PHAN THỊ CÔNG TÂM

PROJECT-BASED LEARNING WITH GRADE 9 STUDENTS AT HUNG VUONG SECONDARY SCHOOL

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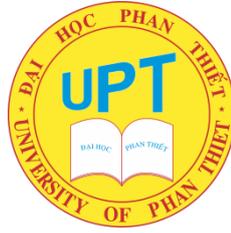
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MINISTRY OF EDUCATION AND TRAINING
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ABSTRACT

Project-based learning (PBL) 's growing popularity in Vietnam stems from its alignment with student-centered learning, placing learners at the heart of their educational journey. However, certain challenges hinder its successful application in teaching English as a foreign language at the secondary level. Focusing on grade 9 students at Hung Vuong Secondary School in Vietnam, the study aims to identify factors hindering the effectiveness of PBL projects in fostering language proficiency, critical thinking, collaboration, and creativity. Additionally, students' attitudes towards PBL can significantly influence their motivation and active participation in student-centered learning. Negative attitudes, stemming from perceptions of PBL as a departure from traditional teaching methods, may lead to resistance to change and concerns about assessment fairness. Moreover, implementing PBL in English classrooms may be met with other hurdles, such as limited resources, time constraints, curriculum alignment, teacher training, and support. These factors can affect the seamless planning, execution, and assessment of PBL projects.

In light of these challenges, the research aims to explore potential solutions and effective strategies for the successful implementation of PBL in English classrooms. To achieve this, a mixed-methods research design involving surveys of 89 students and 10 teachers will be used to gain comprehensive insights into the factors influencing PBL and its impact on language learning outcomes. Ultimately, the study's objectives are to identify the challenges hindering PBL implementation, propose effective solutions, and contribute to the development of a comprehensive framework for successful PBL adoption. By providing support to educators in designing, implementing, and evaluating PBL approaches, the research seeks to enhance grade 9 students' learning experiences and holistic development at Hung Vuong Secondary School.

Key words: *Project, Project-based learning, challenges, solutions*

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LIST OF ABBREVIATIONS AND SYMBOLS

1. EFL: English as a foreign language
2. DOET: Department of Education and Training
3. MOET: Ministry of Education and Training
4. PBL: Project-based learning

CHAPTER 1: INTRODUCTION

1.1. Background to the study

A proper choice of learning and teaching approach and methodologies is one of the most crucial factors that can lead to the success of carrying out an academic program. This causes scholarly leaders at most schools seriously attempt to make the final judgement regarding the program's goals and the program's anticipated student learning outcomes. Until now, there have been a number of strategies and approaches that demonstrate both advantages and disadvantages with the same goal of preparing students to meet the demand of the new general educational curriculum 2018 of the Ministry of Education and Training (MOET). One of them is how to help students grow with deeper understanding and improve essential abilities for both languages and their future careers. From my point of view, knowledge comes from experience; thus, a suitable teaching strategy that can connect classroom theory or knowledge with practice to solve a problem or provide an answer in contexts requiring the use of a foreign language definitely works as an effective way to help students succeed in their academic studies and future careers. Regarding the students at the secondary level, they have spent learning English and experienced the access to English through the media for many years and showed their concern about English. They should be able to complete the academic program's requirements, so their choice of learning environment won't be a pretext. The writer has given careful consideration to recommending the best method for teaching secondary students in order to help them successfully complete their assignments on the section Project in their textbooks.

That teaching approach is PBL. Project-based pedagogy originated in Rome in the 16th century. It would have been installed during a competition open to young Roman architects, students or not. They had been asked to design an imaginary work, but while respecting the stages of realization of a real order. This method was imported from Europe to America at the end of the 19th century and used in the field of engineering. During the first half of the 20th century, its theoretical bases were reinforced by the constructivist movement and it spread to secondary schools. It is

now used in different disciplinary fields and at various levels of education, from primary to university.

There are numerous definitions of PBL offered in the literature by different researchers. PBL handbooks for teachers define projects as complex tasks that are based on difficult questions or problems and involve students in designing, solving problems, making decisions, or conducting investigations. Projects also give students the chance to work largely independently for extended periods of time and result in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999). PBL is a teaching method that encourages learning by actively engaging in real-world and personally meaningful projects. PBL has been acknowledged as being productive and successful in 21st century education for students to gain knowledge and skills by experiencing and solving real world problems.

Therefore, the use of PBL in an English language classroom has a number of advantages.

Firstly, projects can boost students to discuss more for meaning and use English in genuine contexts. In fact, the benefits of group work for students learning English have been demonstrated by second language acquisition theory. Lessard-Clouston (2016) wrote in Long's interactionist model that students' input and output of the language can be increased through such interaction. As a result, PBL changes Teacher Talking Time into Student Talking Time and students practice using English.

Secondly, PBL is significant because it promotes the growth of 21st century skills such as communication, teamwork, creativity, and critical thinking.

Thirdly, applying PBL in English classrooms is one of the most effective ways to meet the aims of the general education program 2018 of the Ministry of Education and Training.

1.2. Statement of the problem

PBL has been popular in Viet Nam in recent years because it can satisfy the aim of the educational innovation of method teaching that students must be placed in

the centre. However, when implementing PBL in teaching English as a foreign language at secondary schools, there are some factors that affect the effectiveness of the projects in English classrooms.

One significant challenge in implementing PBL with grade 9 students at Hung Vuong Secondary School is the development and application of soft skills. PBL requires students to engage in collaborative teamwork, communication, critical thinking, problem-solving, and self-direction. However, students may lack adequate proficiency in these skills, hindering their ability to fully participate in PBL activities and achieve optimal learning outcomes.

The attitudes and perceptions of grade 9 students towards PBL can greatly influence their engagement and motivation. Some students may have negative attitudes towards the student-centered nature of PBL, perceiving it as a departure from traditional teaching methods. Resistance to change, concerns about assessment fairness, and unfamiliarity with PBL's structure and processes can impact students' willingness to actively participate in PBL projects.

Apart from soft skills and attitudes, other challenges may arise during the implementation of PBL at Hung Vuong Secondary School. These challenges could include limited resources, time constraints, curriculum alignment, teacher training, and support. These factors can affect the effective planning, execution, and assessment of PBL projects, potentially impeding the overall success and impact of PBL implementation.

The successful implementation of PBL with grade 9 students at Hung Vuong Secondary School faces challenges related to soft skills development, attitudes, and other implementation factors. By addressing these challenges through targeted interventions, fostering positive attitudes, and providing adequate resources and support, the school can create an enabling environment for effective PBL implementation. Overcoming these challenges will enhance students' learning experiences, promote their holistic development, and prepare them for future academic and professional endeavors at Hung Vuong Secondary School.

During the past years, the application of PBL at the researcher's place of work has not proved effectively as expected. Meanwhile her school is situated in the centre of Phan Thiet city where it is famous for good academic reputation. Most parents are interested in their children's study, especially the subject of English. Therefore, the researcher thinks that looking for solutions to promote its advantages is crucial. That leads to the study of PBL with grade 9 students at Hung Vuong secondary school where the writer is working and who the writer is teaching.

1.3. Aims and Objectives of the Study

This study aims to identify and address challenges hindering Project-Based Learning (PBL) effectiveness for grade 9 students at Hung Vuong Secondary School. The objectives include: identifying factors impeding PBL implementation and exploring solutions to address these challenges.

1.4. Research questions

In order to accomplish the above objectives, this study attempts to answer the following questions:

- What factors challenge the implementation of Project-based learning for the grade 9 students at Hung Vuong Secondary school?
- What are the solutions to the mentioned factors?

1.5. Scope of the study

The purpose of this study is to examine the challenges that are hindering the effectiveness of PBL in English classrooms among ninth-grade students at Hung Vuong Secondary School in Phan Thiet City, where the researcher is working. The participants in this study are all students who have learned English for nearly seven years at school and many of them come from families that can afford to take care of their studies. These students are expected to pass the entrance exam to prestigious high schools in the province and outside the province, and therefore, they need to be proficient in English.

Although PBL has been widely adopted as a teaching approach that emphasizes student-centered and experiential learning, there are still many challenges

that can hinder its effectiveness. Therefore, this study aims to identify the obstacles to implementing PBL in English classrooms among ninth-grade students and to provide suggestions for how students can complete their assignments in the light of PBL.

In addition to the student participants, some teachers who are responsible for teaching the English language to grade 9 students at Hung Vuong Secondary School will take part in the survey into the most challenging factors leading to problems faced by their learners when implementing PBL. The teachers' perspectives will provide insights into the challenges faced by them while designing and implementing PBL.

To achieve the research objective, a quantitative research design will be employed. A questionnaire will be administered to 89 ninth-grade students and 10 English teachers to gather their perceptions of the challenges they encounter when completing projects. This approach aligns with a single-method research design focused solely on quantitative data collection from the students.

The findings of this study are expected to contribute to the development of strategies for implementing PBL more effectively in English classrooms. Additionally, the study will provide insights into the factors that affect the success of PBL implementation and highlight the roles of teachers and students in overcoming challenges while implementing PBL. Finally, this study may also provide recommendations for further research to explore other aspects of PBL implementation and language learning in secondary schools.

1.6. Significance of the study

The significance of this study lies in its potential to enhance the effectiveness of Project-Based Learning (PBL) in ninth-grade English classrooms at Hung Vuong Secondary School. Specifically, it aims to identify and address challenges impeding PBL while offering solutions.

One key significance of this study is its contribution to the existing literature by addressing the gap in PBL implementation among ninth-grade students. Despite PBL's recognized effectiveness in promoting critical thinking and active learning, practical challenges persist. Therefore, this research adds to the growing body of knowledge on adapting PBL for secondary education, catering to the unique needs of English learners.

Furthermore, the study holds significance in shaping instructional practices and improving student learning outcomes. By investigating challenges and proposing strategies to overcome them, it offers valuable recommendations to educators. These insights can guide the development of effective PBL interventions, curricula, and pedagogical approaches, benefiting both teachers and students.

Lastly, the study's implications extend to curriculum development and reform efforts. Findings may inform the design of PBL projects in English classrooms and the prioritization of competencies. These recommendations could also influence educational policies focusing on active and problem-based learning.

In conclusion, this study's significance lies in its potential to address challenges hindering PBL in ninth-grade English classrooms, inform instructional practices, and impact curriculum development and policy decisions, ultimately contributing to a more effective and engaging learning experience for students.

1.7. Organization of the study

The research is composed of five distinct chapters that follow a logical sequence of content. The first chapter provides an introduction to the topic being studied. The second chapter includes a comprehensive review of the existing literature on the subject, allowing the reader to understand the contexts and gaps in previous research. The third chapter is dedicated to explaining the methodology implemented in the study, enabling the reader to understand how the data was collected and analyzed. The fourth chapter presents the findings and discussions based on the data obtained, giving the reader insight into the results and potential explanations for them. The final chapter is the conclusion and recommendation,

summarizing the study's main findings and suggesting possible future research directions based on the findings.

CHAPTER 2: LITERATURE REVIEW

2.1. Definition of key terms

2.1.1. Project

In online Oxford Learner's Dictionary, the definition of the word "project" can vary depending on the particular field of study or work, resulting in a multitude of distinct meanings. Generally, "project" is a planned piece of work that is designed to find information about something, to produce something new, or to improve something. In education, it is defined that "project" is a piece of work involving careful study of a subject over a period of time, done by school or college students.

2.1.2. Project-based learning

Moss and Van Duzer (1998) define it as an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop.

The Buck Institute for Education defines PBL as, "a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge." (What is PBL, 2020).

2.1.3. Lower secondary students

In Vietnam, the education system is divided into three levels: primary education, lower secondary education, and upper secondary education. Lower secondary education in Vietnam typically covers grades 6 to 9, with students usually aged between 11 to 15 years old.

2.1.4. Foreign language

A foreign language refers to a language that is not the native or official language of a particular country or community. It is a language that is typically learned and spoken by individuals who do not have cultural or linguistic ties to that language. The classification of a language as "foreign" is relative to the context in which it is being used.

For example, English is considered a foreign language in countries where it is not the primary language, such as France or Japan. Similarly, French may be considered a foreign language in China or Brazil. The designation of a language as foreign is based on its usage within a specific geographical and cultural context.

2.1.5. Collaboration

It is defined in online Oxford's Learner Dictionaries that collaboration is the act of working with another person or group of people to create or produce something.

2.1.6. Communication skills

According to online Collins dictionary, communication skills are the ability to convey information and ideas effectively.

2.1.7. Critical thinking

Michael Scriven & Richard Paul (1987) stated that critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

2.1.8. Soft skills

According to online Oxford Learner's Dictionary, soft skills are personal qualities that facilitate effective communication with others.

2.1.9. Attitudes

Several prominent researchers in the field of psychology have provided definitions of attitude.

According to Gordon Allport (1935), an attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related. Icek Ajzen (1991) defines attitude as "Attitudes are a person's overall evaluation of a particular object, person, action, or issue."

2.1.10. Learning attitudes

Learning attitudes refer to individuals' perspectives and outlooks on the process of learning and engaging in learning activities. In a study conducted by Irvansyah et al. (2020), it was found that the level of engagement in learning activities is influenced by these attitudes. When individuals possess a positive learning attitude, they demonstrate greater focus and dedication towards their learning activities compared to those with a negative learning attitude. Positive learning attitudes are closely associated with interest and motivation, which facilitate smoother and more productive learning experiences for students. Consequently, the learning attitudes of students significantly impact their level of participation in the learning process and ultimately contribute to their academic achievements. Students who possess positive learning attitudes tend to be more actively involved in learning activities and achieve better results compared to those with negative learning attitudes.

2.1.11. Learner autonomy

The concept of learner autonomy has been influenced by the work of several scholars and researchers. However, if we were to identify a prominent figure often referred to as the "father" of the theory of learner autonomy, that would be Dr. Holec. Dr. Henri Holec, a French researcher and educationalist, is widely recognized for his pioneering contributions to the theory and practice of learner autonomy. In the 1970s, Holec conducted extensive research on language learning and learner autonomy, particularly in the context of language education. Holec's influential book titled "Autonomy and Foreign Language Learning," published in 1981, laid the foundation for the theory of learner autonomy. In this work, he explored the role of learners in taking control of their learning process making.

Currently, several widely recognized definitions can be found in the existing literature. According to Henri Holec (1981), autonomy can be defined as the capability to assume control over one's own learning process. Leslie Dickinson (1994) states that autonomy refers to a state in which the learner bears full responsibility for making all decisions related to their learning and actively putting

those decisions into practice. Phil Benson (2000) posits that autonomy can be understood as the acknowledgement and validation of learners' rights within educational systems.

2.2. Curriculum description of textbook TIẾNG ANH 9

English language study in lower secondary schools for Vietnamese students consists of four levels, with TIẾNG ANH 9 being the last level. This level follows the cyclical and theme-based syllabus that was approved by the Ministry of Education and Training in January 2012, which emphasizes the use of the English language, including pronunciation, vocabulary, and grammar, to develop the four essential language skills: listening, speaking, reading, and writing. The book contains twelve topic-based Units, each covering seven sections to be taught in seven 45-minute lessons and four Reviews. Section 1- **Getting started**-presents the vocabulary and the grammar items to be learnt and practiced through the skills and activities of the unit. Section 2 – **A closer look 1** – presents and practices the vocabulary and pronunciation of the unit. Section 3 – **A closer look 2** – deals with the grammar point(s) of the unit. Section 4 – **Communication** – is designed to help students use the functional language in everyday life contexts and to consolidate what they have leant in the previous sections. Section 5 – **Skills 1** – is composed of reading and speaking. Section 6 – **Skills 2** – comprises listening and writing. Section 7 comprises **Looking back & Project**. **Looking back** recycles the language from the previous sections and links it with unit topics. The **Project** helps students to improve their ability to work themselves and in a team. It extends their imagination in a filed related to the unit topic.

In the school's English curriculum, students have 3 periods dedicated to English every week. The curriculum emphasizes that the four language skills— Listening, Speaking, Reading, and Writing—are equally important.

Grade 9 English curriculum mandates the inclusion of four regular tests and two occasional tests (mid-term and end-of-term) per semester. Students have the opportunity to earn additional points by engaging in extracurricular activities

organized by the School Foreign Languages department. These activities include an English eloquence contest or the Binh Thuan tourism video making contest, allowing students to demonstrate their language proficiency, speaking abilities, and other talents.

In short, **Project** is one of the mandatory components in the English program at high school. Since this is a new aspect for both teachers and students, they find it difficult to implement. Therefore, clear and specific guidance will be extremely important and necessary for both teachers and students

2.3. Project-based learning

2.3.1. Background of Project-based learning

The American educational reformer John Dewey's experiential learning, which took place at the turn of the 19th and 20th centuries in the USA, is where the foundations of PBL can be found. He was the leading advocate of progressive education at the time and is regarded as the ideological founder of PBL. Dewey believed that children were sophisticated human beings, and he believed that when they became aware of their motivations for learning, they also developed an inner desire to learn. He established the theoretical underpinnings of PBL and upheld the maxim "learning by doing," claims Coufalová (2006); nonetheless, the American pedagogue William Heard Kilpatrick is regarded as the method's creator.

