, covering basic topics suggested by the 2018 General Education English Curriculum (GEEC) for grade-ten students, equally constitute 105 periods of an academic year. Each unit covers nine functions and skills plus a review.

The experiment took place during the second term of 2023 – 2024 school year. This schedule was meant to be more appropriate than the first term since it might take these newcomers some time to adjust to high school life, which differs from that of their middle school.

The research participants included 250 non-English majored tenth graders, from NDHSG-DL. Once they have completed the questionnaires for general students, nearly thirty percent (70 out of 250 students) would be divided into the experimental group and the control group. All the members from the former would be engaged in the PBL activities and the questionnaires and approximately one-third of this experimental group would participate in the semi-structured interviews.

## Instruments

In order to achieve the objectives of the present study, five instruments were employed:

(i) *Results of the first-term final test, the second mid-term, and the final speaking tests*: These test scores could provide quantitative data to measure the students' speaking skill development.

(ii) *Survey questionnaires*: Questionnaires are recognized as an efficient method of data collection, as they allow the researcher to gather information in a relatively short amount of time and with minimal effort and cost. In this study, questionnaires would be employed to collect data from the participants. The questionnaire items were prepared in English rather than the students' native language, and the researcher would provide immediate explanations to the students in case they encountered any difficulties in responding to the questionnaire items. This proactive approach from the researcher helped ensure that the students fully understood the questions, which could enhance the reliability and validity of the data collected (Fowler, 2014).

(iii) *PBL instruction*: The implementation of the PBL intervention was a key instrument in the study. Examining the delivery and impact of the PBL activities is deemed crucial in evaluating their effectiveness.

(iv) *Observations*: Observations allow the researchers to gather detailed information on the actions and behaviours of the participants in a specific setting, as highlighted by Mackey and Gass (2005). In addition to the previously mentioned data collection methods, observations by means of video recordings and in-class presentation notes were conducted. These observational data could supplement the quantitative test scores and provide a more comprehensive understanding of the effects of the PBL intervention on the students' English speaking performance.

(v) *Semi-structured interviews*: A semi-structured interview format was used to gather qualitative data from the participants. The interactive nature of semi-structured interviews could facilitate the active engagement of the research participants and encourage them to share their thoughts and feelings more openly. This could lead to richer and more authentic data.

## Data Collection and Analysis

The data collection for the research study was conducted in eight phases. Initially, a survey questionnaire

was administered to 250 tenth-form students at NDHSG-DL to gather information on their English learning experiences and perceptions of project-based learning (PBL). Results from the first-term final speaking test established comparable baseline English speaking abilities between the experimental and control groups. In the subsequent phase, 35 students in the experimental group engaged in PBL activities, closely guided by their teacher, while the control group followed a standard syllabus. PBL implementation followed a structured five-stage framework, allowing for systematic scaffolding and support. **Table 1** describes in detailed the outline of intended project-based activities.

**Table 1: Outline for Intended Project-based Activities**

Unit	Theme	Team in charge	Project
5	Ambitions	1, 2	Do a survey of your classmates' ambitions in life. Present your findings in a poster, a video, an album, etc.
6	Money	3, 4, 5	Make a Vietnamese currency collection. Present your product in either a poster, a video, an album, etc.
7	Tourism	1, 2	Design a tour that promotes sustainable travel in your hometown.
8	Science	3, 4, 5	Build a model of a portable gadget. Make a presentation on its usefulness and how to operate it.

During the implementation of PBL activities, observational data were collected by means of student's weekly video meetings and in-class presentations. The former allowed the researchers to track the students' progress and development in their English speaking abilities in the context of their team-based collaboration and discussions, while the latter provided the researchers with additional data points to assess the students' English speaking abilities as they formally presented their PBL products. Later on, the second midterm speaking test results were used to evaluate the students' progress over time, both within the experimental group and as compared with the control group. Another survey questionnaire was then conducted among the experimental students so as to obtain their perceptions on PBL's effects on their speaking abilities and other life skills, as well as the challenges they encountered during the process. Interviews were then scheduled with ten volunteers from the experimental group to capture qualitative insights, ensuring confidentiality and participant comfort. Finally, the results of the final speaking exam were analyzed to evaluate the effectiveness of the PBL intervention by comparing enhancements in speaking skills between the two groups.

