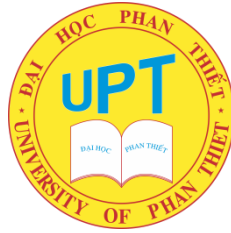


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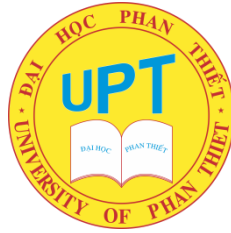
PHẠM THỊ HỒNG HOÀNG

**THE IMPACT OF PROJECT-BASED LEARNING
ON STUDENT'S SPEAKING PERFORMANCE
AT LE LOI HIGH SCHOOL**

**MASTER'S GRADUATION PROJECT
MAJORED IN ENGLISH LANGUAGE**

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CODE: 8220201

MASTER'S GRADUATION PROJECT

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Bình Thuận Province – 2024

CERTIFICATE OF ORIGINALITY

I certify my authorship of the Graduation project for the degree of Bachelor submitted today entitled:

**The Impact Of Project-Based Learning On Student's Speaking
Performance At Le Loi High School**

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Last but not least, in such an impossible period, and especially since this is the first time to do an independent study and present data analysis in written form, this report will undoubtedly have unexpected flaws. For this reason, I hope readers and future researchers will have an objective assessment and will not be disturbed by this inconvenience.

ABSTRACT

According to the current trend of reforming general education, not only the English subject but also the curriculum and textbooks of all subjects, in general, have been innovated towards integration and capacity development for students. Practice shows that the application of integrated project-based teaching methods in high schools is no longer new. However, this is still a very difficult problem for most teachers; and students.

Speaking is one of the most important skills in language learning. Good speaking skills help students communicate confidently in different situations, from daily communication to communication in work and study. In the context of international integration, good English speaking skills are becoming increasingly necessary.

Project-based learning (PBL) is an active learning method in which students participate in real-world projects to solve complex problems. PBL has many benefits, including:

- Enhancing students' creativity and problem-solving skills
- Encouraging students' active and independent learning
- Enhancing students' collaboration and communication skills

This study used a quasi-experimental research design with a sample of 104 grade 11 students at Le Loi High School. Students were randomly assigned to one of two groups: the PBL group or the control group.

The PBL group learned English using the PBL method. Throughout the school year, students participated in two major projects: "Creating a video introducing the school"

The control group learned English using the traditional method.

The results of the study showed that PBL had a positive impact on the speaking performance of grade 11 students at Le Loi High School.

Specifically, students in the PBL group had higher speaking test scores than students in the control group. The difference was statistically significant at the $p < 0.05$ level.

The results of this study are consistent with the results of previous studies on the impact of PBL on students' speaking performance. PBL helps students have the opportunity to practice speaking in real-world situations, thereby improving their speaking skills.

In addition, PBL also helps students develop other skills such as critical thinking, problem-solving, collaboration, and communication. These skills are also important for students' speaking performance.

In conclusion, PBL is an effective method to improve the speaking performance of grade 11 students. Educators can consider applying this method in English teaching.

Keywords: Project-based learning (PBL), speaking performance, English speaking skill, Le Loi High School

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LIST OF ABBREVIATIONS AND SYMBOLS

PBL	Project-Based Learning
ACTFL	American Council on the Teaching of Foreign Languages
BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
ESL	English as a Second Language
IRB	Institutional Review Board
CG	Control group
EG	Experimental group