2.3.2. Process of Project-based learning

Krajcik and Blumenfeld (2006) discuss PBL is an instructional approach that centers around the completion of projects or real-world tasks. It involves the following key steps:

Identifying a Driving Question or Problem: The project begins with the formulation of a driving question or problem that engages students' curiosity and sets the purpose for their inquiry. The question or problem should be open-ended, challenging, and relevant to the real world.

Planning and Designing: Students work collaboratively to plan and design their project. They outline the steps, resources, and timeline required to address the

driving question or problem. This stage may involve conducting research, gathering materials, and organizing their approach.

Investigating and Exploring: Students engage in active inquiry and exploration to gather information, analyze data, and develop a deeper understanding of the topic. They may conduct experiments, interviews, fieldwork, or other hands-on activities to investigate their driving question.

Creating and Producing: Based on their findings, students create a tangible product or deliverable that represents their learning. This could include reports, presentations, models, prototypes, or other forms of creative expression. The emphasis is on producing something meaningful and relevant to the project's context.

Presenting and Sharing: Students present their work to an authentic audience, which could be their classmates, teachers, parents, or even professionals in the field. This step promotes communication and allows students to articulate their knowledge, skills, and understanding gained through the project.

Reflecting and Evaluating: After completing the project, students reflect on their learning experience and evaluate their work. They assess their progress, identify strengths and areas for improvement, and consider how they have grown as learners. This self-reflection helps students develop metacognitive skills and supports ongoing improvement.

The specific details and variations of the PBL process may differ depending on the context, grade level, and specific goals of the project.

2.3.3. Benefits of Project-based learning

According to Fried-Booth (2002), PBL offers students the chance to grow more self-assured and independent throughout the process. The students exhibit higher self-esteem and optimistic learning attitudes. According to Skehan (1998), this procedure might help students feel more autonomous, especially if they are actively involved in project preparation (e.g. choice of topic). The promotion of autonomous learning occurs when students take greater ownership of their education. Levine (2004) asserts that their language abilities can be enhanced. The students participate

in meaningful activities that call for authentic language use and engage in purposeful communication to complete authentic tasks that have real-world relevance and utility.

As a result, they have the chance to use language in a context that is relatively natural and participate in meaningful activities that call for language use. The authentic exercises can provide students the chance to look at the assignment from various angles, foster teamwork and reflection, and enable competing answers and a variety of outcomes. PBL offers chances for the natural integration of all four skills—reading, writing, listening, and speaking—as discussed in Stoller (2006) 142 N.T.V. Lam / VNU Journal of Science, Foreign Languages 27 (2011) 140–146.

Because project work advances in accordance with the particular setting and students' interests, students have increased motivation, engagement, and enjoyment, according to I. Lee (2002). Projects that are authentic activities are more relevant to students, boost interest and participation motivation, and can support learning from a motivational standpoint. Due of their complete engagement in the learning process, PBL is considered to motivate students. The fact that classroom terminology is project-specific rather than predefined contributes to both enjoyment and drive. Through the utilization of genuine methods, procedures, and audiences, a project may be related to actual professions. By using the Internet or working with locals and experts, links can be made between the classroom and the real world.

As a result, PBL enhances a learner's experiences and life since he is compelled to make connections with people who are not part of his usual network of contacts. PBL can also help students learn a variety of useful skills. Coleman (1992) talks on how students' improved social, cooperative, and group cohesion skills are a benefit. Using PBL projects in the classroom also strengthens the interpersonal bonds between team members. PBL improves communication and cooperation among students, between students and the teacher, and between students and other community members. PBL thus gives students the chance to develop collaborative skills including depending on the work of peers and giving considerate criticism to peers. It is typical practice in foreign language instruction to assign students concrete

projects to do in groups and pairs; this approach promotes communication between students as well as cooperation and knowledge sharing.

Allen (2004) outlines the advantages of PBL for the improvement of higher order critical thinking and problem-solving abilities. These abilities are crucial since they are applicable outside of the classroom and last a lifetime. Additionally, because PBL projects are typically completed in groups, students can hone their leadership and collective decision-making skills. As they would have to make many crucial decisions on their own during the project, including choosing among the different alternatives each team member has as well as the design, production, and presentation decisions, involvement in PBL projects helps to maximize student initiative and decision-making. These activities offer parallels to life outside of the classroom because PBL typically entails projects completed outside of the classroom. PBL deals with real-world problems as a result, and students learn skills that are applicable to the outside world.

Many of the abilities acquired through PBL are ones that are frequently sought after by employers, including the ability to work well in a team, get along with people well, make wise judgments, take initiative, and solve problems in the real world. Learners would be given enough time to prepare, modify, and reflect on their learning while working on the PBL project. These exercises produce worthwhile learning. Through reflective learning, individuals can consolidate the learning they have already accomplished and become more aware of their deficiencies and potential solutions. This indicates that PBL is a novel strategy that uses a distinctive form of evaluation. With the PBL method, students continually assess themselves. Assessment is viewed as a continuing, dynamic, and regular process that includes reflection, self-evaluation, peer evaluation, and teacher evaluation. In a word, PBL is excellent for students in general and English students in particular. The concern is how both teachers and students do to optimize the advantages of PBL.

2.3.4. Drawbacks of Project-based learning

The academic literature typically highlighted group work as the biggest challenge PBL students encountered. For instance, a research by Meehan and Thomas (2006) discovered that students working on environmental management projects in Vietnam said teamwork was the most difficult part of their project work. According to the findings of Hoang Huu Ngo's (2014) study, Vietnamese students face challenges when it comes to working collaboratively in teams. Their lack of proficiency in teamwork skills hinders their ability to effectively engage in collaborative work. Additionally, they struggle with effectively addressing the driving questions, maintaining motivation, and actively participating throughout the entire project process, which poses a significant challenge when implementing PBL.

Furthermore, Westwood (2008) highlights that some students lack the necessary skills for conducting research and collecting information, which are essential for successful project completion. As a result, students often experience a decline in enthusiasm and efficiency when working on projects. Harris (2014) highlights that students struggle with collaboration and teamwork, with only a few assuming leadership roles while others remain passive. According to Baysura et al. (2016), students face challenges in working effectively within groups, and they may lack the ability to contribute equally to the project work. Moreover, Fragoulis (2009) suggests that learners are often unfamiliar with working in groups, leading to imbalanced workloads. Some students heavily rely on their native language for communication, which limits their output in the target language. Additionally, some students may lose motivation as the project progresses.

Undoubtedly, the implementation of PBL in the realm of education is a time-consuming endeavor, as highlighted by previous research (Baysura et al., 2016; Habók & Nagy, 2016; Hutchinson, 1991). It necessitates a significant investment of time for preparation and the utilization of effective classroom management skills by the teacher. Marx et al. (1997) further note that incorporating PBL into lessons requires more extensive planning and classroom time compared to traditional

instructional methods, both in the long term and on a daily basis. Consequently, PBL is widely recognized as an approach that demands a substantial amount of time from both teachers and students.

In order to succeed in implementing PBL, both teachers and students must undergo a transformation in their roles within the teaching and learning process. Levy (1997) explains that teachers need to adopt a different role in order to effectively apply PBL. Instead of being dominant figures, teachers take on the roles of guides, advisors, coordinators (Papandreou, 1994), and facilitators. When implementing the project method, the focus of the learning process shifts from the teacher to the learners, and from individual work to group work. Hoang Thi Ngoc Diem (2012) emphasizes that teachers are required to assume "new roles" in their teaching approach. Consequently, students are no longer passive recipients of knowledge but are encouraged to actively participate in classroom learning activities and take responsibility for actively constructing and reconstructing their knowledge networks (Dolmans, De Grave, Wolfhagen & Van Der Vleuten, 2005).

When teachers implement PBL in their teaching, they encounter numerous challenges. Teachers often face difficulties in adapting their teaching methods to PBL, as they are accustomed to providing ready-made materials and instructions to their students. However, PBL requires teachers to guide and provide direction so that students can construct their own knowledge and take responsibility for their work (Frank et al., 2003).

Furthermore, in the Vietnamese context, when PBL is applied to language learning, teachers assume multiple roles as instructors, supporters, and supervisors, which differs from their traditional roles in the classroom, as noted by Hoang Thi Ngoc Diem (2012). Additionally, some teachers may resist using PBL because they are unfamiliar with this approach and struggle with classroom management issues (Baysura et al., 2016). In fact, Vietnamese teachers generally show reluctance to transition from traditional teaching methods to more advanced approaches (Nguyen Phuong Mai, Terlouw & Pilot, 2005).

2.3.5. Key characteristics of Project-based learning

As proposed by Krajcik & Shin (2014), PBL consists of six features as characteristics including driving question, learning goals, scientific practices, collaboration, using technological tools and creating an artefact.

2.3.5.1. Driving question.

PBL projects are centered on the driving question because it guides the work, sets the stage for it, and serves to remind the students of the significance of the many project-related activities (Hasni et al., 2016; Krajcik & Shin, 2014; Hmelo-Silver, 2004; Thomas, 2000; Blumenfeld et al., 1991). It establishes continuity and coherence (Mentzer et al., 2017). The final output from the PBL unit will provide a response to the central query (Blumenfeld et al., 1991). According to Hasni et al. (2016), an effective driving question in STEM PBL has the qualities listed below. Firstly, the learners find the driving question interesting because it has a direct connection to the world they are familiar with. Secondly, the driving question pushes learners to complete intellectually demanding activities while taking into account their age and skill level. It is open-ended. Thirdly, the central scientific ideas pertaining to the topic being investigated must be understood in order to answer the driving issue.

2.3.5.2. Learning goals

PBL should give students the opportunity to study fresh material and essential academic skills (Bell, 2010; Tal et al., 2006; Thomas, 2000). PBL should therefore be the main mode of instruction in a course rather than a separate component of it (Condliffe et al., 2017; Parker et al., 2013). Thomas (2000), for instance, claims that PBL projects should always involve teaching students new knowledge and concepts that are essential to the curriculum and that projects used to supplement or amend the curriculum are not PBL. Tamim & Grant (2013), in contrast, challenge this rigid perspective and advocate understanding PBL more widely and as a continuum.

Teachers must believe they can achieve the statutory learning outcomes with PBL because it tends to take more time than traditional teacher-centered approaches (Krajcik & Shin, 2014).

The PBL unit should take longer than one lesson to allow the students to ask questions, collaborate, and get a deeper understanding of the subject (Krajcik & Shin, 2014; Stearns et al., 2012; Thomas, 2000; Blumenfeld et al., 1991). Although there appears to be agreement that PBL should last for a large amount of time, it is still unclear exactly how long the investigation must last to be considered PBL (Condliffe et al., 2017).

2.3.5.3. Scientific practices

When participating in STEM PBL, students should actively apply scientific techniques to the driving question (Krajcik & Shin, 2014; Tal et al., 2006; Thomas, 2000; Blumenfeld et al., 1991).

Students should be able to organize and conduct their own research as part of the PBL unit (Mentzer et al., 2017). Students will practice applying scientific procedures, hone their cognitive abilities, and deepen their comprehension of the subject by creating research questions and techniques (Novak & Krajcik, 2020; Krajcik & Shin, 2014; Thomas, 2000; Blumenfeld et al., 1991).

Although a teacher may select the driving question, Krajcik (2015) argues that students should have the opportunity to study their own questions that fall within the purview of the driving question. This is because posing questions is a crucial component of scientific research (Chin & Osborne, 2008).

These techniques found in PBL can be described using the scientific practices discovered through inquiry-based learning research.

2.3.5.4. Collaboration

PBL involves students working together to conduct research (Krajcik & Shin, 2014; Tal et al., 2006). PBL should ideally involve teamwork between professionals, businesses, or parents (Krajcik, 2015; Tal et al., 2006).

Working together inspires students (Malone & Lepper, 1987), replicates the process of a scientist, fosters communication skills (Bestelmeyer et al., 2015), and gives students practice delegating tasks and roles (Blumenfeld et al., 1991).

Collaboration, though, should be viewed as a tool of achieving PBL's fundamental objectives, which include practicing science, comprehending key ideas, and discovering how scientific information is produced and applied (Hasni et al., 2016).

2.3.5.5. Using technological tools

The significance of computer-aided technology in contemporary scientific inquiry should be modeled in science education (Edelson, 2001). Computer-aided technology's significance in contemporary scientific research should be modeled in science education (Edelson, 2001). Increasing interest, modeling concepts, and strategic support are just a few ways that technology can promote student learning (Tal et al., 2006; Blumenfeld et al., 1991), and it also enables the learners to maintain and communicate their information more broadly (Edelson, 2001). Learning technologies provide as a crucial support structure for students to manage project activities (Krajcik & Shin, 2014).

Technology can assist teachers by providing guidance and aiding in project completion (Blumenfeld et al., 1991). The artifacts can be produced using technology (Tal et al., 2006).

However, just like with cooperation, utilizing technology in the PBL unit should generally be viewed more as a tool than as the main objective (Hasni et al., 2016). While using information technologies appears to boost students' academic progress in PBL and is valuable in PBL, it is not always necessary for it to be the main focus (Chen & Yang, 2019).

2.3.5.6. Creating an artefact

PBL centers the learning process on creating an artifact or final result that responds to the driving question (Krajcik & Shin, 2014; Tal et al., 2006; Blumenfeld et al., 1991).

It has been suggested that PBL differs from problem-based and inquiry-based learning because of artefacts (Hasni et al., 2016; Sahin, 2013).

Students' cognitive work and understanding levels are displayed in artifacts (Novak & Krajcik, 2020; Blumenfeld et al., 1991). Games, posters, models, plays, websites, or drawings are concrete examples (Krajcik & Shin, 2014; Blumenfeld et al., 1991).

2.4. Teaching styles

2.4.1. Traditional teaching styles

Traditional teaching styles, which have been prevalent in education for an extended period, are characterized by their teacher-centered nature, where the instructor assumes a central role in imparting knowledge and students assume a passive role as recipients of information. These styles encompass several key characteristics that define their approach to instruction.

Lecturing: A fundamental characteristic of traditional teaching is the reliance on lecturing as the primary mode of instruction. Lectures involve the teacher delivering information to students through verbal presentations, with the primary aim being the transmission of knowledge from the teacher to the students. Consequently, students typically assume a receptive role, with limited opportunities for active participation or engagement in the learning process.

Teacher authority: Teacher authority is a significant aspect of traditional teaching, wherein the teacher holds the position of power and controls the flow of information and classroom activities. Students are expected to follow instructions, adhere to the teacher's rules and guidelines, and conform to the established authority structure within the classroom.

Rote Memorization: Another hallmark of traditional teaching is the emphasis on rote memorization. This pedagogical approach places a strong focus on the memorization of facts, formulas, and definitions, often without an emphasis on understanding their contextual relevance or practical application. Consequently,

students may be expected to learn and reproduce information without developing a deeper understanding of the subject matter.

Passive learning: Passive learning is a pervasive characteristic of traditional teaching styles, as students typically assume a passive role in the learning process. They primarily engage in activities such as listening, note-taking, and absorbing knowledge, with limited opportunities for active participation, critical thinking, or hands-on learning experiences.

Individual work: Traditional teaching often promotes individual work, with students completing assignments or tasks independently. Collaborative and group work may be limited or not emphasized, restricting opportunities for peer interaction, cooperative learning, and the development of social and teamwork skills.

Assessment through tests: Assessment in traditional teaching commonly relies on tests and quizzes that measure students' ability to recall and reproduce information. These assessments tend to prioritize memorization and regurgitation of facts, rather than evaluating critical thinking, problem-solving abilities, or the application of knowledge in real-world contexts.

Classroom Hierarchy: Classroom hierarchy is a prevalent feature of traditional teaching, where a clear hierarchical structure exists, positioning the teacher as the authority figure and students as subordinates. The teacher assumes control over classroom interactions and decision-making processes, creating a power dynamic that may limit student autonomy and active involvement in the learning experience.

While traditional teaching styles have been widely practiced, they have encountered criticism for their limitations in fostering active learning, critical thinking, creativity, and problem-solving skills among students. Nevertheless, it is worth acknowledging that certain contexts may still find elements of traditional teaching effective, such as when introducing foundational concepts or providing structured guidance. Over time, educational approaches have evolved, with many educators incorporating more student-centered and interactive methods to enhance learning outcomes and engage students actively in the learning process.

2.4.2. Modern teaching styles

Modern teaching styles have emerged as innovative approaches that aim to address the limitations of traditional teaching methods and meet the needs of today's learners. These styles prioritize student engagement, active learning, critical thinking, collaboration, and the development of 21st-century skills. By embracing a learner-centered approach, modern teaching styles seek to empower students to take an active role in their own education and foster a deeper understanding of the subject matter. Let's explore some key characteristics in more detail:

Student-Centered Approach: Modern teaching styles place students at the center of the learning process. Teachers act as facilitators, guiding students' exploration and discovery of knowledge. The focus is on understanding students' individual needs, interests, and learning styles to personalize instruction and create meaningful learning experiences.

Active Learning: In contrast to passive learning in traditional styles, modern teaching emphasizes active learning experiences. Students engage in hands-on activities, problem-solving tasks, discussions, simulations, and experiments. This active involvement promotes deeper understanding, critical thinking, and the application of knowledge in real-world contexts.