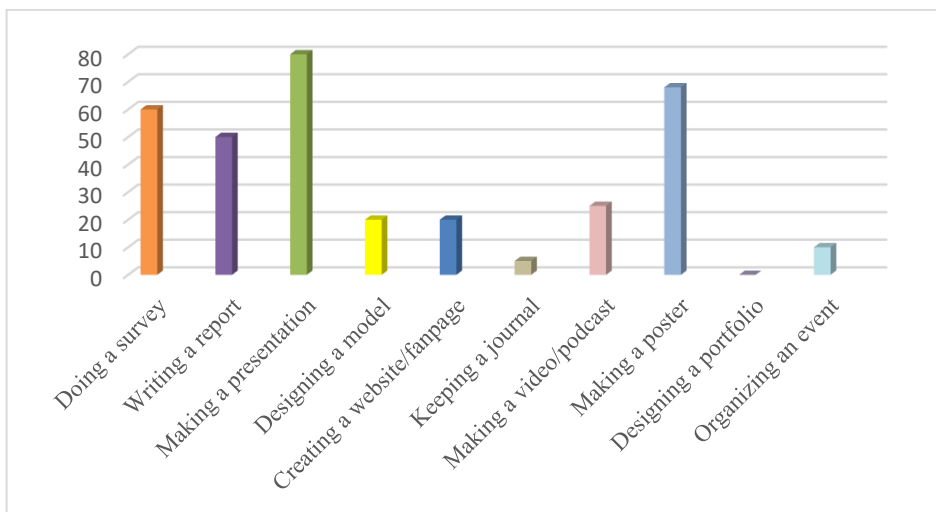
## DISCUSSION OF FINDINGS

### Perceptions of Non-English Majored Tenth Graders on How PBL Has Been Carried out at NDHSG-DL

The survey on non-English major tenth graders at NDHSG-DL highlights their perceptions of Project-Based Learning (PBL) implementation in their English classes. About 60% of students reported experiencing PBL once or twice a term, while 20% indicated they had never participated in PBL activities. This lack of exposure may stem from the absence of a dedicated "Projects" section in their textbook, suggesting that teachers might not feel compelled to integrate PBL without structural guidance. The most common activities included presentations, posters, and surveys, indicating a preference for simpler projects (**Fig. 2**). This highlights a demand for scaffolding to help students gradually build their skills for more challenging PBL tasks. The findings echo Anderson's (2021) suggestion that teachers should offer additional English input materials or project themes that necessitate research in English. As the project progresses, teachers can transition from simply ensuring that groups are focused and working effectively to engaging with them for brief periods to obtain updates, and offer guidance, support, and constructive feedback to help students advance their projects appropriately. Furthermore, over half of the students relied on teacher support for

PBL, with peer collaboration playing a lesser role. This sides with Voogt and Roblin (2012), who believed that effective teacher-student relationships are vital for enhancing student engagement and success in PBL contexts.

**Figure 2: Types of PBL Activities among 10th Graders**



Students expressed a generally positive experience with PBL, with approximately 60% rating their satisfaction favorably. Notably, 90% of participants expressed a desire for more PBL activities, reflecting significant enthusiasm for this approach. This strong interest provides a solid foundation for further integrating PBL into the curriculum, and the researchers planned to revise the syllabus to include more PBL activities in the upcoming semester. The findings suggest that while students value PBL, there is a need for enhanced support and more complex project opportunities to foster deeper learning experiences.

**Effects of Project-Based Activities on the Speaking Performance of Non-English Majored Tenth Graders at NDHSG-DL**

**Test Results**

The analysis of the Midterm 2 speaking test aimed to evaluate the improvement in students’ speaking abilities following nearly ten weeks of project-based learning (PBL) activities. The results in **Table 2** indicated a p-value of 0.282 for the midterm assessment, suggesting a minimal difference between the two groups up to this point, but it remained lower than the Term 1 final speaking result of 0.521.

**Table 2: The Paired-Samples T-test of Term 2 Midterm Speaking Test**

		Paired Samples Test							
		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	Lower				Upper
Pair 1	Control Group - Experimental Group	-3,57143	19,31060	3,26409	-10,20485	3,06199	-1,094	34	,282

In contrast, as shown in **Table 3**, the final speaking test of Term 2 revealed a significant difference between the experimental group and the control group, with a p-value of 0.023, which was less than 0.05. It suggests that in the final speaking test of Term 2, there was a statistically significant difference between the experimental group and the control group.