CHAPTER 1. INTRODUCTION

1.1 Background and Context

In Vietnamese high school classrooms, traditional teaching methods have historically prioritized grammar instruction and memorization. However, recent years have witnessed a notable shift towards a more communicative approach, placing students at the center of the learning process. This transition is not only supported by educational directives such as Directive 32 from the Ministry of Education and Training of Vietnam but also by the implementation of the 2018 General Education Program. Directive 32 emphasizes the importance of interactive activities, games, songs, projects, and real-life scenarios in English language classrooms to actively engage students. Furthermore, the educational reforms introduced in the 2018 General Education Program underscore the equal enhancement of learners' capacities and attributes, with a particular emphasis on communication and collaboration. Research, exemplified by Bell (2010), highlights Project-Based Learning (PBL) as a method capable of meeting these evolving educational demands. PBL not only fosters the development of 21st-century skills but also encourages student engagement in real-world projects. Presently, English teachers in Vietnamese high schools have been trained in designing and implementing projects within their lesson plans. In a PBL environment, students exhibit traits such as self-directed learning, independence, communication, collaboration, critical thinking, real-world application, individualized learning, problem-solving, and creativity. By allowing students to choose topics of interest, they are more likely to invest themselves in the learning process. Moreover, they learn to work together to solve problems and complete tasks, which are valuable skills for both learning and future professional endeavors.

However, despite these advancements, challenges persist in traditional English language programs in Vietnamese high schools. The focus on exam preparation often results in a neglect of communication skills development, as highlighted by research conducted by Van Khanh (2015). This exam-oriented approach tends to overlook the development of communication skills, leaving students proficient in written

assessments but struggling in real-life language use situations. The National Foreign Language Teaching Project initiated by the Ministry of Education and Training of Vietnam serves as evidence of Vietnam's commitment to enhancing English proficiency across all educational levels. The Ministry actively encourages English teachers to adopt flexible and creative teaching approaches, as affirmed by Le and Bui (2021). Proficiency in English is widely recognized as a valuable skill, influencing academic success, career opportunities, and social integration. This importance is particularly pronounced for high school students, as it not only shapes their educational journey but also prepares them for the challenges of a globalized world.

Recognizing its importance, the Vietnamese government mandates English from childhood through adulthood. Schools follow a ministry-set curriculum focused on communication and practical skills. While traditional methods emphasized grammar and rote learning, recent years saw a shift towards student-centered, communicative approaches. Teachers now engage students with interactive activities, projects, and real-world situations. The 2018 General Education Program reform further emphasizes communication and collaboration, making PBL an ideal approach. PBL trains students in 21st-century skills like critical thinking, collaboration, and problem-solving through engaging projects. This shift towards student-centered, communicative methods signifies the growing prominence of English as a foreign language in Vietnamese high schools. PBL plays a key role in meeting the updated learning requirements. Continued efforts in teacher training, resource improvement, and supportive classroom environments are crucial for promoting English proficiency and equipping students with the speaking skills they need to thrive in a globalized world.

Within the context of secondary education at Lê Lợi High School, the teaching and development of English language skills, particularly speaking skills, hold significant importance. To enhance the effectiveness of language instruction, PBL has been adopted as a pedagogical approach. This chapter serves as an introduction to the research, shedding light on the challenges associated with implementing

project-based methods in teaching speaking skills at Lê Lợi High School.

1.2 Statement of the problems

Despite the growing popularity and recognition of PBL as an ideal approach to English language learning, Le Loi High School, like many other high schools in Vietnam, faces certain challenges:

a. Students lack opportunities to practice English: Many students have limited opportunities to practice English outside of the classroom, hindering their language development. Without regular exposure to authentic English, students may struggle to comprehend and internalize the nuances of the language, such as idiomatic expressions, colloquialisms, and cultural references commonly used by native speakers. Moreover, limited exposure prevents students from honing their listening and speaking skills, as they may primarily rely on textbooks, exercises, and controlled drills that often do not mirror the dynamic nature of genuine conversations.

Immersion is a key aspect of English learning, allowing students to experience English in authentic contexts and grasp its subtleties. Language immersion provides learners with a comprehensive understanding of English grammar, vocabulary, idiomatic expressions, and cultural references essential for effective communication. It also aids in developing fluency, pronunciation, and the ability to think and express oneself directly in English without relying on translation or hesitation.

b. Traditional teaching methods are not effective: Many teachers choose to overlook the projects designed in textbooks and opt for simpler alternative tasks. This deviation from PBL stems from perceived challenges associated with implementing project procedures. Additionally, some teachers may feel less confident or creative in developing engaging and meaningful projects that align with their students' language proficiency levels and specific learning objectives. Consequently, they resort to more straightforward tasks that may not fully capitalize on the advantages of PBL.