Inquiry-Based Learning: Modern teaching encourages inquiry-based learning, where students actively investigate questions, problems, and challenges. Through asking questions, gathering information, analyzing data, and drawing conclusions, students develop critical thinking skills, curiosity, and a deeper understanding of the subject matter.

Collaborative Learning: Collaboration is a key element of modern teaching styles. Students work in groups, engaging in discussions, sharing ideas, and solving problems collectively. Collaborative learning enhances communication skills, teamwork, and the ability to consider diverse perspectives, preparing students for success in collaborative work environments.

Technology Integration: Modern teaching styles leverage technology as a powerful tool for learning. Teachers integrate digital resources, multimedia presentations, online platforms, educational apps, and interactive tools to enhance instruction and create engaging learning experiences. Technology also fosters digital literacy, information fluency, and technological competency.

Differentiated Instruction: Recognizing the diverse learning needs and abilities of students, modern teaching styles promote differentiated instruction. Teachers adapt content, tasks, and assessments to match students' readiness, interests, and learning styles. This personalized approach ensures that every student is appropriately challenged and supported.

Authentic Assessment: Modern teaching embraces authentic assessment methods that measure students' ability to apply knowledge and skills in real-world contexts. Performance tasks, portfolios, projects, presentations, and reflective assessments provide a comprehensive view of students' capabilities and encourage the development of transferable skills.

Metacognitive Skills Development: Modern teaching styles emphasize metacognition, which involves developing awareness and control over one's own learning processes. Students learn to set goals, monitor their progress, reflect on their learning strategies, and make adjustments to improve their learning outcomes. Metacognitive skills enhance self-directed learning and foster lifelong learning habits.

Global Perspective and Cultural Competence: In an interconnected world, modern teaching styles emphasize global awareness, cultural understanding, and empathy. Students explore diverse perspectives, engage with global issues, and develop cultural competence to navigate diverse cultural contexts and collaborate effectively with people from different backgrounds.

Lifelong Learning Skills: Modern teaching recognizes the importance of equipping students with 21st-century skills that are essential for success in the evolving global landscape. These skills include critical thinking, creativity,

communication, collaboration, problem-solving, adaptability, and information literacy. By fostering these skills, modern teaching styles prepare students to become lifelong learners and adaptable individuals in a rapidly changing world.

Modern teaching styles reflect a paradigm shift in education, moving away from traditional teacher-centered approaches towards student-centered, active, and personalized learning experiences. Educators strive to create dynamic and inclusive learning environments that nurture students' intellectual growth, foster their innate curiosity, and empower them to become independent, critical thinkers and lifelong learners.

2.5. Learning attitudes

2.5.1. The components of attitudes

McGuire (1989) proposed a connection between attitudes and a threefold understanding of human experience, which can be traced back to ancient philosophical traditions. This trichotomy of human experience, consisting of thought, feeling, and action, while not necessarily logically compelling, holds significant influence in Indo-European thought, as seen in Hellenic, Zoroastrian, and Hindu philosophy. McGuire suggests that this trichotomy may correspond to a fundamental aspect of our conceptualization, possibly reflecting the presence of three evolutionary layers in the brain: the cerebral cortex, limbic system, and old brain. (McGuire, 1989, p. 40). Therefore, it is widely accepted that attitudes consist of three components.

2.5.1.1. Cognitive component

The cognitive component, which is widely employed in human thinking, involves the formation of categories based on consistent responses to different stimuli (Triandis, 1971).

Additionally, Abidin, Mohammadi, and Alzwari (2012) highlight that the cognitive component of attitudes is linked to learners' beliefs and knowledge regarding teaching and learning methods, classroom activities, and similar aspects. Schiffman and Kanuk (2004) define the cognitive component as the amalgamation of

experiences with attitude objects and information obtained from various sources, such as courses, which contribute to individuals' perceptions and understanding.

In the context of language learning, cognitive factors encompass the integration of prior knowledge with new information, the construction of new knowledge, the verification of acquired knowledge, and the application of newly acquired knowledge in different situations.

Regarding PBL, it is believed that people develop more positive attitudes toward an object when they associate it with positive attributes.

2.5.1.2. Affective component

An emotional aspect, known as the affective component, plays a role in influencing ideas, as described by Triandis (1971). Feng and Chen (2009) explain that emotions have an impact on the learning process, involving both teachers and students, and can bring several benefits. Eagly and Chaiken (1998) similarly define the affective component as the emotional experiences and preferences, such as likes or dislikes, towards an object. According to Wenden (1991), the affective component or emotional attitude refers to a person's expression of feelings towards others or objects, where positive feelings result in positive treatment. Agarwal & Malhotra (2005) further emphasize that the evaluation of the affective component combines feelings, emotions, and evaluative judgments, which are part of an integrated model of attitude and choice.

In relation to language learning, Feng and Chen (2009) highlight the sensitivity of the learning process to different emotional elements. In the context of problem-based learning (PBL), positive and negative attitudes towards PBL significantly affect learning strategies (Railsback, 2002), emphasizing the importance of considering learners' inner feelings and emotions for improving the learning process (Choy & Troudi, 2006).

2.5.1.3. Behavioral component

Triandis (1971) and Wenden (1991) explain that the behavioral component of attitude is associated with a predisposition to take action, influencing individuals'

participation and behavior towards the object of attitude. Defleur and Westie (1963) define the behavioral component as individual responses or reactions to the attitude object. Duman & Yavuz (2018) suggest that attitudes are formed through the interaction of knowledge, beliefs, and emotions, shaping individual behaviors and reactions in specific situations.

According to Kara (2009), positive attitudes towards language learning lead to positive behaviors, fostering students' enthusiasm and eagerness to learn. Students become emotionally engaged in the learning process, putting in effort to acquire more knowledge and skills for daily life.

In summary, the concept of attitude encompasses the affective component (emotions and feelings), cognitive component (perceptions and beliefs), and behavioral component (expression of behavioral intentions). Considering all three components is essential for students' language learning, as each component contributes unique features to their attitudes.

2.5.2. Attitudes towards learning English

Attitudes towards the English language are generally tied to one's emotions and thoughts, particularly in the context of language learning. Fazio and Williams (1986) suggested that individual attitudes serve as brief judgments that aid learners in organizing their self-motivated social environments.

According to Walley et al. (2009), actions can be categorized as positive, negative, or neutral. Attitude, as a psychological phenomenon, is a hidden expression that evaluates a person with a certain degree of advantages or disadvantages (Eagly & Chaiken, 1993). Kanjira (2008) also emphasizes that learning a second language requires a total commitment from the learner, involving physical, intellectual, and emotional responses for successful communication. Without this inner drive or desire, which Brown (as cited in Kanjira, 2008) refers to as willingness, interest, or impulse, teaching a second language would be a futile exercise.

Attitudes significantly impact the learning process and often determine a learner's progress. For instance, a learner with poor pronunciation may develop

negative attitudes towards speaking classes. As a result, attitudes influence the extent and quality of stimulation a learner experiences. Gardner (1985) stated that an individual's motivation to learn a second language is influenced by their attitudes towards the target language group or their orientation to learning itself. Based on the components of attitude, the instructional approach employed in the learning process can positively influence attitude change (Duman & Yavuz, 2018).

Recognizing the connection between attitude and language learning, teachers strive to assist students in developing positive attitudes towards learning English as a foreign language.

2.6. The key aspects of the theory of learner autonomy

Henri Holec's theory of learner autonomy, as outlined in his influential work "Autonomy and Foreign Language Learning" (1981), emphasizes the active role of learners in taking control of their own learning process. Here are some key aspects of Holec's theory:

Learner responsibility: Holec (1981) emphasizes the importance of learners assuming responsibility for their learning. Learners are encouraged to actively engage in decision-making, take ownership of their learning goals, and be accountable for their progress.

Learner initiative: Learners are encouraged to take the initiative in their learning process. They are expected to identify their learning needs, set their own objectives, and select appropriate strategies and resources to meet those objectives.

Learner independence: Holec (1981) advocates for learners to develop independence in their learning. This involves becoming less reliant on the teacher and taking charge of one's own learning, making decisions, and managing the learning process autonomously.

Teacher as facilitator: Holec (1981) suggests that teachers should adopt a facilitative role rather than a directive one. Teachers support and guide learners, providing resources, feedback, and assistance when needed, while promoting learner autonomy and self-direction.

Reflection and self-evaluation: Holec (1981) emphasizes the importance of reflection and self-evaluation in the learning process. Learners are encouraged to reflect on their progress, evaluate their strategies, and make adjustments to improve their learning outcomes.

Language learning as a social process: Holec (1981) acknowledges that language learning is a social process, and interaction with others plays a crucial role in language acquisition. Learners are encouraged to engage in collaborative activities, seek opportunities for interaction, and learn from peers and native speakers.

Overall, Holec's theory of learner autonomy highlights the significance of learners actively participating in their own learning, taking responsibility, and making informed decisions. The theory advocates for a shift from a teacher-centered to a learner-centered approach, where learners have control over their learning process and become independent, reflective, and self-regulated learners.

2.7. Previous studies

In recent years, numerous studies have delved into the realm of Project-Based Learning (PBL) across various educational contexts. To gain a comprehensive understanding of PBL and pinpoint areas of scientific inquiry, this literature review categorizes these studies into international and domestic perspectives.

Dr. Shaban Aldabbus (2018) conducted a study that examined the potential implementation of PBL in Bahraini primary schools. This research sought to investigate potential challenges that might arise when PBL was introduced in real-world classroom settings. The study involved 24 pre-service teachers from eight different schools throughout the academic year 2016-2017. Data were gathered through semi-structured interviews and questionnaires, revealing that a significant majority of the participants encountered difficulties in implementing PBL with their students. The challenges identified included selecting meaningful topics, managing time, conducting observations and evaluations, and addressing a lack of facilities. The study concluded by offering insights and recommendations to support decision-makers, educators, and schools in effectively implementing PBL. Nyai Cintang, Dewi

Liesnoor Setyowati, Sri Sularti Dewanti Handayani (2018) explored the challenges faced by teachers when integrating PBL into the 2013 curriculum. They provided solutions to overcome these challenges, such as preparing students for project completion, maximizing the teacher's role as a supervisor to address discipline issues, and utilizing alternative time management methods. Additionally, they addressed concerns related to equipment availability, student disparities, and financial constraints by proposing practical adjustments and approaches. The study underscored the importance of teachers' confidence and commitment in successfully implementing PBL, even in the face of obstacles. Research at the university level, conducted by Tara N. Tally (2015), Thu T.K. Le (2018), Pengyue Guo, Nadira Saab, Lysanne S. Post, Wilfried Admiraal (2020), examined the theoretical and practical dimensions of PBL. These studies scrutinized the impact of PBL on university-level students, exploring its theoretical foundations and practical applications. They highlighted the benefits of PBL, including improved academic performance, the development of social skills, and enhanced motivation and active learning. However, they also acknowledged drawbacks in the context of university-level teaching and learning. These studies relied on empirical research to assess cognitive and behavioral outcomes, utilizing questionnaires, interviews, observation, self-reflection journals, and various assessment tools to measure the effectiveness of PBL.

Thuan Pham (2018) contributed to the discussion on PBL by addressing its challenges in EFL classrooms. Pham's research focused on enhancing students' enthusiasm, promoting concentration on learning tasks in large classes, assisting students in connecting new material with previous knowledge, and facilitating successful cooperative learning activities within the context of EFL education.

2.8. Conceptual framework

The conceptual framework starts with the assumption that there are factors that can make the implementation of PBL difficult for grade 9 students at Hung Vuong Secondary School. These factors may include, but are not limited to, lack of resources or support, resistance to change, language barriers, and time constraints.

These factors can be influenced by three main categories of variables: school factors, teacher factors, and student factors. School factors can include school culture, leadership, resources, and policies. Teacher factors can cover their attitude, knowledge, training, and experience in implementing PBL. Student factors can encompass their motivation, learning style, prior knowledge, and language proficiency.

The ways in which these factors influence the implementation of PBL can lead to various outcomes or impacts on teaching and learning. These outcomes can be positive, such as increased student engagement, deeper learning, and higher achievement, or negative, such as confusion, frustration, and low completion rates. To address these difficulties, this conceptual framework suggests that there are different solutions that can be implemented at various levels. At the school level, solutions can involve providing more resources, promoting a culture of innovation and collaboration, and creating policies that support PBL. At the teacher level, solutions can include providing professional development and support, encouraging collaboration, and adapting PBL to students' needs and contexts. At the student level, solutions can involve fostering intrinsic motivation, providing feedback and guidance, and integrating language learning into PBL tasks.

In conclusion, this conceptual framework suggests that the implementation of PBL with grade 9 students at Hung Vuong Secondary School can be influenced by various factors and can have positive or negative outcomes. To make PBL more effective, it is necessary to identify and address the difficulties that arise from these factors and to implement suitable solutions at multiple levels.

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                    │    Hung Vuong secondary school   │
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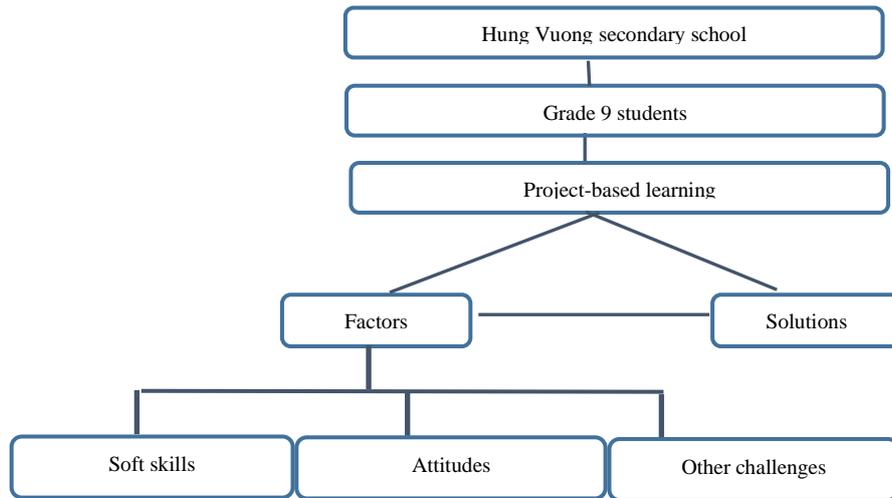
Chart 2.1. Conceptual framework of the study

2.9. Summary

The chapter provides a comprehensive overview of PBL with grade nine students at Hung Vuong Secondary School. It synthesizes key concepts, theoretical frameworks, benefits, challenges, and best practices associated with PBL implementation. The chapter serves as a foundation for the subsequent chapters of the thesis, informing the research design and methodology for investigating the effectiveness of PBL in this specific context. It also highlights the need for further research and exploration to enhance the understanding and implementation of PBL in secondary education.

CHAPTER 3: METHODOLOGY

This chapter provides a comprehensive overview of the methodology employed in this thesis. By thoroughly explaining the research design, sampling techniques, data collection methods, data analysis procedures, ethical considerations, and limitations, this chapter aims to ensure the rigor and validity of the research process. The subsequent chapter will present the analysis of the collected data and the findings derived from this methodological framework.

3.1. Research design

The research study employs a quantitative research design to investigate the challenges hindering the successful implementation of PBL within the English language curriculum at Hung Vuong Secondary School. This approach aims to gather numerical data through structured questionnaires to comprehensively address the research objectives.

The selection of a quantitative research approach is motivated by its systematic nature, allowing for the collection of measurable data to address specific research questions. This study focuses solely on the use of questionnaires to quantify the challenges faced during the implementation of PBL and to recommend potential solutions.

The primary objectives of this research study are to identify, analyze, and quantify the obstacles encountered by ninth-grade students participating in PBL. Additionally, the study seeks to propose effective strategies for overcoming these identified challenges.

The primary data collection method employed is structured questionnaires. These questionnaires comprise carefully designed questions that facilitate participants' provision of measurable responses. The questions encompass a range of aspects related to PBL implementation, allowing for a comprehensive exploration of challenges and potential solutions.

The survey research design is selected for its capability to capture the attitudes, perceptions, and experiences of ninth-grade students in a structured manner. This

method facilitates the collection of a substantial volume of data, enabling the systematic exploration of challenges related to PBL implementation. The quantitative nature of the data collected through questionnaires enables structured analysis and statistical interpretation.

The aim was to explore and obtain insights into the answers to two specific research questions as outlined below:

- What factors challenge the implementation of PBL for the grade 9 students at Hung Vuong Secondary school?

- What are the solutions to the mentioned factors?

In light of the benefits and strengths of using survey research, the researcher chooses to investigate a real-world circumstance involving ninth graders at Hung Vuong Secondary School.

3.2. Research site

The study took place at Hung Vuong Secondary School, situated at 8 Pham Hung Street, Phu Thuy Ward, Phan Thiet City in Binh Thuan province. The school caters to students in grades 6 to 9 and typically has a high number of students in each class, approximately 45. The school administration consists of one principal and two vice-principals responsible for overseeing the teaching and learning activities. The school has seven departments, including Math-Computing, Physics-Technology-Chemistry-Biology, Foreign Languages, Literature, History-Geography, Civic Education, and Art-Physical Education. The current academic year has a student enrollment of 1765 distributed among 40 classes.