**Table 3: The Paired-Samples T-test of Term 2 Final Speaking Test**

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Lower	Upper								
Pair 1	Control Group - Experimental Group	-7,14286	17,75179	3,00060	-13,24081	-1,04490	-2,380	34	,023

This was further examined using the paired samples t-test, which confirmed improvements in both groups over the semester, albeit at varying degrees (**Table 4**). The control group's mean score increased by 0.022 points, from 1.278 to 1.30, while the experimental group's mean score rose by 0.057 points, from 1.314 to 1.371. This might suggest that activating PBL practices in language teaching activities adds to better performance of the experimental students.

**Table 4: 10<sup>th</sup> Graders' Speaking Test's Mean Score**

	Midterm	Final	Change
<b>Control Group</b>	1.278	1.30	+ 0.022
<b>Experimental Group</b>	1.314	1.371	+ 0.057

Furthermore, five specific elements of speaking skills - grammar, vocabulary range and accuracy, pronunciation, discourse management, and interactive communication - were analyzed within the experimental group to see whether they had improved or not. The p-values for all areas were less than 0.05, as **Table 5** makes evident, reflecting significant enhancements from the midterm to the final test scores. It shows that in each of these areas, the students in the experimental group experienced considerable progress during the treatment period. This substantial improvement enhances the credibility of the findings and underscores the effectiveness of the PBL approach. These findings also align with previous research by Levine (2004), Ramires (2014), Ichsan et al. (2017), and Riswandi (2018), reinforcing the notion that targeted speaking interventions can yield measurable results in language acquisition.

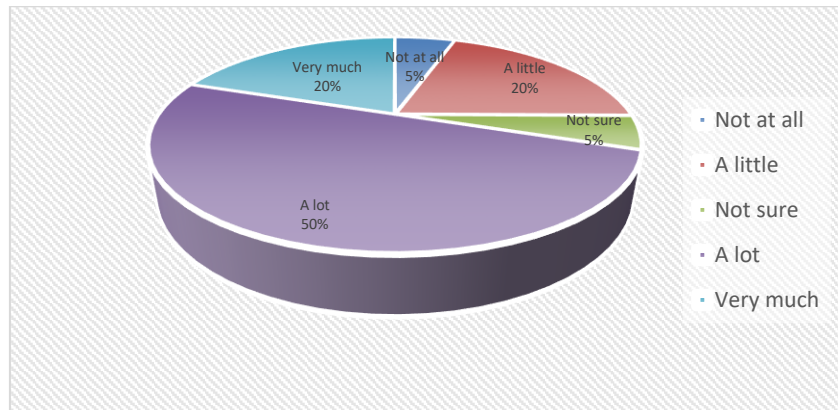
**Table 5: The Paired-Samples T-Test of Individual Aspects in Speaking Tests**

		t	df	Sig. (2-tailed)
<b>Pair 1</b>	MID_GRAMMAR FINAL_GRAMMAR	-4.547	34	.000
<b>Pair 2</b>	MID_VOCAB FINAL_VOCAB	-11.351	34	.000
<b>Pair 3</b>	MID_INTERACTION FINAL_INTERACTION	-9.344	34	.000
<b>Pair 4</b>	MID_PRONUNCIATION FINAL_PRONUNCIATION	-9.902	34	.000
<b>Pair 5</b>	MID_DISCOURSE FINAL_DISCOURSE	-7.413	34	.000

### *Students' Responses to the Questionnaires and Interviews*

The survey results from the experimental group on the effectiveness of project-based learning (PBL) reveal a positive impact on students' English speaking skills. As shown in **Fig.3**, nearly 90% of the students reported that PBL has significantly boosted their confidence in speaking English, while just over 5% felt that PBL did not meet their expectations. About 5% of participants were uncertain about how confident they felt with PBL, indicating a generally supportive environment that encourages communication.

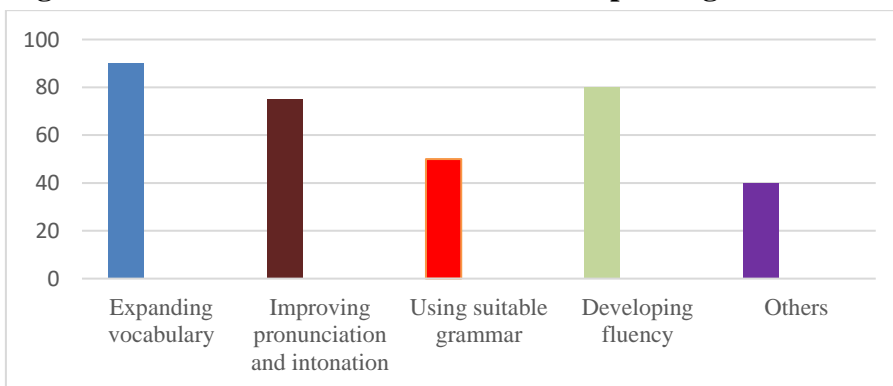
**Figure 3: Tenth Graders' Confidence with PBL in Speaking English**