The presence of different English proficiency levels within the same class poses significant challenges and disadvantages for PBL implementation. Designing and executing projects that effectively meet the needs and abilities of all learners becomes difficult. Language barriers can hinder effective collaboration and communication

among students with different proficiency levels. Additionally, project assessment becomes a complex task in mixed-proficiency classrooms. To accommodate all students, assessments need to be adapted or differentiated, adding complexity for English teachers.

Certain negative characteristics can challenge their participation in this teaching approach. Some students exhibit limited attention spans, making it challenging to sustain focus and engagement throughout a project. A lack of natural curiosity and energy sometimes leads to distractions or a lack of sustained commitment to the project at hand. Moreover, students struggle with time management and organization, leading to difficulties in meeting project deadlines or completing tasks within the given timeframe. Additionally, some students lack the necessary self-regulation and problem-solving skills to navigate the complexities of a project effectively. In some cases, students face language barriers or limited vocabulary, preventing them from fully participating and expressing their ideas within the project. Finally, students' limited life experiences and knowledge base affect their ability to connect the project to real-world contexts, a key component of PBL.

c. Teachers are not fully equipped:

Besides issues of the learning environment and students themselves, another important factor affecting the development of English speaking skills is the teacher's capacity.

Many English teachers today have not been properly trained in methods of teaching speaking skills. Teacher training programs often focus on grammar and vocabulary, with little emphasis on speaking skills. Therefore, teachers lack the knowledge and skills to design and organize learning activities to help students practice speaking English effectively.

In addition, teachers still lack appropriate materials, teaching aids, and environments to teach speaking skills. Current English textbooks mainly focus on grammar and vocabulary, with few speaking exercises. Teachers also lack visual tools and practical environments to help students practice speaking English.

These factors significantly influence research conduct, necessitating careful exploration of participants, the learning environment, and effective strategies for the experimental group to demonstrate PBL's benefits for Le Loi High School students.

1.3 Aims and objectives of the study

Assessing speaking performance is crucial for evaluating students' proficiency in spoken language. This study seeks to thoroughly investigate the factors influencing the English speaking abilities of eleventh-grade students at Le Loi High School in Phan Thiet city. It aims to gain a nuanced understanding of the specific influences on language acquisition within this educational context.

The main objective is to identify and address challenges affecting the effectiveness of project-based learning (PBL) as an instructional approach in English classes for eleven-grade students at Le Loi High School. This investigation will explore how these challenges impact student outcomes in language proficiency, critical thinking, collaboration, and creativity. Additionally, the study aims to propose potential solutions and effective strategies to assist teachers and students in addressing these challenges while implementing PBL in English classes. By using a mixed methods research design and triangulating data from surveys, interviews, student projects, and classroom observations, the research intends to provide insights into the obstacles of PBL implementation and its impact on language learning outcomes.

The overarching goal of this research is to contribute to the development of a framework for successful PBL implementation, enabling educators to design, implement, and evaluate effective PBL methods in their classrooms. Moreover, the study at Le Loi High School aims to address identified problems and gaps in the English speaking skills of high school students in Phan Thiet city. By investigating specific factors that hinder or facilitate English speaking skills, the research seeks to inform pedagogical practices and interventions aimed at enhancing language acquisition experiences. It will consider socioeconomic factors and the classroom environment's influence on English speaking skills, analyzing the interaction between external factors and language proficiency comprehensively.

1.4 Research questions

- (1) How does PBL affect students' speaking skills at Le Loi High School?
- (2) What are the specific aspects of speaking (e.g., fluency, pronunciation, vocabulary use) that are impacted by PBL?

1.5 Scope of the study

Eleventh graders are at a stage where they're eager to learn and express themselves, making them suitable candidates for PBL's hands-on approach. The study covers various aspects like pronunciation, fluency, vocabulary, grammar, and clear expression. It aims to assess current speaking abilities and design targeted interventions for improvement.

PBL as a teaching approach: The study examines how PBL can enhance speaking skills for eleventh graders at Lê Lợi High School in the 2023-2024 academic year, considering the school's resources, curriculum, and environment.