Hung Vuong Secondary School is widely recognized as one of the prestigious schools in Phan Thiet City, known for its students' success in the entrance examinations for top-level high schools in Binh Thuan. The school is well-equipped with modern study facilities, including 100-inch screens and computers with internet access in each classroom, facilitating PBL. The teachers in the Foreign Languages faculty are regarded as caring, helpful, and knowledgeable, with 14 Vietnamese English teachers who are competent, enthusiastic, and experienced in teaching lower

secondary students. The school aims to apply modern teaching approaches to provide the best learning experience for students.

Additionally, Hung Vuong School is renowned for its students' good behavior, studiousness, autonomy, and strong English language skills. It consistently has a significant number of students passing the entrance exams for English specialized classes at Tran Hung Dao Specialized School in the province. Many students also obtain international certificates such as KET, PET, and FCE. The students actively participate in learning activities and embrace changes and challenges in the learning process.

The curriculum of English at Hung Vuong Secondary School includes 12 units and 4 reviews in the grade 9 English textbook. Each unit comprises seven lessons, covering topics such as Getting started, A closer look 1, A closer look 2, Communication, Skills 1, Skills 2, and Looking back - Project. The learning outcomes for grade 9 students align with the English language proficiency skills standards outlined in Decision No.1400. According to this decision, secondary school students are required to achieve Level 2 (A2 level) of the Common European Framework of References for Languages (CEFR) upon completing their three-year high school programs.

3.3. Sample and sampling procedures

The study included a total of 89 participants, consisting of students from classes 9.1 and 9.3 at Hung Vuong Secondary School, who were also the researchers' students. Additionally, ten English teachers from the same school participated in the study. The selection of students for the focus group was done using a convenient sampling method, which is a commonly used approach due to its advantages of saving time and money (Stewart & Shamdasani, 1990). The sample size of 89 participants exceeded the suggested minimum of thirty, as recommended by Cohen, Manion, and Morrison (2007), indicating that the sample adequately represented the larger population.

In terms of the student participants, they were students who were taught by the researchers and were enrolled in the same class, with a mix of genders. Being in grade 9, they were already familiar with the school's modern equipment, which facilitated their project implementation. To mitigate potential bias, the students were selected from the same class, ensuring they had a similar academic background.

As for the teacher participants, they were a diverse group consisting of both male and female teachers, all of whom had more than twenty years of teaching experience in secondary school. The study was conducted during the academic year 2022-2023. Once the purpose of the study was explained to the students in classes 9.1 and 9.2, as well as to the English teachers, they voluntarily participated in the research.

The students' general information, consisting of gender, English learning duration, learning location, and project preparation time, was effectively displayed in Table 3.1.

In terms of gender, the researcher distributed a total of 89 questionnaires to students, and received and collected 89 completed copies. Out of the respondents, 48 (53.9 %) were male, and 41 (46.1%) were female. Although the difference in gender numbers was not significant, it is evident that the number of females was slightly lower than the number of males.

The duration of English learning varied between 6 to 9 years, and the highest duration reported was 7 years, which accounted for 76 participants (85.4%). The second highest duration was 8 years, with 8 participants (9%). Following that, there were 3participants (3.4%) who reported studying English for 8 years. The lowest reported duration was 9 years, with 2 participants (2.2%).

Based on the table, it is evident that a majority of participants in the study (76.4%, totaling 68 participants) attended an English center. On the other hand, a smaller portion of participants (23.6%, totaling 21 participants) did not attend an English center. In conclusion, the number of students learning at an English center was relatively higher compared to those who did not study there.

The survey conducted on the participants' opinion regarding the project-based approach yielded interesting results. Out of the total participants, 12 individuals (13.5%) expressed their lack of interest in the project-based approach. On the other hand, a majority of 64 participants (71.9%) displayed interest in this approach. Furthermore, 13 participants (14.6%) expressed a high level of interest, categorizing themselves as "very interesting" in the project-based approach. These findings shed light on the general attitude of the participants towards PBL. While a small percentage exhibited disinterest, the majority of participants displayed varying levels of interest, with a significant portion expressing strong enthusiasm.

Table 3.1. Students' general information

No	Item		N = 89	
			F	%
1	Gender	Female	41	46.1
		Male	48	53.9
2	English learning duration	6 years	3	3.4
		7 years	76	85.4
		8 years	8	9
		9 years	2	2.2
3	Learning at a language center	Yes	68	76.4
		No	21	23.6
4	Opinion on project-based approach	uninteresting	12	13.5
		interesting	64	71.9
		very interesting	13	14.6

Note: F: Frequency, %: percent

The survey collected information from a group of teachers regarding their gender, teaching experience, grade levels taught, prior training in PBL, implementation of PBL in the classroom, and the frequency of implementing PBL in the past.

A total of 10 teachers responded to the survey, with a significant majority identifying as female, accounting for 90% (9 individuals), while only 1 participant (10%) identified as male.

In terms of teaching experience, all 10 participants reported having more than 20 years of experience, indicating a highly experienced group of educators.

The grade levels taught by the participants varied, with Grade 9 being the most commonly taught level, chosen by 5 participants (50%). Grade 6 and Grade 8 were each taught by 2 participants (20%), while Grade 7 was taught by 1 participant (10%).

All participants reported having prior training in PBL, indicating that they had received specific instruction or professional development related to PBL.

Furthermore, all participants stated that they had implemented PBL in their classrooms, highlighting their active engagement in applying project-based approaches in their teaching practice.

Regarding the frequency of implementing PBL in the past, the participants displayed diverse experiences. One participant (10%) reported implementing PBL once, while two participants (20%) implemented it twice. Similarly, two participants (20%) stated they had implemented PBL three times, and the majority of participants (50%) reported implementing it more than three times.

Table 3.2. Teachers' general information

No	Item		N=10	
			F	%
1	Gender	Female	9	90
		Male	1	10
2	Teaching experience	1 - 5 years	0	0
		6 – 10 years	0	0
		11 – 20 years	0	0
		> 20 years	10	100
3	Grade level(s) for teaching	Grade 6	2	20
		Grade 7	1	10
		Grade 8	2	20
		Grade 9	5	50
4	Prior training in PBL	Yes	10	100
		No	0	0
5	Implementation of PBL in the classroom	Yes	10	100
		No	0	0
6	Frequency of implementing PBL in the past	Once	1	10
		Twice	2	20
		Three times	2	20
		> Three times	5	50

Note: F: Frequency, %: percent

3.4. Research instruments

The initial instrument utilized for data collection consisted of questionnaires administered to both students and English teachers. Questionnaires are the research tools used to gather the data for this study. Floyd J. Fowler Jr. (2013) provides a definition of a questionnaire as a tool used to collect data, comprising a series of questions that are typically written and administered to respondents in a consi stent manner. Its purpose is to gather information on various aspects such as attitudes,

opinions, behaviors, and other relevant information. The questionnaire is widely recognized as a highly valuable research instrument, as highlighted by Cohen et al. (2018). It enables researchers to gather structured data in numerical form, which is essential for analysis purposes. Due to the numerous advantages and its relevance to the study, the researcher made the decision to administer the questionnaire to the participants. This would facilitate the collection of data needed to address the research questions effectively.

3.4.1. A questionnaire for students

The questionnaire design drew inspiration from different question types, including multiple choice, dichotomous, and Likert scale questions. The formulation of statements took into account the research questions and relevant literature. Initially crafted in English, the questionnaire items were subsequently translated into Vietnamese. This translation was essential to ensure clear comprehension by the participants and prevent any potential misunderstandings. Furthermore, all items were carefully rephrased to suit the specific context of learning and teaching in Viet Nam.

The questionnaire survey comprised of two sections. Part A focused on gathering demographic information from the participants. Part B consisted of the primary items aimed at exploring factors related to soft skills (A), attitudes towards PBL (B), and other challenges (C) concerning the implementation of PBL in grade 9 at Hung Vuong secondary.

Part I: Demographic Information

The questionnaire gathered participants' background information, encompassing details such as gender, English learning duration, learning location, and expressing their opinion on doing a project.

Part II: Questionnaire content

Factors on the implementation of PBL

A. About soft skills

These questions aimed to explore the factors related to the implementation of PBL, particularly in regard to soft skills. The questionnaire asked participants about their preferences for working on projects individually or in different group sizes. It also inquired about the preferred location for project work and the time required to complete a project. Additionally, participants were asked to identify the skills that challenge them the most in their learning, including time management skills, collaboration, and communication skills. Finally, participants are asked to evaluate the extent to which PBL assignments have helped them develop these specific skills. The goal is to gain insights into how PBL learning impacts soft skills development among the participants.

B. Attitudes towards PBL

The survey items for this part were designed to investigate students' attitudes towards PBL, highlighting its supportive nature, engagement, challenge, useful feedback, and alignment with their interests. They also emphasize the importance of increased frequency, personal motivation, peer involvement, student-centered decision-making, and the development of active and independent learning skills. The students' feedback, which was measured using a five-point Likert scale, encompassed five levels of agreement: strongly disagree, disagree, neutral, agree, and strongly agree. The numerical values assigned to these levels were "5" for strongly agree, "4" for agree, "3" for neutral, "2" for disagree, and "1" for strongly disagree.

C. Other challenges

The questionnaire items in this section were created to analyze the importance of clear language explanations, vocabulary support, knowledge expansion, clear instructions, adequate feedback, and a well-structured format in PBL. The students' responses, which were evaluated through a Likert scale consisting of five points, covered a range of agreement levels: strongly disagree, disagree, neutral, agree, and strongly agree. These levels were assigned numerical values, with "5" indicating strong agreement, "4" representing agreement, "3" denoting neutrality, "2" indicating disagreement, and "1" representing strong disagreement.

3.4.2. A questionnaire for teachers

The creation of the questionnaire design was influenced by various types of questions such as multiple choice, dichotomous, and Likert scale questions. When formulating the statements, careful consideration was given to the research questions and pertinent literature. The questionnaire survey consisted of two sections. Section A primarily aimed to collect demographic information from the teachers, while Section B included the main items that explored factors related to social skills (A), attitudes towards PBL (B), and other pertinent aspects (C) regarding the implementation of PBL in grade 9 at Hung Vuong secondary.

Part I: Demographic Information

The questionnaire collected teachers' background information, which included details such as gender, teaching experience, predominant teaching grade level(s), prior PBL training, PBL implementation in classroom and frequency of implementing PBL in the past.

Part II: Questionnaire content

Factors on the implementation of PBL

A. About soft skills

This set of questions was designed to explore the factors that challenge the implementation of PBL, specifically focusing on social skills. The questions delved into various aspects related to student preferences, project duration, and the impact of PBL assignments on skill development. The questions aimed to gather insights on how students prefer to work on projects (individually, in pairs, small groups, or large groups), where they preferred to work (at home, at school, outside school, or other locations), and the time they typically took to complete a project. Additionally, the questions inquired about the specific social skills that posed challenges for students, including problem-solving skills, critical thinking skills, collaboration skills, and communicative skills. The questionnaire also seeked teachers' perspectives on the effectiveness of PBL assignments in developing these skills, providing options ranging from "very much" to "not at all" for each skill category.

B. Attitudes towards PBL

The main idea of this set of questions is to explore teachers' attitudes towards PBL and their experiences with implementing PBL in their classrooms. The questions aim to gauge teachers' comfort and confidence levels in implementing PBL, their access to necessary resources, and their ability to plan and organize PBL activities. The questionnaire also examines teachers' comfort with assessing students based on PBL activities, their willingness to vary their teaching style to accommodate PBL, and their knowledge of providing effective feedback to students. Additionally, the questions inquire about teachers' perceptions of the level of challenge and engagement associated with PBL activities compared to traditional classroom activities. The questionnaire further seeks teachers' opinions on the effectiveness of PBL in promoting 21st-century skills and whether class size impacts the implementation of PBL. Lastly, the questions explore teachers' support for the continuation of PBL in English classes and their willingness to recommend PBL to other teachers. The feedback provided by teachers was collected using a Likert scale consisting of five levels of agreement: strongly disagree, disagree, neutral, agree, and strongly agree. To represent these levels numerically, "5" was assigned to strongly agree, "4" to agree, "3" to neutral, "2" to disagree, and "1" to strongly disagree.

C. Other challenges

The questions provided aim to explore various factors involved in implementing projects. Teachers were asked to indicate their level of agreement or disagreement with each statement by ticking the appropriate box. The statements addressed aspects such as the importance of teachers clearly explaining the language used in a PBL assignment, providing vocabulary lists or glossaries for PBL assignments, the potential for knowledge expansion in PBL assignments, the significance of clear instructions or rubrics for student-led portions of PBL assignments, the need for adequate feedback on students' PBL assignments, and the overall structure and clarity of PBL assignments. The scale ranges from "Strongly

Disagree" (SD) to "Strongly Agree" (SA), with "Disagree" (D), "Neutral" (N), and "Agree" (A) falling in between.

3.5. Data collection procedures

Data collection took place towards the conclusion of the second term in the academic year 2022-2023. This specific timing was selected to align with students nearing completion of their second term assessments and projects, enabling them to gain a comprehensive perspective on their implementation of PBL. The questionnaires were developed and subsequently translated into Vietnamese to enhance clarity and understanding for Vietnamese learners. To ensure the validity of the questionnaires, the researcher sought feedback from her supervisor and made necessary revisions. At the beginning of May, eighty-nine questionnaire sheets were distributed to the participants fifteen minutes before the start of the classes. The researcher provided a clear explanation of the questionnaire's purpose, which was to identify the factors challenging implementing PBL. This was essential for participants to comprehend the significance of completing the questionnaires for the study. The researcher guided the participants through the survey, offering detailed instructions and clarifications as needed to avoid any unfortunate misunderstandings or confusion. It was crucial for the researcher to ensure that each participant completed the questionnaires independently, providing truthful responses rather than copying from others or filling them without careful consideration. Finally, the completed questionnaires were collected.

3.6. Data analysis procedures

The thesis project focused on investigating the implementation of PBL with grade 9 students at Hung Vuong Secondary School. To conduct a comprehensive analysis, various data analysis procedures were employed. The primary source of data for this study was collected through questionnaires administered to both students and teachers. The questionnaires were carefully designed to capture valuable insights into the experiences, perceptions, and attitudes of the participants regarding PBL.

Once the data collection phase was completed, the analysis process commenced. The first step involved organizing and structuring the collected data to ensure a systematic and coherent analysis. This included data entry, cleaning, and preparation for further statistical examination.

Quantitative data analysis techniques were then applied to explore and interpret the questionnaire responses. Descriptive statistics, such as frequency analysis and measures of central tendency, were utilized to summarize the data and identify prevailing trends and patterns. The frequencies of various response options were examined to gain a comprehensive understanding of students' and teachers' perspectives on PBL.

Moreover, inferential statistical analyses were employed to examine potential relationships or differences in the data. Correlation analyses were conducted to explore the associations between different variables, such as student engagement, academic performance, and satisfaction with PBL.

In addition to the quantitative analysis, qualitative analysis techniques were applied to gain a deeper understanding of the participants' viewpoints. Open-ended responses from the questionnaires were analyzed thematically to identify recurring themes, emerging patterns, and insightful narratives related to the implementation of PBL. This qualitative analysis provided rich, context-specific insights into the strengths, challenges, and potential areas for improvement in the PBL approach.

The findings from both the quantitative and qualitative analyses were then synthesized to generate a comprehensive and nuanced understanding of the impact and effectiveness of PBL with grade 9 students at Hung Vuong Secondary School. The data analysis process aimed to shed light on the benefits, limitations, and recommendations for optimizing the implementation of PBL in this particular educational setting.

Ultimately, the data analysis procedures carried out in this thesis project not only provided valuable insights into the application of PBL but also contributed to the broader body of knowledge regarding effective instructional strategies in

secondary education. The results of this study may inform educators, administrators, and curriculum designers in developing and refining PBL practices to enhance students' learning experiences and outcomes at Hung Vuong Secondary School and beyond.

3.7. Validity and reliability

Validity and reliability are two important aspects of data quality that researchers consider to ensure the credibility and trustworthiness of their findings.

Validity refers to the extent to which the data collected accurately measure or represent the research constructs or concepts under investigation. In the context of participant observation in this thesis on PBL, several measures were taken to enhance validity. Firstly, the researcher carefully designed an observation sheet tailored to capture relevant aspects of PBL implementation, ensuring that it aligned with the research objectives and theoretical framework. This helped ensure that the observed behaviors, interactions, and instructional strategies were accurately recorded.

To enhance internal validity, the researcher adhered to ethical guidelines, obtained informed consent, and maintained a non-participatory role during the observation process. By minimizing interference and documenting observations in real-time, the researcher aimed to capture authentic and representative instances of PBL implementation at Hung Vuong Secondary School.

Reliability refers to the consistency and stability of the data collection process. In the case of participant observation, the researcher employed standard procedures and guidelines to ensure the reliability of the collected data. This included consistently using the same observation sheet and maintaining consistency in data recording practices.

To enhance inter-rater reliability, it is recommended that a second observer independently conduct observations in a subset of the selected classrooms. The agreement between the two observers can be measured using techniques such as inter-rater reliability coefficients (e.g., Cohen's kappa) to assess the consistency of data collection and reduce the potential for subjective bias.