Qualitative feedback from interviews reinforces these findings. One student stated, *“Being engaged in PBL has given me a great opportunity to express my thoughts in English freely. I have become more confident over time.”* This elucidates the fact that participation in PBL not only provides opportunities for expression but also contributes to a gradual increase in self-assuredness. Another shared like this, *“I’m usually quite shy, especially in English speaking lessons. This is mainly because I’m afraid of making mistakes. With PBL, I learned from my friends as we discussed outside the classroom. Initially, I was shy, but my teammates encouraged me to speak up my mind. I felt my ideas were valued, and I was more confident to speak English.”* This reflection highlights the role of peer support in building confidence, emphasizing how collaborative projects can alleviate anxiety and encourage participation.

Further analysis of the benefits of PBL on speaking performance, depicted in **Fig.4**, shows that 90% of students credited PBL with expanding their vocabulary, indicating its effectiveness in promoting active learning. By researching and using topic-related vocabulary, students engaged more deeply with the material, which enhances retention and application. Additionally, over three-quarters reported improvements in fluency, pronunciation, and intonation, suggesting that PBL’s interactive nature provides ample opportunities for speaking practice. This practice possibly assisted them to become more comfortable with the language, leading to improved fluency over time. Also, the assigned collaborative projects involved discussions and presentations, which helped in refining pronunciation through peer feedback.

**Figure 4: PBL's Benefits on 10th Graders' Speaking Performance**



However, only half of the participants found PBL beneficial for their grammar skills. This resonates with Haines (1989), who noted that PBL often emphasizes content over specific language targets. One student remarked, *“I focus more on what to say rather than how to say it, so I’m not careful about the way I use*

structures or grammar points; then I think my English grammar didn't really improve." This pinpoints a common challenge in language learning, where the emphasis on fluency may overshadow the need for accuracy.

### Observation Notes

The strategy of taking observation notes was adopted during four presentation sessions and groups' weekly video recordings. Accordingly, some of the participants did not have very good speaking performance at first, especially in their fluency and pronunciation. In addition, they had some difficulty in using appropriate body language and constantly maintained shyness throughout their presentations. Nonetheless, thanks to their teacher's constructive feedback, those students have really made progress over the time. They were more prepared for their assigned parts, struggling to make use of topic-related vocabularies, and their fluency has significantly developed with suitable signposts. This supports the position of Goh (2007), who maintained that offering constructive feedback and promoting self-reflection on speaking performances enhances awareness of strengths and areas for improvement, motivating learners to engage in more practice.

**Table 6: Observation Notes for Presentation Sessions and Video Recordings**

Session	Project	Observation notes	
		Strengths	Room for improvement
1	<b>DO a survey</b> of your classmates' <b>ambitions in life.</b> Present your findings in a poster, a video, an album, etc.	<ul style="list-style-type: none"> <li>- The majority of the two groups' members are well-prepared for the project works.</li> <li>- The products (one poster, one album) were eye-catching.</li> <li>- Most of the students pronounced well enough to be understood.</li> <li>- Students have tried to make use of expressions associated with the topic "Ambitions" such as "rewarding", "nine-to-five", "part of the team", "deal with the public", etc.</li> <li>- Many students managed to use appropriate body language and facial expressions.</li> </ul>	<ul style="list-style-type: none"> <li>- Some members did not seem to be ready for the presentations. They are dependent on notes when talking.</li> <li>- Some mispronounced the sound /f/ as in "application", "graduation" and "ambitious", /θ/ as in "enthusiastic".</li> <li>- Some had long hesitations because of vocabulary shortage.</li> <li>- Some lacked the ability to use appropriate body language.</li> <li>- Not many students in the audience were confident enough to join in discussions proposed by the presenters.</li> </ul>
2	<b>MAKE a Vietnamese currency collection.</b> Present your product in either a poster, a video, an album, or etc.	<ul style="list-style-type: none"> <li>- All the three groups were well-prepared for their presentations.</li> <li>- The products (one poster, one album, one video) were attractive enough.</li> <li>- Some students spoke really fluently for an appropriate length of time.</li> <li>- Most students were confident to deliver their sections.</li> <li>- Many fixed the mispronounced</li> </ul>	<ul style="list-style-type: none"> <li>- Some were confused about the use of the first and second conditionals.</li> <li>- Some hesitated to share their thoughts.</li> </ul>