Implementing PBL projects: The scope covers designing and implementing projects, including topic selection, activity development, and assessment strategies to evaluate students' speaking proficiency within the PBL framework.

1.6 The Significance Of The Study

Currently, university entrance requires high English proficiency. Despite PBL's proven effectiveness, few teachers employ it, potentially depriving students of valuable communication and collaboration skills. This study aims to bridge this gap. The study tackles a crucial aspect of language learning - spoken English. Effective communication empowers students to express themselves, engage meaningfully, and succeed academically and professionally.

This research explores PBL as a method to enhance speaking skills. PBL's interactive and student-centered approach facilitates authentic learning experiences. It acknowledges the need for innovative methods suited to 21st-century education, investigating its potential to boost motivation, collaboration, critical thinking, problem-solving, and communication—all critical for student development.

Research within the specific context of Le Loi High School offers valuable insights. It examines the potential of PBL for improving speaking skills within the

school's unique environment, serving as a guide for teaching practices and professional development initiatives. It can contribute to improving the overall quality of English teaching and learning at the school, benefiting students, teachers, and the entire educational community.

This research extends beyond the school's context.

Moreover, by grasping the practical implications of the project-based instructional approach, educators can leverage their expertise and experience to augment the efficiency of teaching and learning. Consequently, this contributes to the holistic advancement of students, aligning with the trajectory of the new English curriculum (published alongside Circular No. 32/2018/TT-BGDĐT on December 26, 2018, by the Minister of Education and Training).

Ultimately, the study's significance lies in its potential to:

Enhance students' English-speaking skills, transforming them into confident communicators. Provide a solid foundation for their future studies and equip them with the necessary skills for university entrance.

By investigating PBL's effectiveness in this specific context, the study not only advances language education but also strives to empower students to thrive in a world where effective English communication is key.

1.7 Overview of thesis chapter

This thesis unfolds through a structured exploration of project-based English teaching at Le Loi High School. It encompasses chapters that delve into the theoretical underpinnings of PBL, the methodology employed in the study, findings from stakeholder perspectives, academic and socio-emotional outcomes, challenges and solutions, implications for policy and practice, best practices, and suggestions for future research. The culmination of these chapters offers a comprehensive understanding of project-based teaching's integration, impact, and significance within the specific educational context, contributing to the advancement of innovative language education practices.

CHAPTER 2. LITERATURE REVIEW

2.1 Overview of Speaking skills in language education:

Larsen-Freeman, Diane. (2001.) highlight the central role of speaking in developing communicative competence, fostering confidence, and facilitating social interaction. Brown (2007) underscores the impact of speaking skills on academic and professional success, emphasizing its influence on securing opportunities and earning higher wages.

Hyland (2006) recognizes the link between fluency and critical thinking, arguing that fluent speaking allows individuals to articulate complex ideas more effectively. Oxford & Shearin (1994) investigate the impact of cultural context on speaking styles, urging consideration of different communication norms across diverse settings.

Speaking skills encompass effectively using spoken English to communicate meaning, engage an audience, and achieve intended goals in diverse contexts. Syakur (1987:5) said that there were five components of speaking: comprehension, grammar, vocabulary, pronunciation, and fluency.

2.1.1 Comprehension

Comprehension lies at the heart of effective communication, acting as the essential bridge connecting speakers and listeners. As Cohen (2005:51) points out, even in complex research scenarios involving uncertainty, shared understanding ensures members are on the same page. This principle translates directly to the English classroom, where successful conversations and presentations hinge on the audience comprehending messages.

By prioritizing comprehension create a classroom environment where communication thrives, collaboration flourishes, and learning accelerates. Each student's voice is heard, ideas are exchanged meaningfully, and the journey of shared understanding becomes the foundation for individual growth and collective success.

2.1.2 Grammar

Grammar is not just a set of rules, but a system that underpins communication.

By fostering a basic understanding of grammatical structures within a fun and engaging environment, students can confidently express themselves and embark on their journey of language acquisition.