Moreover, the researcher maintained detailed documentation of the observation process, including the dates, times, and durations of each observation session. This helps establish a clear audit trail and ensures that the research process can be replicated or validated by other researchers in the future.

By addressing validity and reliability considerations in the participant observation data collection process, the researcher aims to strengthen the credibility and trustworthiness of the findings and enhance the overall quality of the study.

3.8. Summary

Chapter 3 of the research paper outlines the methodology employed in the study. It uses a mixed methods approach, combining qualitative and quantitative methods. The study focuses on obstacles to implementing PBL in English at Hung Vuong Secondary School and proposes solutions. The sample includes 89 participants, consisting of students from two classes and ten English teachers. Questionnaires and participant observation are used for data collection. Data analysis involves descriptive statistics, inferential analysis, and thematic analysis. The chapter ensures research rigor and validity.

CHAPTER 4: FINDINGS AND DISCUSSIONS

4.1. Introduction

The chapter provides a detailed analysis of data collected through questionnaires and participant observation, offering insights into the impact of PBL on grade 9 students. The discussion section interprets and contextualizes the results within the research context, comparing them to existing literature. The chapter aims to provide a meaningful analysis of the findings, informing recommendations and implications for practice and future research in the subsequent chapter.

4.2. Results and discussion

4.2.1. Personal information

4.2.1.1. Surveyed students

All 89 students participating in the survey have been studying English as part of the pilot foreign language program by the Ministry of Education and Training, starting in grade 3. The majority (85.4%) studied English for 7 years, while smaller groups studied for 6, 8, or 9 years. These students have a sufficient language foundation for project participation. Additionally, 68 out of 89 students (76.4%) currently attend English language centers, providing an environment conducive to communication. Most students (68.5%) expressed interest in project-based learning, while 28% found it uninteresting.

4.2.1.2. Surveyed teachers

The study included ten teachers, primarily female (90%), with more than 20 years of teaching experience (100%). They taught various grade levels, with half of them focusing on Grade 9. All teachers had received prior training in problem-based learning (PBL) and had implemented PBL in their classrooms. The majority (50%) had implemented PBL more than three times, demonstrating their extensive experience with PBL.

4.2.2. Factors on the implementation of PBL

4.2.2.1. Soft skills

Students' responses

Based on the provided data, the researcher can analyze the preferences of the students regarding project work. Here is the breakdown: 8 students, accounting for 9% of the total, prefer to do the project individually. 10 students, which is approximately 11.2%, prefer to work in pairs for the project. 52 students, making up around 58.4%, like to work in small groups for the project. 19 students, representing approximately 21.3%, prefer to do the project in large groups. From this analysis, the researcher can identify that the majority of students (69.7%) prefer working in small groups for the project. Meanwhile, a smaller percentage of students prefer individual work (9%), working in pairs (11.2%), or in large groups (21.3%).
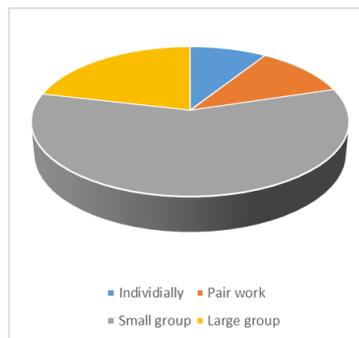
Chart 4.1. The preferences of the students regarding project work

Regarding project locations, the majority of students, comprising 76.4% of the participants, expressed a preference for conducting PBL activities outside of school. Furthermore, a small percentage of participants (7.9%) indicated a preference for completing projects at home, while 10.1% preferred doing projects at school. In addition to preferences for project locations, the survey also gathered information on the timeframes required by students to complete their projects.
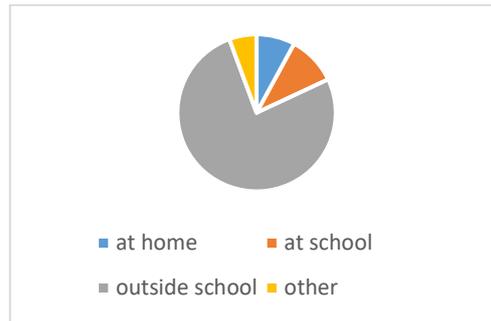
Chart 4.2. Project locations

A small proportion of students (3.4%) reported completing projects within a relatively short timeframe, ranging from 1 day to 3 days. On the other hand, 5.6% of participants indicated a timeframe of 3 days to 7 days to complete their projects, suggesting that they might be engaging in more complex or extensive project work. A significant number of students (33.7%) reported requiring 1 week to 2 weeks to complete their projects. The majority of students (57.3%) indicated that they need more than 2 weeks to complete their projects. The results indicate that PBL tasks are commonly approached through both online (31.5%) and offline (36%) methods, with a notable portion of respondents employing a combination of both (25.8%). Interestingly, a minority (6.7%) does not engage in PBL tasks at all.
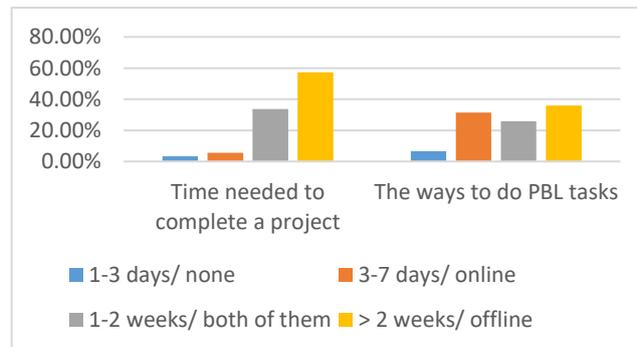
Chart 4.3. Time needed to complete a project and the ways to do PBL tasks

In terms of the challenges encountered, respondents find collaboration skills to be the most demanding aspect (24.7%), closely followed by time management (20.2%) and communication skills (19.1%). The majority (36%) acknowledges that all these skills pose challenges when undertaking PBL tasks. A significant number of

participants (36%) find all three skills challenging. This indicates the importance of addressing these areas during PBL implementations to enhance project outcomes.
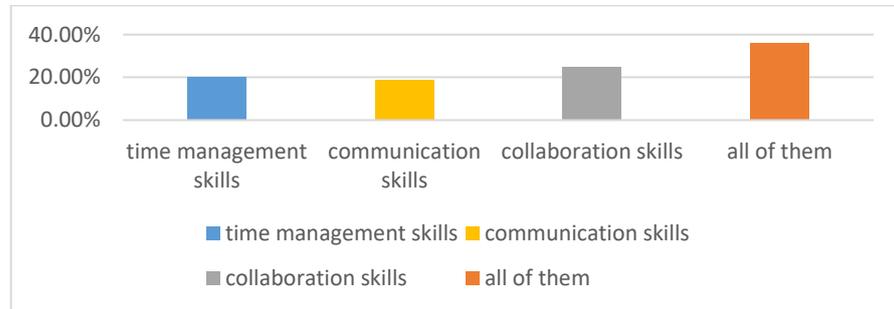
Chart 4.4. Skills challenging students in doing PBL

Furthermore, while a considerable portion of participants (55.1%) reports struggling with time management, a notable percentage also acknowledges some level of effectiveness in managing time (44.9%). Collaboration skills development varies, with only a few participants (9%) experiencing significant growth in this area. Communication skills show mixed results, with some participants (43.9%) reporting noticeable improvements, while others (56.1%) perceive limited progress. Among the specific communication skills, oral presentation skills (33.7%) are most commonly developed through PBL tasks.
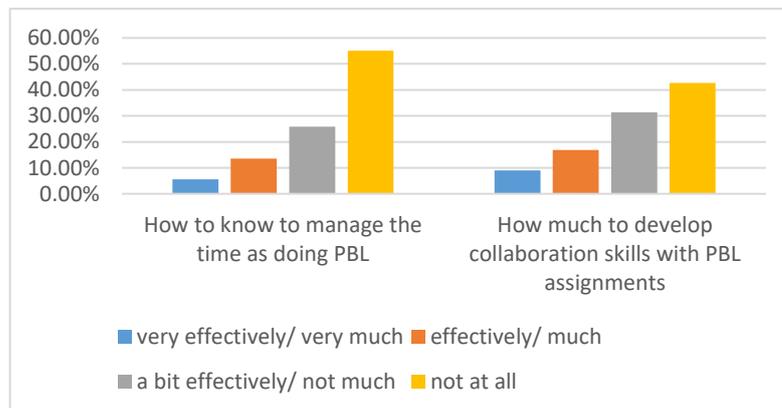
Chart 4.5. The effectiveness in time management and collaboration skills development during PBL assignments

Regarding language improvement, a considerable 16.9% of the respondents reported a significant improvement in their communication skills, describing it as "Very much" better. An additional 27% of the students acknowledged a noticeable improvement, categorizing it as "Much" better. On the other hand, 37% of the

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students expressed that there was not a substantial enhancement in their communication abilities, characterizing it as "Not much" better. Furthermore, 19.1% of the students felt that there was no improvement in their communication skills at all. When asked about specific developments in their communication skills, 12.4% of the students reported improvement in their speaking skills, while 33.7% mentioned growth in their oral presentation skills. Additionally, 14.6% of the students stated that their oral communication abilities had improved. Notably, a significant 39.3% of the respondents felt that all of the mentioned communication skills, including speaking skills, oral presentation skills, and oral communication, had developed for them. These findings indicate that while a notable proportion of students experienced positive changes in their communication abilities, there is still a substantial portion that did not observe significant progress. However, 21.3% experienced "A Little" improvement, indicating a positive impact, albeit limited for some. 19.1% gained "A Lot," showcasing PBL's potential for effective language acquisition. 16.9% reported a significant boost, suggesting PBL's power in enhancing language skills for many learners.
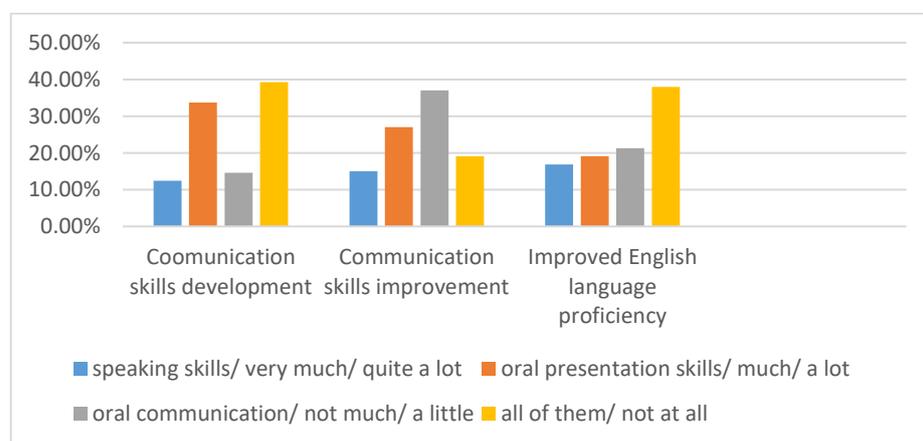
Chart 4.6. Assessing the language model's improved communication skills

Teachers' responses

The survey results indicate that a significant majority of students (8 out of 10 respondents) prefer to work on projects in small groups (Option C). However, it is worth noting that a smaller percentage of students (2 out of 10 respondents) expressed a preference for working in large groups (Option D), indicating a diversity of

preferences among the student population. Regarding the preferred location for project work, the survey reveals that the majority of students (6 out of 10 respondents) prefer to conduct their projects outside of the traditional school setting (Option C). On the other hand, a smaller number of students (2 out of 10 respondents) indicated a preference for doing projects at school (Option B). Additionally, one student (1 out of 10 respondents) preferred doing projects at home (Option A), while another student also expressed a preference for other locations (Option D). When asked about the most challenging soft skill to develop during the implementation of PBL, the responses were evenly distributed across all options. One teacher (10%) identified collaboration skills, another (10%) mentioned communication skills, and yet another (10%) cited time management skills. However, a significant majority of 70% (7 out of 10 teachers) stated that developing all three soft skills (collaboration, communication, and time management) posed challenges during PBL. Similarly, when asked about the skills that challenge students in their learning during PBL, the responses were again evenly distributed. One teacher (10%) mentioned time management skills, another (10%) pointed to communication skills, and a third (10%) identified collaboration skills. The majority of 70% (7 out of 10 teachers) stated that all of the above-mentioned skills challenged their students' learning experiences during PBL. Regarding the impact of PBL assignments on students' communication skills, the responses were generally positive. A significant portion, 60% (6 out of 10 teachers), believed that PBL assignments helped develop their students' communication skills "very much." 30% (3 out of 10 teachers) stated that PBL contributed to developing communication skills to a moderate extent ("much"). Only 10% (1 out of 10 teachers) reported that PBL had a limited impact on students' communication skills. The findings regarding the impact of PBL on collaboration skills were overwhelmingly positive. 80% (8 out of 10 teachers) expressed that PBL assignments greatly facilitated the development of collaboration skills among their students. Only 20% (2 out of 10 teachers) reported that the impact was moderate ("much"). Similar to collaboration skills, the majority of teachers (60%) believed that

PBL significantly enhanced their students' time management skills. 30% (3 out of 10 teachers) reported a moderate impact on time management, while only 10% (1 out of 10 teachers) indicated that PBL had limited effectiveness in developing time management skills. To address the challenges in developing collaboration skills during PBL, teachers employed various strategies. The most common approach, chosen by 40% of the teachers, was to utilize team-building exercises. 30% of the teachers opted for structured group activities, and 20% provided peer collaboration opportunities. Additionally, one teacher (10%) implemented all of the above strategies to tackle collaboration skill challenges. Teachers employed a combination of strategies to enhance students' communication skills during PBL. 40% of the teachers used all of the provided strategies, including providing opportunities for presentations, facilitating group discussions, and teaching effective listening skills. 30% focused on providing opportunities for presentations, and 20% prioritized facilitating group discussions. One teacher (10%) emphasized teaching effective listening skills. To address time management challenges during PBL, teachers employed various effective strategies. 30% of the teachers set clear project deadlines and milestones, 20% taught time management strategies and skills, and 30% monitored and supported students in managing their time effectively. An additional 20% utilized all of the above strategies to tackle time management challenges.

4.2.2.2. Attitudes towards PBL

Students' responses

The data presented above provides a comprehensive insight into the attitudes towards PBL in English classes among 89 participants. The responses offer a nuanced perspective on various aspects of PBL implementation, reflecting the participants' comfort and confidence levels, availability of resources, challenges faced, and perceived benefits of PBL activities.

Table 4.1. Students' attitudes towards PBL

No	Item	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Q1	15	16.9	37	41.6	8	9	19	21.3	10	11.2	89	100
2	Q2	9	10.1	27	30.3	20	22.5	22	24.7	11	12.4	89	100
3	Q3	8	9	12	13.5	30	33.7	27	30.3	12	13.5	89	100
4	Q4	26	29.2	17	19.1	14	15.7	19	21.3	13	14.6	89	100
5	Q5	19	21.3	28	31.5	17	19.1	15	16.9	10	11.2	89	100
6	Q6	17	19.1	34	38.2	12	13.5	15	16.9	11	12.4	89	100
7	Q7	10	11.2	16	18	8	9	28	31.5	27	30.3	89	100
8	Q8	32	36	26	29.2	8	9	18	20.2	5	5.6	89	100
9	Q9	22	24.7	28	31.5	12	13.5	15	16.9	12	13.5	89	100
10	Q10	14	15.7	21	23.6	15	16.9	23	25.8	16	18	89	100

The majority of students expressed reservations about their enjoyment and engagement in PBL projects, with 16.9% strongly disagreeing and 41.6% disagreeing that they find PBL enjoyable very much. Additionally, only 9% of students were neutral on this matter, indicating that a significant portion of students may not find this approach highly enjoyable. On the positive side, 21.3% of students agreed, and 11.2% of students strongly agreed that they find PBL enjoyable, suggesting that a notable percentage of students do appreciate the engaging nature of PBL projects.

A proportion of students (30.3%) disagreed that PBL assignments are more challenging but also more engaging than other class tasks. On the other hand, 22.5% of students were neutral, suggesting that some students may not perceive the level of engagement offered by PBL. However, 24.7% of students agreed, and 12.4% of students strongly agreed with this statement, indicating that a notable portion of students recognize the challenging and stimulating nature of PBL projects.

Students' responses were mixed when it came to the practical applicability of PBL projects. While 30.3% agreed that they can widen their knowledge and connect it to real-life situations through PBL, 9% of students strongly disagreed, and 13.5% disagreed with this statement. Furthermore, 33.7% of students were neutral, suggesting that some students may not see the direct real-world relevance of these projects. On the positive side, 13.5% of students strongly agreed, indicating that a notable percentage of students perceive the practical applicability of PBL.

A proportion of students (29.2%) strongly disagreed, and 19.1% disagreed regarding the perceived impact of PBL on their English improvement. On the other hand, 15.7% of students were neutral, suggesting uncertainty about the language-learning outcomes of PBL projects. However, 21.3% of students agreed, and 14.6% of students strongly agreed, indicating that some students do recognize the positive impact of PBL on their English skills.

A finding is that 31.5% of students disagreed, and 21.3% strongly disagreed that they feel encouraged by their peers during PBL projects. On the other hand, 19.1% of students were neutral, and 16.9% of students agreed, indicating that while some students may not feel adequately encouraged by their peers, a notable portion still values peer collaboration and support during PBL.