		<p>sounds that the teacher has pointed out in the previous session: /ʃ/ as in “collection”.</p> <ul style="list-style-type: none"> <li>- The audience seemed to understand the English that the others used.</li> </ul>	
3	<p><b>DESIGN a tour</b> that promotes <b>sustainable travel</b> in your hometown.</p>	<ul style="list-style-type: none"> <li>- Generally, the teams in charge had very good preparation.</li> <li>- The products were promising.</li> <li>- The audience were highly involved in the discussions.</li> <li>- The presenters made a lot of progress in using appropriate body language.</li> <li>- Students managed to use vocabulary related to the topic “Tourism”: “spectacular”, “touristy”, “a taste of adventure”, “natural habitat”, “picturesque landscapes”, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Sometimes some students made mistakes with stressed and unstressed syllables, such as “hotel”, “expensive”.</li> </ul>
4	<p><b>BUILD a model of a portable gadget.</b> Make a presentation on its usefulness and how to operate it.</p>	<ul style="list-style-type: none"> <li>- Students were deeply engaged in the process of building their gadget models.</li> <li>- Students managed to use related vocabulary: “battery powered”, “solar powered”, “rechargeable”, “virtual reality”, etc.</li> <li>- They showed great development in pronunciation and intonation.</li> <li>- Many were confident to deliver their presentations and get others involved in their Q&amp;A sessions.</li> </ul>	<ul style="list-style-type: none"> <li>- Some students had difficulty in using the passive voice.</li> </ul>

## Students’ Perceptions on Benefits and Challenges Encountered While Engaging with PBL Activities

### *The Benefits*

Students at NDHSG-DL reported numerous benefits from participating in Project-Based Learning (PBL) activities. A significant majority of students indicated that PBL enhanced their ability to apply knowledge to real-world situations and improved their communication skills, with all participants acknowledging these advantages. Many noted that engaging in projects allowed them to grasp the practical relevance of their learning by tackling authentic problems that mirrored real-life scenarios. One student articulated this sentiment, stating, “*PBL enabled me to recognize the applicability of what I am learning in real life.*” This applied approach not only deepened their understanding but also provided them with valuable opportunities to practice effective communication strategies, such as exchanging ideas, actively listening, and presenting project outcomes to their peers and teachers. These experiences fostered a sense of confidence when speaking English, which is particularly important in a language-learning context.

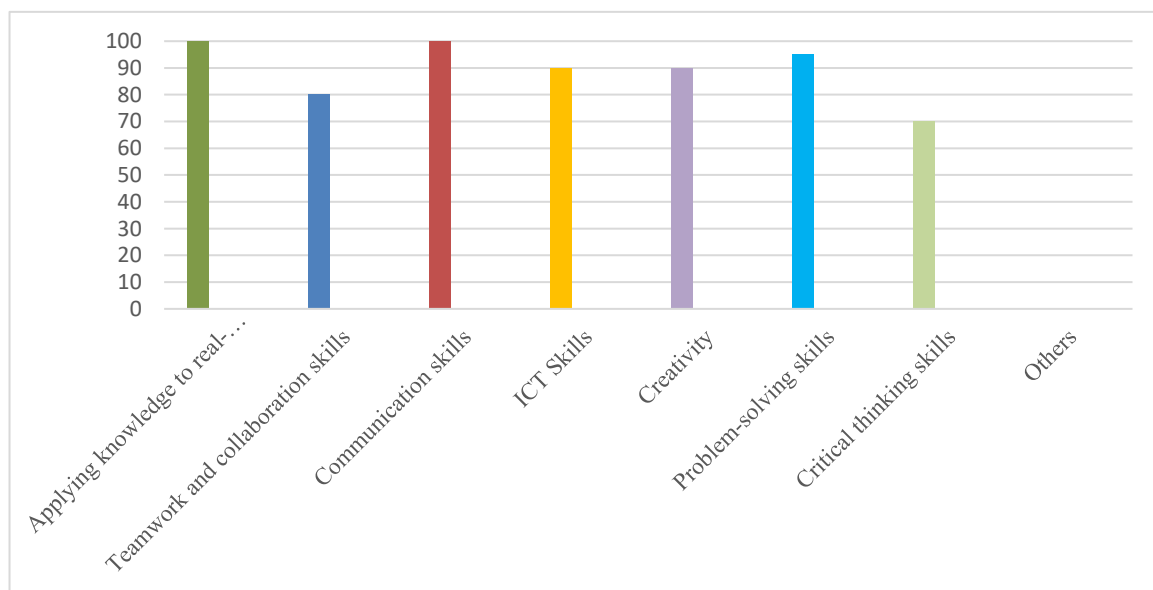
Moreover, PBL was recognized for fostering creativity and enhancing Information and Communication Technology (ICT) skills, with 90% of students affirming these benefits. Respondents emphasized that the nature of PBL challenges them to think outside the box and develop innovative solutions. One student noted, “*I think PBL promotes computational thinking by requiring us to use ICT tools and technologies to design, create, and test solutions.*” This hands-on approach not only engaged students but also encouraged them to