Purpura (2004:6) defines grammar as the "principle of rule" that governs well-formed sentences in a language. Building on this, Greenbaum and Nelson (2002:1) view it as the glue uniting individual words into larger meaningful units like sentences and paragraphs. While extensive grammar drills might not be the focus in primary classrooms, a basic understanding of grammatical structures is vital for young learners to effectively communicate and express themselves.

2.1.3 Vocabulary

Vocabulary is a crucial element in learning any language, including English. It serves as the foundation for understanding and expressing information, enabling learners to communicate effectively and confidently.

According to Nation (2001) emphasizes the importance of vocabulary, stating that a large vocabulary is a prerequisite for language proficiency. Schmitt (2000) analyzes the impact of vocabulary on reading comprehension, showing that a strong vocabulary helps learners access and understand text content effectively. Laufer & Hativa (1993) demonstrate the close relationship between vocabulary and writing skills, arguing that a rich vocabulary helps learners express ideas clearly and accurately.

Vocabulary plays a vital role in primary English learning. Developing vocabulary for students should be prioritized through diverse, effective, and age-appropriate learning methods.

2.1.4 Pronunciation

Pronunciation is one of the most important aspects of learning English. It serves as the foundation for effective communication, enabling learners to speak English confidently and intelligibly.

Kobilova, Nafisa Raimovna (2022) Accurate English pronunciation is vital for effective communication. Even flawless grammar can be overshadowed by poor

pronunciation, impacting understanding and initial impressions. Pronunciation isn't solely about knowledge; it requires consistent practice as a physical skill.

Engaging in pronunciation practice resulted in enhanced listening comprehension skills. The group that got pronunciation practice had superior listening comprehension skills compared to the group that did not receive any therapy. Prashant (2018) stated that mispronunciations might change word meanings, impeding effective communication and resulting in unfavorable assessments of one's education or ability.

2.1.5 Fluency

Fluency in English extends beyond mere verbal proficiency; it embodies the seamless conveyance of ideas and information in a spontaneous and swift manner, as highlighted by Harris and Hodges (1995:14). It signifies a mastery of language that enables individuals to communicate effortlessly and dynamically with others. Speaking skills in English encompass a multifaceted spectrum of abilities that facilitate successful communication beyond grammatical accuracy. Recognizing these components, backed by research, empowers individuals to navigate the diverse landscape of spoken English effectively.

Moreover, students' speaking skills are profoundly influenced by various factors. Interactive learning plays a pivotal role as it fosters engagement and collaborative exploration of language through group discussions, role-plays, debates, and conversational activities. These interactive sessions provide students with opportunities to apply language skills in authentic, real-life scenarios, enhancing their communicative competence.

Cultural competence is another critical aspect of effective speaking skills. Understanding cultural norms and appropriate language use enables language learners to communicate sensitively and adaptively across different social contexts. This cultural awareness enriches their ability to navigate diverse linguistic environments with confidence and respect.

Furthermore, building confidence in language use is essential for developing speaking skills. Regular practice and exposure to speaking activities help learners

overcome inhibitions and fear of errors, fostering a positive attitude towards language learning. This confidence-building process is integral to sustaining learners' motivation and enhancing their self-esteem in language communication.

Assessment and evaluation are indispensable components that inform the development of speaking skills. Various forms of assessment, including oral exams, presentations, and conversations with instructors or peers, provide valuable insights into learners' proficiency levels and progress. Educators can use these assessments to tailor instructional strategies, address specific learning needs, and provide targeted feedback to support students' continuous improvement in speaking skills.

In summary, developing effective speaking skills in English goes beyond linguistic accuracy; it involves cultivating a range of competencies that facilitate meaningful and engaging communication. By embracing interactive learning, cultural competence, confidence building, and effective assessment practices, learners can enhance their proficiency in spoken English and navigate diverse communicative contexts with proficiency and cultural sensitivity.

2.2 Overview of Speaking performance:

Speaking performance is a fundamental aspect of language acquisition and communication, encompassing the ability to convey messages effectively through oral expression. It involves a range of linguistic and communicative competencies that enable individuals to navigate social, professional, and academic interactions with confidence and proficiency. Mastery of speaking performance enhances interpersonal communication, fosters collaboration, and contributes to overall language proficiency and communicative effectiveness.