A percentage of students (38.2%) strongly disagreed that PBL greatly motivates them to be active and independent learners. On the contrary, 19.1% of students were neutral, and 16.9% of students agreed, while 12.4% of students strongly agreed with this statement. This indicates that while some students may not feel highly motivated by PBL, others appreciate the opportunity for self-directed learning.

A number of students (30.3%) strongly agreed that they appear as a focus in making final decisions during PBL projects rather than the teacher. On the other hand, 11.2% of students strongly disagreed, and 18% disagreed, suggesting that some students may not feel fully involved in the decision-making process. However, 9% of students were neutral, and 31.5% of students agreed, indicating a portion of students value the empowering nature of PBL.

A proportion of students (36%) strongly disagreed with the idea of increasing the frequency of PBL assignments. This suggests that a considerable number of students are not enthusiastic about engaging in more project-based activities, and they may prefer a different instructional approach or find PBL less appealing. Similarly, 29.2% of students disagreed with the notion of having more PBL assignments, further reflecting a significant portion of the student population's reservations or concerns about increased PBL in their learning experience. A percentage of students (9%) remained neutral on this matter, indicating uncertainty or a lack of strong preferences for either more or less PBL assignments. This neutral response suggests that some students may not have a strong opinion on the frequency of PBL and may be open to either approach. In contrast, 20.2% of students agreed, and 5.6% of students strongly agreed with the desire for more PBL assignments. These responses show that some students have a positive outlook on PBL and are enthusiastic about engaging in more project-based activities. The varied responses in Q8 highlight the importance of considering students' perspectives and preferences when implementing PBL. Educators should be attentive to the diverse learning styles and preferences among students and strive to find a balance in the frequency of PBL assignments. It is crucial to accommodate the needs and interests of all students to create an inclusive and engaging learning environment. Finding a middle ground between PBL and other instructional approaches can foster a positive and rewarding learning experience for all students. Additionally, addressing the concerns and reservations of students who are less enthusiastic about PBL can help increase their engagement and interest in the learning process.

Students' responses were mixed regarding the level of feedback and teacher support during PBL. While 31.5% disagreed, and 24.7% strongly disagreed that they receive a lot of useful feedback, 13.5% of students were neutral, indicating uncertainty about the adequacy of feedback. On the other hand, 16.9% of students disagreed, and 13.5% strongly disagreed, suggesting that some students may not feel adequately supported by their teachers during PBL. However, 30.3% of students

agreed, and 13.5% of students strongly agreed, indicating a significant portion of students value the support and guidance from their teachers.

A percentage of students (23.6%) disagreed, and 15.7% strongly disagreed that they believe their teachers care for them with much support and devotion during PBL. On the other hand, 16.9% of students were neutral, while 25.8% of students agreed, and 18% of students strongly agreed, indicating varying perceptions of teacher support in the PBL experience.

The findings from the survey offer valuable insights into students' attitudes towards different aspects of PBL. While PBL shows potential in challenging and engaging students, there are areas for improvement in terms of enjoyment, practical applicability, and perceptions of teacher support. Furthermore, fostering peer encouragement and enhancing motivation and independence can contribute to a more positive and enriching PBL experience.

Teachers should pay attention to the feedback received from students and consider ways to address their concerns and preferences. Providing clearer communication about the language-learning outcomes and real-world relevance of PBL projects can increase students' buy-in and enthusiasm for this learning approach.

Moreover, strengthening teacher support and feedback mechanisms can foster a more supportive and nurturing learning environment. By leveraging the strengths identified in the survey and addressing the areas of improvement, educators can optimize PBL implementations and create more engaging and student-centered learning experiences.

Teachers' responses

The survey results from ten teachers unequivocally showcase highly positive attitudes towards PBL among students.

Table 4.2. Teachers' attitudes towards PBL

No	Item	Responses										Total	
		Strongly disagree		Disagree		Neutral		Agree		Strongly agree			
		No	%	No	%	No	%	No	%	No	%	No	%
1	Q1	0	0	4	40	2	20	4	40	0	0	10	100
2	Q2	1	10	4	40	2	20	3	30	0	0	10	100
3	Q3	0	0	2	20	2	20	5	50	1	10	10	100
4	Q4	2	20	5	50	2	20	1	10	0	0	10	100
5	Q5	1	10	4	40	3	30	2	20	0	0	10	100
6	Q6	2	20	4	40	2	20	1	10	1	10	10	100
7	Q7	0	0	0	0	2	20	6	60	2	20	10	100
8	Q8	0	0	1	10	1	10	7	70	1	10	10	100
9	Q9	1	10	1	10	2	20	6	60	1	10	10	100
10	Q10	0	0	1	10	1	10	7	70	1	10	10	100
11	Q11	0	0	3	30	4	40	2	20	1	10	10	100
12	Q12	1	10	3	30	2	20	4	40	0	0	10	100

The overwhelming majority (100%) of the teachers (10 out of 10) reported that students find PBL enjoyable very much. This robust agreement reflects the students' engagement and satisfaction with PBL projects. Additionally, a substantial portion of the teachers (70%) agreed (7 out of 10) that students find PBL more challenging but more engaging than other assignments in class. Another 40% (4 out of 10) of the teachers strongly agreed with this sentiment. These figures demonstrate that PBL's higher level of engagement, despite its challenges, is widely acknowledged by the teachers.

Six out of ten teachers recognized that students feel PBL allows them to widen their knowledge and connect it to real-life situations. Moreover, 40% (4 out of 10) of the teachers strongly agreed with this statement, underlining the valuable real-world connections PBL fosters. Furthermore, a number of teachers (40%) strongly agreed

(4 out of 10) that students find PBL closely related to their English improvement, indicating its positive impact on language skills. The collaborative nature of PBL is evident in the survey results, as 40% (4 out of 10) of the teachers strongly agreed that students feel encouraged by their peers during PBL, fostering a supportive and motivating learning environment. A remarkable 40% of the teachers (4 out of 10) strongly agreed that PBL greatly motivates students to be active and independent in completing assignments, highlighting its effectiveness in promoting self-directed learning. Moreover, 60% of the teachers (6 out of 10) agreed that students see themselves as the focus in making final decisions during PBL. An additional 20% (2 out of 10) of the teachers strongly agreed with this statement, emphasizing the student-centered nature of PBL. The survey revealed a strong desire for more PBL assignments among the students, with 70% (7 out of 10) of the teachers agreeing that students expect PBL to be carried out more frequently in class. Furthermore, 60% of the teachers (6 out of 10) agreed that students receive a lot of useful feedback during PBL, highlighting the value of constructive feedback in the learning process. Finally, a significant 70% of the teachers (7 out of 10) agreed that students believe their teachers care for them with much support and devotion during PBL, underscoring the positive impact of teacher guidance in the PBL experience.

4.2.2.3. Other challenges

Students' responses

The survey aimed to identify students' opinions regarding various challenges they face when engaging in PBL assignments. The data presented in the table provides the percentages of responses for each statement, categorized into Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA).

Table 4.3. Students' other challenges

No	%	Responses										Total	
		Strongly disagree		Disagree		Neutral		Agree		Strongly agree			
		No	%	No	%	No	%	No	%	No	%	No	%
1	Q1	8	9	10	11.2	11	12.3	32	36	28	31.5	89	100
2	Q2	7	7.9	12	13.5	9	10.1	31	34.8	30	33.7	89	100
3	Q3	8	9	13	14.6	21	23.6	29	32.6	18	20.2	89	100
4	Q4	5	5.6	18	20.2	8	9	34	38.2	24	27	89	100
5	Q5	2	2.3	4	4.5	18	20.2	52	58.4	13	14.6	89	100
6	Q6	2	2.3	22	24.7	20	22.5	27	30.3	18	20.2	89	100

One prominent challenge identified by the students is the need for teachers to provide clear explanations of the language used in PBL assignments, including key terms and definitions. A number of students disagreed with the current level of clarity provided by teachers (9% strongly disagreed, and 11.2% disagreed), while 12.3% of students remained neutral. This highlights the importance of teachers' efforts to ensure students have a comprehensive understanding of the language and concepts used in PBL assignments. On the other hand, a substantial percentage of students (36% agreed, and 31.5% strongly agreed) that clear explanations from teachers can significantly enhance their understanding and engagement in PBL tasks.

Another area of concern is the provision of vocabulary lists or glossaries related to PBL assignments. Many students expressed the importance of having access to specific terminology and vocabulary relevant to the PBL tasks (7.9% strongly disagreed, and 13.5% disagreed), while 10.1% of students remained neutral. This provision can facilitate comprehension and effective communication among students. Conversely, a number of students (34.8% agreed, and 33.7% strongly agreed) believe that providing vocabulary support can greatly improve their learning experience in PBL.

Furthermore, students emphasized the significance of teachers making the PBL procedure clear. A well-defined PBL procedure helps students navigate through the learning process with more confidence and autonomy. However, some students (9% strongly disagreed, and 14.6% disagreed) indicated that they currently do not find the PBL procedure adequately clear, while 23.6% remained neutral. On the other hand, 32.6% of students agreed, and 20.2% strongly agreed that having a clear PBL procedure enhances their learning experience and contributes to a more meaningful engagement with the assignments.

The data also revealed that students highly value clear instructions, guidelines, and rubrics for student-led portions of PBL assignments. Having transparent guidelines can foster a sense of direction and guide students in achieving the desired learning outcomes effectively. While a notable percentage of students (5.6% strongly disagreed, and 20.2% disagreed) indicated the need for improvements in this area, 9% of students remained neutral. However, a considerable portion of students (38.2% agreed, and 27% strongly agreed) recognized the value of well-defined instructions and guidelines in student-led PBL tasks.

Regarding feedback, the majority of students agreed on the importance of teachers providing adequate feedback on PBL assignments. Constructive feedback plays a crucial role in supporting students' learning progress and refining their work. However, some students (23% strongly disagreed, and 4.5% disagreed) expressed dissatisfaction with the current feedback they receive, while 20.2% remained neutral. On the other hand, 58.4% of students agreed, and 14.6% strongly agreed that receiving sufficient feedback greatly enhances their learning experience in PBL.

Additionally, students' responses highlighted the role of setting deadlines in improving time management skills. By having structured timelines, students can develop essential time management abilities, which are valuable not only in PBL but also in their overall academic journey. However, opinions were diverse in this aspect, with some students (23% strongly disagreed, and 24.7% disagreed) expressing reservations about the impact of deadlines on time management, while 22.5%

remained neutral. Others (30.3% agreed, and 20.2% strongly agreed) recognized the value of setting deadlines in improving their time management skills.

Teachers' responses

The data provides valuable insights into the other challenges faced when implementing PBL assignments. Participants' opinions were measured using a five-point scale, ranging from "Strongly Disagree" to "Strongly Agree."

Table 4.4. Teachers' other challenges

No	%	Responses										Total	
		Strongly disagree		Disagree		Neutral		Agree		Strongly agree			
		No	%	No	%	No	%	No	%	No	%	No	%
1	Q1	0	0	1	10	2	20	6	60	2	20	10	100
2	Q2	0	0	0	0	1	10	6	60	3	30	10	100
3	Q3	0	0	0	0	2	20	7	70	1	10	10	100
4	Q4	0	0	1	10	2	20	4	40	3	30	10	100
5	Q5	0	0	0	0	1	10	6	60	3	30	10	100
6	Q6	0	0	0	0	1	10	5	50	4	40	10	100

The data presented in the responses highlights several crucial factors in implementing successful PBL assignments. Firstly, a substantial 60% of respondents agreed that the language used in PBL assignments, including key terms and definitions, requires clarifying at the start. This emphasizes the need for educators to ensure clear and concise explanations to facilitate students' understanding and engagement with the tasks. Secondly, an overwhelming 90% of respondents (60% agree, 30% strongly agree) supported the importance of encouragement from both teachers and parents to keep students' PBL assignments on track. This strong consensus underscores the significance of a supportive environment in motivating students throughout their project journeys. Additionally, 80% of respondents acknowledged that PBL assignments effectively widen students' knowledge and skills, demonstrating the positive impact of this approach on students' overall

development. Furthermore, 70% of respondents advocated for clear instructions and rubrics for student-led portions of PBL assignments, underscoring the necessity of providing students with structured guidance during their self-directed learning phases. Lastly, an overwhelming 90% of respondents (60% agree, 30% strongly agree) stressed the critical role of adequate feedback and fair assessment in PBL assignments, emphasizing their role in guiding student progress and ensuring equitable evaluations.

4.3. Discussion of Findings

4.3.1. Research question 1

The analysis of survey data regarding the implementation of Project-Based Learning (PBL) for grade 9 students at Hung Vuong Secondary School has revealed a multifaceted picture of students' and teachers' perspectives. The primary research question sought to identify the factors and challenges influencing the implementation of PBL in this context. The key findings can be synthesized as follows:

The data strongly indicates that the majority of students prefer working in small groups for project work, aligning with PBL principles that emphasize collaborative learning and teamwork. This preference is seen as a strength of PBL, as it fosters essential 21st-century skills, including teamwork and effective communication.

However, both students and teachers identified collaboration skills as a significant challenge during PBL tasks. This shared perspective underscores the awareness of the importance of collaboration in the learning process. It also highlights the recognition of the need to foster collaborative skills for successful project outcomes and real-world readiness.

Additionally, time management and communication skills were identified as challenges, emphasizing the need for targeted support and strategies to develop these competencies in PBL settings.

Flexibility in PBL approaches was evident, with students utilizing various methods, both online and offline. This adaptability aligns with the diverse learning preferences and styles of students and indicates teachers' willingness to accommodate these differences.

The data also showcased that PBL can cater to a range of project complexities and durations, ensuring that students can engage in meaningful and challenging projects.

Students' preference for conducting PBL activities outside of school highlights the value they place on real-world connections and experiential learning. This emphasizes the significance of creating authentic learning opportunities beyond the classroom walls.

The alignment between students and teachers on the challenges faced during PBL underscores the importance of teacher support and guidance in addressing these difficulties. Teachers' strategies, such as team-building exercises and providing opportunities for presentations and group discussions, indicate their commitment to fostering collaboration and communication skills.

Regarding language acquisition, a positive impact on language development, particularly in English, was evident. This finding suggests that PBL can serve as a powerful tool for language acquisition, providing authentic contexts for language practice and application.

However, there were mixed perceptions of PBL among students, with some finding it enjoyable and engaging, while others disagreed or remained neutral. This diversity of attitudes indicates the need to consider varying preferences and comfort levels when designing PBL activities.

4.3.2. Research question 2

To enhance the implementation of Project-Based Learning (PBL) for grade 9 students at Hung Vuong Secondary School, a set of tailored solutions has been devised to address the challenges and capitalize on the opportunities identified through surveys. The first challenge, collaboration, will be tackled by implementing

a comprehensive Collaboration Training program. This program will include workshops and training sessions focused on equipping students with vital collaboration skills such as effective communication, conflict resolution, and teamwork strategies. Moreover, team-building exercises and activities will be integrated to foster positive group dynamics.

Secondly, to bolster time management and communication skills, a dedicated curriculum module will be introduced. Students will be engaged in skill development activities that emphasize efficient time management and effective communication. Access to resources and tools aimed at enhancing these skills will also be made readily available.

Real-world relevance, the third challenge, will be addressed by revising project instructions to explicitly articulate their practical applications. Examples demonstrating how skills learned in PBL projects can be applied in everyday scenarios will be shared with students. Furthermore, guest speakers or professionals will be invited to provide insights into the real-world relevance of their projects, connecting the classroom to the outside world.

To accommodate diverse learning preferences, a balanced approach will be adopted, blending PBL with traditional teaching methods. Students will be offered a variety of project options, allowing them to choose between PBL and traditional assignments for certain topics.

Clear communication and guidance are essential, and thus, transparent guidelines will be provided. Project instructions will undergo restructuring to offer clear, detailed guidelines with step-by-step explanations. Rubrics, outlining expectations and assessment criteria, will be developed and shared with students. Successful projects from previous students will also be presented as models.

Lastly, to foster a supportive and motivating environment, educators will create a classroom atmosphere where students feel safe to take risks and ask questions. Continuous feedback and guidance will be provided throughout the PBL

process to support student growth. Teachers will demonstrate a genuine interest in students' academic and personal development.

These comprehensive solutions are designed to not only overcome challenges but also leverage the strengths of PBL. Their successful implementation hinges on the collaboration of teachers, administrators, and students. Regular assessment and adaptation of these strategies, based on feedback and evolving needs, will ensure ongoing improvements in PBL implementation at Hung Vuong Secondary School. Ultimately, by effectively addressing these challenges, PBL will become a valuable and enriching experience for all grade 9 students, nurturing their growth in essential skills and knowledge areas.

CHAPTER 5: CONCLUSION

5.1. Summary of the study

The study shed light on the obstacles that hinder the adoption of PBL among 9th-grade students at Hung Vuong Secondary School.

5.1.1. Soft skills

The surveys conducted at Hung Vuong Secondary School provided valuable and comprehensive insights into the preferences and challenges related to PBL and the development of soft skills among students. The findings shed light on students' inclination towards collaborative group work, with a majority expressing a strong preference for working in small groups for their projects. Moreover, students exhibited a keen interest in engaging in real-world learning experiences outside the school environment, signaling the value they place on practical and hands-on learning opportunities.