explore different forms of digital media, such as videos and presentations, thereby enhancing their technical skills. The finding suggests that PBL fosters essential skills such as computational thinking and digital literacy, as highlighted by various authors. For instance, Resnick et al. (2009) emphasized that engaging in processes like designing, creating, and testing solutions is fundamental to develop computational thinking. Additionally, Voogt and Roblin (2012) noted that collaboration through ICT tools is crucial for modern education, as it prepares students for teamwork in a technology-driven workforce. What is more, 80% of respondents acknowledged significant improvements in their teamwork and collaboration skills. They described how PBL encourages a cooperative environment where they share resources, delegate tasks, and provide mutual support. As one student explained, *“In PBL, we had to work in teams to complete projects, using tools like email and collaborative documents.”* This collaboration not only strengthened their ability to work with others but also helped them build relationships and trust among team members.

Furthermore, 70% of students reported enhancements in their critical thinking skills, which is essential for their academic and personal development. One student expressed, *“PBL prompts us to gather, evaluate, and synthesize information from multiple sources. Rather than relying on a single textbook or lecture, we must research, sift through, and critically assess a variety of sources.”* This critical engagement with content allows students to navigate complex issues and develop informed perspectives. Another student elaborated on the collaborative aspect, stating, *“The collaborative nature of PBL cultivates critical thinking skills. As we work in teams to devise solutions, we must listen to and consider the viewpoints of our teammates, engage in constructive debate, and reconcile conflicting ideas.”* This multifaceted engagement not only cultivates analytical skills but also prepares students to tackle real-world challenges, underscoring PBL’s vital role in equipping them with essential skills for success in the 21st century.

Overall, the findings illustrate that PBL not only enhances academic skills but also prepares students for future challenges in an increasingly complex and technology-driven world.

**Figure 5: PBL's Benefits as Perceived by 10<sup>th</sup> Graders**



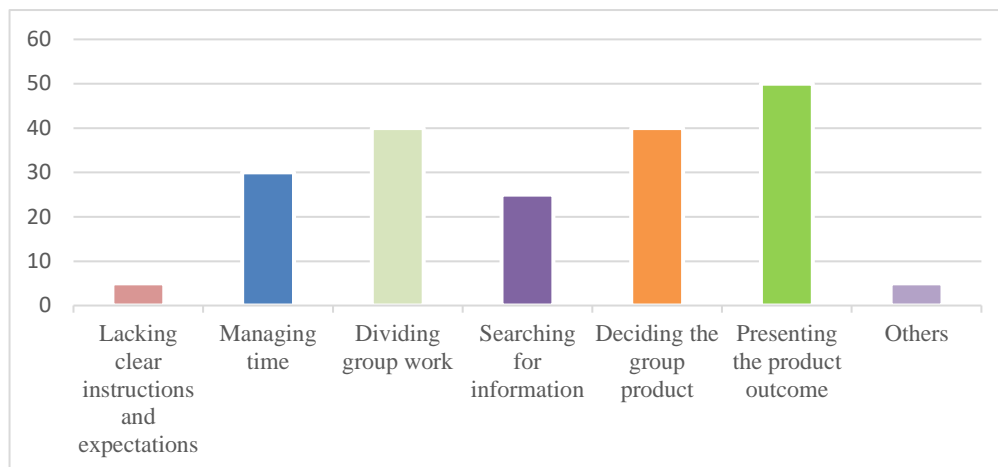
### **The Challenges**

The most significant challenge was presenting the product outcome, with nearly 50% of participants reporting difficulties. This suggests that many students struggle with public speaking, organizing their presentations, or effectively showcasing their work. Addressing this issue could be a focus for future PBL endeavors, as providing training or resources on effective communication and presentation techniques may help alleviate these challenges. Additionally, around 40% of students indicated difficulties in deciding on the group product and dividing tasks, reflecting potential issues in collaboration, decision-making, and role assignment within their teams. While challenges in time management were somewhat less pronounced, with nearly one-third of students struggling, it remains a significant concern. In contrast, fewer students reported difficulties in searching for information, and the least reported challenge was a lack of clear instructions and



expectations, with only 5% indicating this issue. The “others” category captured minimal unspecified challenges, suggesting that unique issues may arise but are not widespread.