Al Hafiz & Gushendra (2021) underscore the significance of speaking performance as a foundational language skill that holds greater importance than other language competencies due to its pervasive use in everyday communication. Students are often equipped with tools and resources that simulate real-life scenarios, enabling them to develop speaking skills that are applicable beyond academic settings.

Speaking performance serves as a potent means of effectively conveying meaning and messages to listeners. Wael et al. (2018) define speaking as a productive

skill within oral communication, emphasizing its role in engaging others through the pronunciation and articulation of words.

The essence of speaking performance lies in the ability to wield language accurately and fluently to express ideas, solicit information, or engage in interpersonal exchanges in real-time situations. This proficiency allows individuals to navigate various communicative contexts with ease and effectiveness.

The process of mastering speaking performance involves several key components: Clarity and Comprehensibility, Interactive Engagement, Adaptability to Context, Language Proficiency and Accuracy, Effective Communication Strategies

Effective speaking performance ensures that messages are communicated clearly and can be easily understood by listeners. This involves employing proper pronunciation, intonation, and articulation to convey meaning accurately.

Speaking performance is inherently interactive, requiring individuals to actively engage with listeners through verbal exchanges. This interactive aspect fosters effective communication and facilitates meaningful interactions.

Skilled speakers can adapt their language use to suit different contexts and audiences. This adaptability is crucial for successful communication in diverse settings, whether formal or informal.

Proficient speaking performance relies on a solid foundation of language proficiency, encompassing vocabulary knowledge, grammatical accuracy, and idiomatic expressions. This linguistic competence enables speakers to articulate ideas fluently and coherently.

Skilled speakers employ various communication strategies, such as storytelling, persuasion, clarification, and negotiation, to achieve communicative goals and establish rapport with listeners.

2.3 Approaches to teaching speaking

Goh and Burns (2012) propose a holistic approach that considers language, language learners, language learning, and speaking to address the shortcomings of current methods. The authors' suggested framework has four aspects, involving the interaction of instructors, learners, and materials. The framework strives to help

learners develop fluency, accuracy, and complexity by providing them with the essential understanding of language and discourse, fundamental speaking abilities, and communication techniques. Furthermore, the focus is on developing metacognition to help learners effectively plan, monitor, and assess their learning process. The learning activities are structured based on task-based learning, part/whole practice, planning, and repetition concepts.



Figure 2.1 A methodological framework for a holistic approach to teaching speaking (Goh & Burns, 2012, p. 138)

In summary, PBL is an effective approach to teaching English-speaking skills as it emphasizes active learning and problem-solving skills. The use of PBL is supported by constructivist and social learning theories, and empirical studies have shown its effectiveness. However, the implementation of PBL may face challenges, such as a lack of support and training for teachers and difficulty in assessing learning outcomes.

2.4 Language acquisition

2.4.1 Critical Period Hypothesis

One key area of study is the debate between innate linguistic abilities versus learned language skills. Linguists like Noam Chomsky propose that humans are born with a predisposition for language acquisition, known as Universal Grammar. This

innate capacity provides a foundation for learning languages, with children demonstrating remarkable language development even without explicit instruction (Chomsky, 1965).

Researchers have explored the idea of a critical period for language acquisition, suggesting that there may be optimal windows during childhood when language learning is most effective. Lenneberg (1967) proposed that after a certain age, typically around puberty, the ability to acquire language diminishes significantly.

2.4.2 English as a Foreign Language (EFL) Acquisition

Learning English as a foreign language presents unique challenges compared to acquiring English as a native language. Linguistic differences, socio-cultural factors, and educational environments characterize these challenges. As Selinker (1972) noted, EFL learners struggle with grammatical structures such as articles, verb tenses, and word order. The complexity of English grammar, vocabulary, and pronunciation poses challenges, requiring learners to navigate diverse phonetics, irregular spelling, and complex syntax. EFL learners often lack opportunities for natural English exposure, a privilege enjoyed by native speakers. Consequently, reliance on textbooks, language courses, and teachers becomes crucial for English acquisition. Moreover, the socio-cultural context of EFL may not provide similar exposure to cultural nuances and social norms as the native-speaking environment (Schumann, 1978). This educational context influences the pace and sequence of language acquisition, significantly different from the informal, natural progression of native language acquisition (Krashen, 1981).