However, the surveys also highlighted certain challenges faced by students during PBL implementation. Issues related to time management, communication, and collaboration skills were reported by a notable portion of participants. This emphasizes the need for educators to address these areas strategically to enhance the overall effectiveness of PBL and ensure students' success in their projects.

On a positive note, the surveys indicated that PBL positively impacted students' language development, particularly their English language abilities. This finding showcases the potential of PBL as an effective approach to enhance language skills and facilitate language acquisition among students.

Moreover, the teacher's perspective on PBL further reaffirmed its benefits. Teachers noted significant improvements in students' communication and collaboration skills as a result of engaging in PBL activities. To overcome the challenges identified, teachers implemented various strategies, such as team-building exercises and group discussions, which effectively supported students in developing the necessary soft skills required for successful project completion.

Overall, the survey's comprehensive data underscored the importance of fostering collaboration, providing real-world learning experiences, and effectively nurturing soft skills through PBL. It highlighted the significance of aligning teaching methods with students' preferences and the practical application of knowledge to enhance their learning experiences. Educators can leverage these valuable insights to tailor PBL approaches and design learning environments that effectively prepare students for academic and future success by cultivating essential skills for their personal and professional growth.

5.1.2. Attitudes towards Project-based learning

The survey aimed to explore students' attitudes towards PBL, as well as teachers' perspectives on PBL. The findings reveal diverse viewpoints on different aspects of PBL, reflecting the varied experiences and opinions of both students and teachers.

In terms of enjoyment and engagement, a significant majority of students expressed reservations; however, some disagreed that they find PBL enjoyable very much. On the positive side, a notable percentage of students appreciate the engaging nature of PBL projects. Similarly, teachers overwhelmingly reported that students find PBL enjoyable very much.

Regarding the challenging and engaging nature of PBL, students' responses were mixed; some disagreed, while others recognized its stimulating nature. Likewise, teachers widely acknowledged this aspect.

Perceptions of the practical applicability of PBL projects varied among students. While some students saw its real-world relevance, others disagreed or strongly disagreed. Consistent with the students' responses, teachers' views were aligned.

On the impact of PBL on English improvement, students' beliefs were diverse; however, some recognized its positive impact on their English skills. In line with the students' views, teachers' opinions were consistent with this finding.

In terms of peer encouragement, responses were divided; some disagreed that they feel encouraged by their peers during PBL projects. On the other hand, some students value peer collaboration and support during PBL. Correspondingly, teachers' observations were also aligned in this regard.

Regarding motivation and independence, a considerable proportion of students strongly disagreed that PBL greatly motivates them to be active and independent learners. Nonetheless, others agreed with this statement. Similarly, teachers' perspectives were in line with the students' responses.

On the matter of student-centered decision making, students' perceptions varied. Despite that, some students recognized the empowering nature of PBL. Furthermore, teachers' observations were also aligned with this aspect.

The survey revealed diverse opinions on the desire for more PBL assignments among students. While some disagreed about increasing the frequency of PBL assignments, others desired more PBL assignments. Concurrently, teachers' perspectives were consistent with the students' views.

On feedback and teacher support during PBL, students' perceptions were diverse. Nevertheless, some students agreed with this statement. Likewise, teachers' observations were also aligned with this finding.

Regarding the perception of teacher support, students' opinions were diverse. Regardless, some students recognized their teachers' support and devotion during PBL. Moreover, teachers' perspectives were consistent with the students' responses.

In conclusion, the findings indicate that PBL holds potential as an engaging and valuable learning approach; however, there are areas for improvement and consideration of diverse student perspectives. By addressing students' concerns and fostering motivation and independence, educators can enhance the overall learning experience. Furthermore, strengthening language-learning outcomes, empowering students in decision-making, and finding a balance in the frequency of PBL assignments are essential considerations to optimize PBL implementations. Leveraging the positive aspects identified and addressing areas of improvement,

educators can create a more inclusive and student-centered learning environment, maximizing the benefits of PBL for all students.

5.1.3. Other challenges

The surveys conducted to explore the challenges in PBL revealed valuable insights from both students and teachers. Students expressed their opinions on various aspects related to PBL, including the need for clear explanations, vocabulary support, well-defined procedures, guidelines, and feedback. Teachers, on the other hand, provided their perspectives on the same challenges based on their observations and interactions with students.

According to the students' responses, one significant challenge is the clarity of language used in PBL assignments. Many students emphasized the importance of teachers providing clear explanations, including key terms and definitions. Additionally, having access to vocabulary lists or glossaries related to PBL assignments was seen as beneficial by a substantial number of students.

The students also highlighted the significance of a well-defined PBL procedure. They expressed a desire for teachers to make the PBL process clearer, which could help them navigate through assignments with more confidence and autonomy. Moreover, having transparent instructions, guidelines, and rubrics for student-led portions of PBL assignments was considered essential in facilitating effective learning experiences.

Another crucial aspect identified by the students is the provision of adequate feedback on PBL assignments. Constructive feedback was recognized as valuable in supporting students' learning progress and refining their work.

Furthermore, setting deadlines was viewed as a useful strategy to enhance time management skills, though opinions were diverse in this regard.

On the other hand, the teachers' perspectives aligned with some of the challenges identified by the students. They acknowledged the importance of providing clear explanations, vocabulary support, and well-defined procedures to

create a conducive learning environment for students. Teachers also recognized the value of constructive feedback in helping students excel in PBL assignments.

Combining the findings from both students and teachers, it becomes evident that clear communication and support play a pivotal role in addressing the challenges in PBL. Facilitating students' understanding through well-defined language and procedures, providing vocabulary support, and offering constructive feedback can significantly enhance their learning experiences in PBL. Furthermore, fostering time management skills through well-structured deadlines can contribute to students' overall academic growth.

By considering and addressing these challenges, teachers can optimize the implementation of PBL and create a more engaging and rewarding learning environment. Collaborative efforts between students and teachers are crucial in overcoming these challenges and maximizing the benefits of PBL in educational settings.

5.2. Pedagogical implications

To promote the widespread adoption of PBL in secondary schools across Vietnam, including Hung Vuong secondary school specifically, several pedagogical implications can be considered.

5.2.1. Project – a compulsory activity at secondary schools in Viet Nam

Because both teachers and students derive advantages from the use of PBL, it should be compulsory for all secondary school students in Vietnam. Employing PBL in authentic situations enables EFL teachers to motivate their students to be more proactive, self-reliant, imaginative, and critical thinkers. Furthermore, the implementation of PBL allows students to enhance their language proficiency across various aspects, including cultural understanding, vocabulary, grammar, pronunciation, and language skills such as listening, speaking, reading, and writing. Additionally, it fosters the development of social skills such as self-regulation, decision-making, critical thinking, problem-solving, and assessment abilities. Moreover, under the new curriculum, PBL is recognized as one of the eight main

components of a unit, and its evaluation is deemed essential, similar to regular tests. Consequently, promoting the integration of PBL in the learning environment is encouraged. Specifically, at Hung Vuong Secondary School, where modern facilities and proficient students prevail, the adoption of PBL benefits both students and teachers. It facilitates improvement in all skills, not only academic but also social, such as language competence and interpersonal abilities. Indeed, PBL has progressively become a popular learning activity at Hung Vuong Secondary School, aligning with students' expectations when learning English at school.

5.2.2. Changing students' attitudes and perceptions towards the PBL approach

PBL is a dynamic and engaging approach that empowers students to become active, independent, and creative learners. However, to fully harness the benefits of PBL, it is essential to address students' attitudes and perceptions towards this innovative learning method. By implementing practical strategies, educators can effectively transform students' outlook on PBL and create a vibrant and rewarding learning experience.

Firstly, to make PBL more appealing to students, design projects that resonate with their interests and real-world experiences. For instance, in an English class, students can create a short film or video commercial in English, promoting a cause they are passionate about. Such projects allow them to showcase their creativity and language skills while addressing meaningful issues.

Moreover, sharing success stories of students who participated in previous PBL projects emphasizes how their critical thinking, problem-solving, and collaboration skills improved as a result. Inviting former students to share their experiences during school assemblies or hosting a PBL showcase event also helps demonstrate the value of PBL.

Additionally, offering language support through vocabulary lists, language guides, and language scaffolds specific to the PBL project theme assists students in overcoming language challenges. For example, before starting a PBL project on

environmental sustainability, provide students with a list of relevant environmental terms and phrases they can use in their presentations or written reports.

Furthermore, encouraging a supportive and collaborative peer environment during PBL projects, through regular group discussions and collaboration sessions, allows students to brainstorm ideas, solve problems, and offer constructive feedback to their peers. Implementing peer review sessions, where students exchange drafts of their project work and provide feedback, further enhances the supportive atmosphere.

Additionally, creating a digital portfolio or bulletin board displaying exemplary PBL projects from previous years, and highlighting the impact and creativity of these projects, showcases the value and outcomes of PBL in students' learning.

Furthermore, starting with a small-scale PBL activity that takes a single class period before progressing to longer, more complex projects, allows students to gradually adapt to the approach and build their confidence. For instance, begin with a mini PBL project where students plan a day trip in English, including transportation, activities, and a budget.

Addressing concerns and providing feedback, through anonymous surveys and one-on-one conferences, helps educators to clarify doubts and guide students during the early stages of a PBL project.

By involving students in decision-making and allowing them to vote on project themes or propose ideas, they feel a sense of ownership and agency in their learning process.

Furthermore, celebrating PBL achievements through end-of-semester showcase events and recognizing outstanding projects with certificates or awards, acknowledges students' efforts and accomplishments, boosting their motivation and confidence.

Additionally, arranging workshops or training sessions for teachers to explore effective PBL methodologies and strategies, and inviting experienced PBL

practitioners or guest speakers, enriches the learning experience and equips educators with valuable insights.

Establishing a PBL support system, through designated groups or online forums, allows students to ask questions, seek advice, and share resources related to their PBL projects. Assigning peer mentors or PBL ambassadors provides guidance and support to students who are new to PBL.

By implementing these practical strategies, educators can effectively change students' attitudes and perceptions towards PBL, fostering a positive and engaging learning experience that promotes active participation, language development, and critical thinking skills. As students experience the benefits of PBL firsthand and feel supported in their learning process, their attitudes are likely to shift, leading to increased motivation, active engagement, and a deeper appreciation for PBL.

5.3.3. Students' soft skills improvement

PBL offers students valuable opportunities to develop critical soft skills, enabling them to excel in collaborative, real-world projects. To foster these essential abilities, educators can implement practical strategies that cultivate communication, collaboration, critical thinking, and problem-solving skills. By employing the following approaches and providing relevant examples, students can better navigate the PBL process and thrive in various academic and future settings.

Firstly, encourage team-building activities to foster a positive group dynamic. For instance, at the beginning of the academic year, students can engage in ice-breaking games that promote trust and cooperation within their PBL teams. These activities lay the foundation for effective collaboration during the projects.

Moreover, set clear expectations and guidelines for PBL teamwork and individual contributions. By providing a rubric or checklist that outlines the soft skills students are expected to demonstrate, educators create a roadmap for students to follow. For example, students might be assessed on their ability to contribute constructively during group discussions or their active involvement in decision-making.

To facilitate effective group discussions, guide students in developing strong communication and active listening skills. Encourage students to share their ideas, actively listen to others, and respectfully consider different perspectives. For instance, during PBL sessions, teachers can moderate discussions, ensuring that all students have the opportunity to express their thoughts.

Regular reflection and self-assessment sessions allow students to evaluate their own soft skill development. For instance, after each PBL project milestone, students can reflect on their communication and collaboration experiences, identifying areas for improvement. This process encourages self-awareness and empowers students to take ownership of their soft skill growth.

In addition to self-assessment, providing constructive feedback is crucial for soft skill development. Teachers should offer specific feedback on students' communication effectiveness, problem-solving approaches, and teamwork. For example, teachers can provide feedback on how students communicate their ideas clearly and persuasively during project presentations.

Hosting individual skill workshops targeting specific soft skills can also be beneficial. For instance, teachers can conduct workshops on time management techniques, conflict resolution strategies, or public speaking tips. These targeted sessions help students acquire and practice essential soft skills in a focused manner.

Implementing peer assessment further reinforces soft skill development. By having students evaluate their group members' contributions and soft skill demonstration, a sense of accountability is instilled. For example, students can assess their peers' communication and collaboration efforts during team-based activities.

To provide authentic experiences, integrate real-world opportunities beyond the classroom. For example, students can collaborate with local organizations to plan and execute community events, promoting teamwork, and communication skills in a meaningful context.

Engage students in role-playing or simulations to develop problem-solving and decision-making skills. For instance, teachers can organize scenarios where

students must navigate challenging situations together, promoting critical thinking and collaboration.

Assigning mentors or peer coaches to support students throughout the PBL process can be highly beneficial. Mentors can offer guidance and advice on soft skill development based on their experiences. For example, older students can mentor younger peers, sharing their insights on effective communication and teamwork.

Lastly, celebrate soft skill achievements at the conclusion of PBL projects. Recognize individuals and teams that demonstrated exceptional soft skill application during the journey. This recognition encourages students to continue honing these essential abilities.

By integrating these practical strategies and providing relevant examples, educators can effectively foster students' soft skills, preparing them for success in PBL and beyond. The cultivation of strong communication, collaboration, critical thinking, and problem-solving skills equips students with essential tools for academic excellence and future accomplishments. Through purposeful soft skill development, students become confident, adaptable, and competent learners ready to thrive in diverse settings.

5.2.4. Professional Development for Teachers

As PBL requires a different instructional approach, teachers may need specific training and professional development opportunities from the MOET and DOET. Workshops, seminars, and ongoing support can help educators gain the necessary skills and strategies to effectively design and implement PBL activities in the classroom.

Conducting interactive workshops is an integral part of preparing teachers for PBL. These workshops can be tailored to address the specific needs and challenges that educators might encounter during the implementation of PBL. Practical sessions within these workshops allow teachers to explore various PBL methodologies, learn how to craft engaging project prompts, and discover innovative ways to integrate PBL into their existing curricula.

In-depth seminars serve as a platform for in-depth discussions and collaborative learning among teachers. Bringing in experienced PBL practitioners and education specialists as guest speakers can provide valuable insights, best practices, and real-life examples of successful PBL projects. These seminars foster a community of practice among educators, encouraging the sharing of ideas and experiences to enhance their PBL proficiency.

Recognizing that the adoption of PBL might involve a learning curve, providing continuous support is crucial. Mentorship programs, coaching sessions, and peer collaborations enable teachers to receive personalized guidance and feedback on their PBL endeavors. The ongoing support ensures that teachers feel empowered and confident in implementing PBL effectively and efficiently.

5.2.5. *Providing Clear Learning Objectives and Assessment Criteria in Project -based Learning*

Clarity in learning objectives and assessment criteria is a fundamental aspect of effective PBL implementation. When engaging Grade 9 students in PBL activities at Hung Vuong Secondary School, teachers play a crucial role in setting explicit and measurable learning goals for each project, as well as defining the assessment criteria that will be used to evaluate student performance. This approach ensures that PBL experiences are purposeful, focused, and aligned with academic standards, leading to meaningful learning outcomes for students.

To ensure a successful PBL experience, the following strategies are employed by teachers at Hung Vuong Secondary School:

Firstly, teachers align learning objectives within PBL projects thoughtfully with the relevant curriculum standards and learning outcomes. By explicitly connecting the projects to the established educational standards, teachers ensure that the PBL experiences contribute meaningfully to the overall academic progress of the students. This alignment also reinforces the relevance of the projects to the broader scope of their learning journey.

Moreover, recognizing the importance of student agency, teachers involve Grade 9 students in the process of setting learning objectives. By engaging students in discussions about their learning needs and aspirations, educators allow them to contribute to the formulation of project objectives that align with their interests and motivations. This collaborative approach fosters a sense of ownership and relevance, increasing student investment in the learning process.

Additionally, all learning objectives are framed using the SMART framework, ensuring that they are clear, well-defined, and attainable within the project's timeframe. This clarity helps students stay focused and motivated throughout the PBL process, as they understand the specific targets they need to achieve.

Furthermore, teachers provide clear and comprehensive explanations of the expected outcomes and performance criteria for each project. By outlining the essential skills, knowledge, and deliverables that students are expected to demonstrate or produce by the project's completion, teachers ensure transparent communication about expectations.

In conjunction, to maintain consistency and transparency in assessment, teachers develop detailed rubrics aligned with the learning objectives and project requirements. These rubrics outline the specific criteria by which student work will be evaluated, providing a clear understanding of what constitutes successful performance and how grades will be assigned. Rubrics also facilitate formative assessment, allowing students to monitor their progress and make necessary adjustments to achieve the desired outcomes.

Throughout the PBL experience, teachers incorporate formative assessment checkpoints within the project timeline to support student growth and development. These checkpoints enable teachers to gauge students' progress, provide timely feedback, and address any misconceptions or challenges that may arise, empowering students to take ownership of their learning and make continuous improvements.