**Figure 6: Challenges Encountered by 10<sup>th</sup> Graders While Doing English Projects**



During interviews, nine out of ten participants concurred that presenting the product outcome was a major challenge. They expressed struggles with public speaking and organizing their thoughts, as well as tailoring their presentations to meet the audience’s needs and expectations. This required understanding the audience’s background and interests, which necessitates strong communication and interpersonal skills - the abilities that may take time to develop. Students also voiced their concerns about deciding on the group product, with one student stating, “*Deciding on the group product was challenging because it requires us to collaborate and communicate effectively. We had different ideas and preferences, which led to conflicts and misunderstandings within our group*” (Student 7). Another student added, “*Our varying levels of expertise affected our ability to contribute to the group product, making it difficult to ensure everyone’s contributions were valued*” (Student 3).

Time management emerged as another significant challenge among the interviewed students. They noted that PBL requires effective allocation of time to complete projects, and many struggled to balance different tasks, leading to procrastination and lower-quality work. Given that PBL activities often involve multiple stages - such as research, planning, collaboration, and presentation - students found it challenging to manage their time across these phases, which impacted their ability to meet deadlines. Notably, the number of students reporting a lack of clear instructions was the lowest among the recorded difficulties. When asked about this challenge, participants explained that the clear guidelines and expectations provided by their teacher were beneficial. One student remarked, “*The teacher did provide us with clear guidelines and rubrics to help us understand how we would be assessed, so this was not a challenge for me and my team*” (Student 5). Another added, “*As we were aware of the instructions and expectations, misunderstandings within our team were prevented, and we knew what we needed to do to meet the project’s criteria*” (Student 10).

In summary, while the experimental students faced various challenges in PBL - such as communication, collaboration, time management, and task division - they also recognized the importance of support and guidance to develop the necessary skills for successful project completion.

## 6. CONCLUSION

This paper aims to investigate how PBL has been implemented in English language instruction for non-English majored tenth graders at NDHSG-DL. While numerous studies have examined PBL’s effectiveness and the difficulties faced by both teachers and students, limited research with due focus on students in a central highland school has motivated the researchers to undertake this specific study. The research also aims to assess the impact of PBL lessons on their English speaking skill and to gather their views on the benefits and challenges encountered during PBL implementation.

The mixed-method data collection in the study includes the students’ speaking test results from the first-term final, the second-term midterm and the second-term final exams, observations, questionnaires and semi-structured interviews. In this research, a combination of qualitative and quantitative methods has been used,

following rigorous data collection and analysis procedures to ensure the validity and reliability of the study. This approach allows for a more comprehensive understanding of the research problem, as it accounts for both numerical data and personal experiences and perspectives. Based on the data analysis, several conclusions have been reached as follows.

***Hypothesis 1: Non-English majored 10th graders at NDHSG-DL have been exposed to different types of PBL activities at varying degrees of frequency and support.***

Results from the general questionnaire show that the 10<sup>th</sup> grade non-English majors at NDHSG-DL have experienced various PBL activities in their English classes, but with varying frequencies and support levels. Most students have had PBL lessons once or twice per term, while a smaller group has had more frequent experiences. Unfortunately, about one-fifth of the students have never had PBL in their English classes. The data also reveals that the most common PBL activities are presentations, poster design, and surveys, while fewer students engage in more complex tasks like designing models, websites, or portfolios. Overall, the students have mainly participated in simpler PBL activities, such as research and presentation projects, rather than more complex “real” product projects. The findings also highlighted the multifaceted nature of support that the students had access to during the PBL activities, with teachers serving as the primary source of guidance and assistance, followed by peers, school, and family.

***Hypothesis 2: PBL lessons have positive effects on the English speaking skill of non-English majored 10<sup>th</sup> graders at NDHSG-DL, leading to improvements in all aspects of speaking.***

It is evident from the data gathered by means of the first-term final, the second-term midterm, and final exams, observations, questionnaires, and semi-structured interviews that thirty-five 10<sup>th</sup>-grade non-English majors at NDHSG-DL have significantly improved their English speaking skill after engaging in PBL lessons for two months, with the most prominent progress in the use of vocabulary and the least improvement in grammar. By working on projects that revolve around authentic questions and problems, these students have had the opportunity to practice their speaking skill in a more engaging and meaningful context. This has led to improved vocabulary, as students have been exposed to and use new words and phrases while working on their projects.

***Hypothesis 3: PBL lessons equip non-English majored 10th graders at NDHSG-DL with a wide range of benefits, although they may encounter various challenges during the implementation of PBL.***

The findings from the above-mentioned data reveal that from the perspectives of experimental students, PBL lessons have provided them with a number of necessary skills for thriving in the 21<sup>st</sup>-century skills, ranging from applying knowledge to real-world scenarios, communication, problem-solving, to teamwork and collaboration, critical thinking, to name just a few. However, the data has also uncovered the challenges faced by these students, such as presenting the product outcome, allocating group work, deciding on a group product, managing time effectively, and so on.

## **Implications**

The findings from the study suggest several important implications that can be considered to enhance the effectiveness of implementing PBL in future language education and learning.

- *For Educational Institutions*

Educational institutions should actively encourage EFL teachers to incorporate PBL activities into their teaching practices, by providing incentives, resources, and institutional support to facilitate the adoption of PBL. Besides, teacher professional development should be prioritized with regular training sessions and workshops. These should aim to equip teachers with the necessary skills, strategies, and best practices to effectively design and facilitate PBL activities. Additionally, educational institutions should ensure that students engaged in PBL activities receive adequate support from the school. This may involve allocating

resources, such as access to technology, material, and collaborative learning spaces, to enable students to complete high-quality projects. Furthermore, collaboration and knowledge sharing should be fostered.

Educational institutions should facilitate and encourage collaboration among teachers, both within and across disciplines, to share their experiences, best practices, and innovative PBL strategies. This can help build a supportive community of practice and drive continuous improvement in PBL implementation. Finally, institutions should strive for aligning their PBL initiatives with their broader educational goals and strategic priorities, ensuring that PBL is integrated seamlessly into the overall curriculum and learning objectives. By implementing these implications, educational institutions can create an environment that nurtures and supports the effective integration of PBL, ultimately enhancing the learning experiences and outcomes for EFL students.

- *For Teachers*

By implementing the following implications, teachers can effectively integrate PBL into their instructional practices, providing students with engaging, relevant, and impactful learning experiences that nurture and foster a range of essential skills. Firstly, teachers should actively incorporate PBL activities into their teaching practices, even if the syllabus does not explicitly mandate it, which sides with the 2018 General Education English Curriculum (GEEC). Secondly, to maximize the benefits of PBL, teachers should provide close scaffolding for students. This may include offering clear instructions, detailed rubrics, and ongoing guidance throughout the PBL process. Thirdly, recognizing that students may have varying levels of skills and experiences, teachers should adapt their PBL approach to provide appropriate support and challenges for each individual and group. This may involve offering tiered tasks, personalized feedback, and targeted interventions. Besides, teachers should foster a collaborative learning environment during PBL activities, encouraging students to work together, share ideas, and communicate effectively. This can help develop essential 21<sup>st</sup>-century skills, such as teamwork, problem-solving, and critical thinking. Finally, teachers should be open to feedback, reflect on their PBL implementation, and continuously refine their practices to enhance the effectiveness of the PBL activities. This may call for seeking input from students, sharing best practices with colleagues, and staying updated with the latest research and innovations in PBL.

- *For Students*

To achieve the fruitful results of PBL, first and foremost, students should actively partake in PBL activities, take ownership of their learning, and engage in the project-based process with strong enthusiasm and commitment by contributing ideas, sharing responsibilities, and collaborating with peers. Second, due to the fact that PBL often presents challenges and unexpected obstacles, students should be prepared to adapt to changing circumstances, develop problem-solving skills, and demonstrate resilience in the face of difficulties. By doing this, they can navigate the project successfully. Third, as PBL requires students to communicate effectively, both within their teams and with their teachers, students should work on their verbal, written, and presentation skills to convey their ideas, provide feedback, and collaborate efficiently. Besides, students need to develop strong time management skills, such as prioritizing tasks, creating schedules, and monitoring their progress so as to meet the requirements of balancing various project tasks and meeting deadlines. Last but not least, self-directed learning plays a vital role, as PBL encourages students to take an active role in their learning. This lays the foundation for lifelong learning, which is a crucial skill that will support their continued growth and development throughout their lives.

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