Additionally, encouraging students to engage in reflective practices at various stages of the project enhances metacognition and self-regulation. Teachers prompt

students to analyze their strengths and areas for growth, reinforcing a growth mindset and fostering a commitment to continuous improvement. This reflective assessment empowers students to take ownership of their learning process.

Finally, following project completion, teachers conduct comprehensive evaluations to assess the overall effectiveness of the PBL experience. This evaluation process helps identify successful instructional strategies, areas for improvement, and opportunities to enhance future projects. Teachers use these insights to refine their instructional practices and adapt future PBL activities to better meet the needs of their Grade 9 students.

5.3. Limitations

After conducting the study, the researcher acknowledges several limitations that could affect the generalization of the findings. Initially, the research employed a mixed-methods approach, combining quantitative and qualitative data using a single instrument, a questionnaire, which was administered to only one type of participant. To enhance the study's reliability, it would have been preferable to use two instruments for all participant groups and incorporate in-depth interviews to gain a more trustworthy understanding of students' attitudes towards PBL. Moreover, although classroom observations could have provided valuable insights into the study's findings, time constraints prevented their implementation and analysis. Another limitation arises from the study's restricted scope, focusing solely on the researcher's students at Hung Vuong secondary school. Expanding the participant pool to include other classes at the same school in future research would offer a more comprehensive view of PBL's effectiveness. Additionally, the research did not involve in-depth interviews with parents to explore their perspectives on PBL. Lastly, while PBL was implemented in teaching and learning, the number of projects undertaken by each participant was limited. To optimize the benefits of PBL, conducting more projects would have allowed students to fully leverage its advantages.

5.4. Recommendations for the further research

Upon analyzing the limitations identified in the study, several recommendations can be put forward for further research on PBL with Grade 9 students at Hung Vuong secondary school. To begin with, researchers should consider employing diverse instruments and data collection methods. Combining both quantitative and qualitative approaches, such as surveys, interviews, and classroom observations, can offer a comprehensive understanding of PBL's impact on student learning outcomes. Furthermore, to gain deeper insights, it is essential to conduct in-depth interviews with both student participants and their parents. Such interviews can provide valuable information about students' experiences, perceptions, and challenges related to PBL, as well as parental views on its effectiveness. Expanding the participant pool beyond the researcher's own students to include diverse classes and academic backgrounds at Hung Vuong secondary school can enhance the generalizability of the findings. Classroom observations should be prioritized in future research, as they offer real-time insights into students' engagement, collaboration, and problem-solving skills. Proper time management strategies are crucial to ensure sufficient data collection and analysis of classroom observations. Conducting longitudinal studies will be beneficial to investigate the long-term effects of PBL on student learning and skill development. Additionally, comparative studies between traditional teaching methods and PBL can provide valuable insights into the relative effectiveness of each approach, guiding educators and policymakers in their curriculum decisions. Finally, exploring the impact of parental involvement in PBL implementation can offer valuable insights into the role of parental support and engagement in student learning experiences and outcomes.

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APPENDIX 1

QUESTIONNAIRE FOR STUDENTS

(English Version)

You are invited to participate in the survey and expected to spend about 10-15 minutes to finish the questions. Your information is confidential and only serves scientific research purposes. You are free to leave the survey anytime you wish.

Your participation is highly appreciated for my research. Thank you very much for your time.

Part I: PERSONAL INFORMATION

Please tick the appropriate boxes to indicate your choice:

1. Gender:

   Male ☐   Female ☐

2. How long have you learnt English?

   6 years ☐   7 years ☐   8 years ☐   9 years ☐

3. Do you study English at any English center?

   Yes ☐   No ☐

4. What do you think about doing a project?

   uninteresting ☐   interesting ☐

Part II: FACTORS ON THE IMPLEMENTATION OF PROJECT-BASED LEARNING (PBL)

A. ABOUT SOFT SKILLS IMPROVEMENTS

Please circle your best choice either A, B, C, or D

1. Which way do you like to do a project?

A. individually   B. in pairs

C. in small groups   D. in large groups

2. Where do you like to do a project?

A. at home   B. at school   C. outside school   D. other

3. How long does it take you to complete a project?

A. From 1 day to 3 days   B. From 3 days to 7 days

C. From 1 week to 2 weeks   D. More than 2 weeks

4. Which way do you often do PBL tasks?

A. online   B. offline

C. both online and offline   D. none

5. Which of the following skills challenge you in doing PBL?

A. time management skills   B. communication skills

C. collaboration skills   D. all of them

6. How do you get to know to manage your time as doing PBL?

A. very effectively   B. effectively   C. a bit effectively   D. not at all

7. How much do you develop your collaboration skills with PBL assignments?

A. very much   B. much   C. not much   D. not at all

8. Are your communication skills better?

A. very much   B. much   C. not much   D. not at all

9. Which of the following of your communication skills developed?

A. speaking skills   B. oral presentation skills

 C. oral communication   D. all of them

10. Is your ability to use English language improved?

A. quite a lot   B. a lot   C. a little   D. not at all

B. ATTITUDES TOWARDS PROJECT-BASED LEARNING (PBL)

The below are designed to explore your attitudes when doing projects.

Please tick the appropriate boxes that most accurately reflect your opinion.

> *1. Strongly disagree (SD)*
>
> *2. Disagree (D)*
>
> *3. Neutral (N)*
>
> *4. Agree (A)*
>
> *5. Strongly agree (SA)*

No	Statement	1	2	3	4	5
When doing a project, students						
1	feel enjoyable very much.					
2	find it more challenging but more engaging than other assignments in class.					
3	can widen knowledge and connect it to the real life.					
4	identify it is closely related to their English improvement.					
5	are encouraged by their peers.					
6	greatly become motivated, active and independent to complete the assignment.					
7	appear as a focus to make final decisions, not the teacher.					
8	expect that PBL assignments should be carried out more frequently in class.					
9	receive a lot of useful feedback.					
10	believe their teachers care them with much support and devotion.					

C. OTHER CHALLENGES

The below are designed to explore your other challenges when doing projects.

Please tick the appropriate boxes that most accurately reflect your opinion.

1. Strongly disagree (SD)
2. Disagree (D)
3. Neutral (N)
4. Agree (A)
5. Strongly agree (SA)

No	Statement	1	2	3	4	5
1	It is better if teachers to clearly explain the language used in a PBL assignments, including key terms and definitions.					
2	It'd be more effective if teachers provide vocabulary lists or glossaries related to PBL assignments.					
3	It is helpful for students if teachers make clear the PBL procedure.					
4	It's important for teachers to provide clear instructions, guidelines, and rubrics for student-led portions of a PBL assignment.					
5	The teacher should provide adequate feedback on a PBL assignment.					
6	Setting deadlines is a good way to make students better at time management skills.					

APPENDIX 2

BẢNG CÂU HỎI DÀNH CHO HỌC SINH

(Phiên bản Tiếng Việt)

Các em được mời tham gia vào cuộc khảo sát và chỉ mất khoảng 10-15 phút để trả lời các câu hỏi. Thông tin của các em sẽ được giữ kín và chỉ được dùng cho nghiên cứu khoa học. Các em có thể rời khỏi cuộc khảo sát bất cứ khi nào mình muốn.

Cô đánh giá cao sự tham gia của các em vào nghiên cứu của cô. Rất cám ơn các em đã dành thời gian hợp tác.

Phần I: THÔNG TIN CÁ NHÂN

Hãy đánh dấu vào ô lựa chọn của bạn

1. Giới tính:

   Nam ☐   Nữ ☐

2. Em đã học tiếng Anh bao lâu?

   6 năm ☐   7 năm ☐   8 năm ☐   9 năm ☐

3. Em có học tiếng Anh ở trung tâm tiếng Anh nào không?

   Có ☐   Không ☐

4. Em nghĩ gì về việc làm một dự án?

   Không thú vị ☐   Thú vị ☐   Rất thú vị ☐

Phần II: NHỮNG NHÂN TỐ ẢNH HƯỞNG ĐẾN VIỆC ÁP DỤNG PHƯƠNG PHÁP DẠY HỌC DỰ ÁN

A. VỀ VIỆC CẢI THIỆN NHỮNG KĨ NĂNG MỀM

Em hãy khoanh tròn lựa chọn đúng nhất của em

1. Em thích làm dự án theo cách nào?

A. cá nhân   B. theo cặp

C. theo nhóm nhỏ   D. theo nhóm lớn

2. Em thích làm dự án ở đâu?

A. ở nhà   B. ở trường   C. ngoài nhà trường   D. nơi khác

3. Em mất bao lâu để hoàn thành một dự án?

A. Từ 1 đến 3 ngày   B. Từ 3 đến 7 ngày

C. Từ 1 đến 2 tuần   D. Hơn 2 tuần

4. Em thường làm dự án theo cách nào?

A. Trực tuyến   B. Trực tiếp

C. Vừa trực tuyến vừa trực tiếp   D. Không cách nào cả

5. Những kĩ năng nào khiến em khó khăn khi làm dự án?

A. Kĩ năng quản lí thời gian   B. Kĩ năng giao tiếp

C. Kĩ năng hợp tác   D. Tất cả các kĩ năng trên

6. Khả năng quản lí thời gian của em khi làm dự án như thế nào?

A. Rất hiệu quả   B. Hiệu quả   C. Hơi hiệu quả   D. Không hiệu quả

7. Kĩ năng hợp tác khi làm dự án của em được cải thiện thế nào?

A. rất nhiều   B. nhiều   C. không nhiều   D. không gì cả

8. Kĩ năng giao tiếp của em tốt hơn không?

A. rất nhiều   B. nhiều   C. không nhiều   D. không gì cả

9. Kĩ năng giao tiếp của em được phát triển ở mặt nào?

A. Kĩ năng nói   B. Kĩ năng trình bày

C. Kĩ năng giao tiếp   D. Tất cả các mặt trên

10. Khả năng sử dụng tiếng Anh của em có được cải thiện không?

A. khá nhiều   B. nhiều   C. một ít   D. không gì cả

B. THÁI ĐỘ ĐỐI VỚI DẠY HỌC DỰ ÁN

Dưới đây là những câu hỏi để tìm hiểu thái độ của các em khi làm dự án.

Các em hãy đánh dấu vào ô tương ứng nhất với ý kiến của mình.

> 1. Hoàn toàn không đồng ý
>
> 2. Không đồng ý
>
> 3. Không có ý kiến
>
> 4. Đồng ý
>
> 5. Hoàn toàn đồng ý

STT	Phát biểu	1	2	3	4	5
	Khi thực hiện một dự án, học sinh					
1	cảm thấy rất thích thú.					
2	thách thức nhưng hấp dẫn hơn các bài tập khác trong lớp.					
3	có thể mở rộng kiến thức và kết nối kiến thức vào đời sống.					
4	nhận thấy nó có liên quan mật thiết sự cải thiện vốn tiếng Anh					
5	nhận được sự động viên từ bạn bè.					
6	được tạo động lực, chủ động và tự chủ để hoàn thành nhiệm vụ.					
7	trở thành trung tâm, là người đưa ra quyết định cuối cùng, không phải giáo viên					
8	mong đợi nhiều bài tập dạy học theo dự án nên được triển khai thường xuyên hơn ở lớp.					
9	nhận được nhiều phản hồi hữu ích.					
10	tin rằng giáo viên quan tâm, hỗ trợ nhiệt tình.					

C. NHỮNG THÁCH THỨC KHÁC

Dưới đây là những câu hỏi để tìm hiểu thái độ của các em khi làm dự án.

Các em hãy đánh dấu vào ô tương ứng nhất với ý kiến của mình.

> 1. Hoàn toàn không đồng ý
> 2. Không đồng ý
> 3. Không có ý kiến
> 4. Đồng ý
> 5. Hoàn toàn đồng ý

STT	Phát biểu	1	2	3	4	5
1	Giáo viên nên giải thích rõ ràng ngôn ngữ được sử dụng trong các bài tập dạy học dự án, bao gồm những định nghĩa và thuật ngữ chính.					
2	Sẽ hiệu quả hơn nếu giáo viên cung cấp danh sách từ vựng hoặc từ điển thuật ngữ liên quan đến bài tập dạy học dự án.					
3	Sẽ có ích cho học sinh nếu giáo viên làm rõ quy trình dạy học theo dự án.					
4	Việc giáo viên cung cấp hướng dẫn rõ ràng, nguyên tắc và tiêu chí đánh giá cho phần do học sinh tự điều hành trong một nhiệm vụ dạy học dự án là rất quan trọng.					
5	Giáo viên nên cho phản hồi đầy đủ về các bài tập dạy học dự án.					
6	Đưa ra thời hạn là cách tốt để giúp học sinh quản lý thời gian hiệu quả.					

APPENDIX 3

QUESTIONNAIRE FOR TEACHERS

(English version)

You are invited to participate in the survey and expected to spend about 10-15 minutes to finish the questions. Your information is confidential and only serves scientific research purposes. You are free to leave the survey anytime you wish.

Your participation is highly appreciated for my research. Thank you very much for your time.

Part I: PERSONAL INFORMATION

Please tick the appropriate boxes to indicate your choice:

1. Gender: Male ☐   Female ☐

2. How many years of teaching experience do you have?

   1 year - 5 years ☐

   6 years - 10 years ☐

   11 years – 20 years ☐

   more than 20 years ☐

3. At which grade level(s) do you predominantly teach?

   Grade 6 ☐   Grade 7 ☐   Grade 8 ☐   Grade 9 ☐

4. Have you received any prior training on project-based learning (PBL)?

   Yes ☐   No ☐

5. Have you ever implemented PBL in your classroom?

   Yes ☐   No ☐

6. If you have implemented PBL, how many times have you done so before?

   Once ☐

   Twice ☐

   Three times ☐

   More than three times ☐

Part II: FACTORS CHALLENGE THE IMPLEMENTATION OF PROJECT-BASED LEARNING

A. ABOUT SOFT SKILLS IMPROVEMENTS

Please circle your best choice either A, B, C, or D

1. Which way do your students like to do a project?

A. individually   B. in pairs

C. in small groups   D. in large groups

2. Where do your students like to do a project?

A. at home   B. at school   C. outside school   D. other

3. Which of the following soft skills do you find most challenging to develop during the implementation of Project-Based Learning?

A. collaboration skills   B. communication skills

C. time management skills   D. all of the above

4. Which of the following skills challenge your students in learning?

A. time management skills   B. communication skills

C. collaboration skills   D. all of the above

5. Do you think the Project-based learning assignment help your students develop their communication skills?

A. very much   B. much   C. not much   D. not at all

6. Do you think the Project-based learning assignment helped your students develop their collaboration skills?

A. very much   B. much   C. not much   D. not at all

7. Do you think the Project-based learning assignment helped your students develop their time management skills?

A. very much   B. much   C. not much   D. not at all

8. How do you address the challenge of developing collaboration skills among students during Project-Based Learning?

A. Structured group activities   B. Team-building exercises

C. Peer collaboration opportunities   D. All of the above

9. Which strategies do you find most effective in enhancing students' communication skills during Project-Based Learning?

A. Providing opportunities for presentations   B. Facilitating group discussions

C. Teaching effective listening skills   D. All of the above

10. How do you address time management challenges among students during Project-Based Learning?

A. Setting clear project deadlines and milestones

B. Teaching time management strategies and skills

C. Monitoring and supporting students in managing their time effectively

D. All of the above

B. ATTITUDES TOWARDS PROJECT-BASED LEARNING

The below are designed to explore your attitudes when implementing projects.

Please tick the appropriate boxes that most accurately reflect your opinion.

> *1. Strongly disagree (SD)*
> *2. Disagree (D)*
> *3. Neutral (N)*
> *4. Agree (A)*
> *5. Strongly agree (SA)*

No	Statement	1	2	3	4	5
1	I am comfortable and confident in my ability to implement PBL in my classroom.					
2	I have enough resources (time, materials, etc.) to successfully implement PBL in my classroom.					
3	I find it difficult to plan and organize PBL activities for my classroom.					
4	I am comfortable assessing students based on PBL activities.					

5	I am comfortable with varying my teaching style to accommodate PBL activities.					
6	I know how to provide students with feedback on PBL activities that will help them improve.					
7	PBL activities are more challenging for my students than traditional classroom activities.					
8	I feel that PBL activities are more engaging and motivating for students than traditional classroom activities.					
9	I feel that PBL activities are effective at promoting the development of 21st-century skills such as communication, critical thinking, and problem solving.					
10	I believe that implementation of PBL activities is more effective with smaller class sizes.					
11	I'd support continuing the application of PBL in English classes.					
12	I'd like to recommend other teachers to apply PBL in English classes.					

OTHER CHALLENGES

The below are designed to explore your other factors when implementing projects.

Please tick the appropriate boxes that most accurately reflect your opinion.

No	Statement	1	2	3	4	5
1	Explanation of the language used in a PBL assignment, especially key terms, definitions and vocabulary lists or glossaries needs clarifying at the start.					
2	Encouragements from both teachers and parents to students'PBL assignments should be kept on track.					

3	PBL assignments helps students widen their knowledge and skills.					
4	Clear instructions or rubrics for student-led portions of a PBL assignment must be assured.					
5	Adequate feedback on students' PBL assignment is extremely necessary.					
6	Fair and accurate assessment of PBL assigments need considering seriously.					

APPENDIX 4

Some pictures when the projects were carried out.

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