2.5 Students' learning motivation

2.5.1 Influencing Factors on Learning Motivation

Motivation is expressed through internal and external stimuli, self-efficacy beliefs, social interactions, goal setting, and perceived interest and relevance of the subject matter. Intrinsic motivation, fueled by curiosity and interest, leads to sustained, self-regulated learning. Conversely, extrinsic motivation, relying on rewards or penalties, may be effective but lacks lasting impact.

Self-efficacy, based on Bandura's concept, influences motivation significantly. Students with confidence in their abilities are more motivated to tackle challenging tasks. Social interactions with peers and educators, characterized by positive feedback and support, enhance motivation, while criticism and insufficient support can be detrimental.

Goals and expectations, both short-term and long-term, influence student motivation and commitment to learning. Students' motivation is also influenced by their perception of the subject's relevance and applicability to their lives.

Recognizing these complex motivational factors is crucial for effective language education. Educators can create an environment that promotes heightened student dedication and enthusiasm for language learning by addressing these multifaceted aspects of motivation.

2.5.2 Factors Affecting Student Motivation in Vietnamese High Schools

The motivational landscape within Vietnamese high schools is shaped by several key factors that significantly impact student engagement and academic performance. Research conducted by Dang (2019) underscores the pervasive influence of parental expectations, which often exert intense pressure on students to excel academically. This pressure can both motivate students to strive for success and contribute to heightened stress levels. Additionally, studies by Do et al. (2018) highlight the impact of intense academic competition within Vietnamese educational settings. While competition can serve as a motivating force for some students, it may overwhelm others and diminish their motivation. Moreover, the perceived relevance of academic subjects to students' future aspirations plays a critical role in shaping motivation. When students recognize the direct connection between their studies and their goals, their motivation tends to increase. Educators must consider these factors to develop effective approaches that foster student motivation and support language learning in Vietnamese high schools.

2.6 Theoretical Foundations of PBL

2.6.1 Definition of PBL

PBL stands out as an instructional methodology that structures learning around authentic projects and tasks, challenging students to actively engage and solve real-world problems. In creating a constructivist learning environment, PBL marks a departure from traditional teaching methods, where students are passive recipients expected to memorize information. Tan and Chapman (2016) aptly described PBL as a symbol of transformation, representing a shift from memorization to active learning—a student-driven, teacher-facilitated approach to the teaching and learning processes.

Contrary to its perception as a modern educational trend, PBL has historical roots dating back to the 20th century when Dewey introduced the concept of integrating real-life problems into education (Evenson & Hmelo, 2000). This groundbreaking idea formalized in the 1970s within medical education as problem-based learning (Maudsley, 1999) and later gained popularity in engineering faculties and high schools (Boud & Feletti, 2003). PBL's primary focus has consistently been on connecting content with practical applications, encapsulating the essence of 'learning by doing.'

Grounded in Dewey's vision, PBL continues to champion a dynamic and meaningful approach to learning, emphasizing active student participation and the practical application of knowledge - an approach that resonates with the evolving needs of education in the 21st century.

2.6.2 PBL in English Education: Theoretical Frameworks

PBL is grounded in constructivist theories of learning, emphasizing active engagement, collaboration, and real-world application. Jonassen (2000) asserts that learning is most effective when it occurs in authentic contexts, aligning with the principles of PBL. As English language acquisition extends beyond grammar rules and vocabulary, projects offer a means to contextualize language skills, promoting deeper understanding and application (Thomas, 2000).

PBL finds its theoretical foundations in several educational frameworks, notably constructivism, cognitive apprenticeship, and situated learning, each contributing to its student-centric and authentic approach.

Interactions with their environment. In PBL, this theory comes to life as students are presented with real-world challenges, compelling them to actively participate in research, collaboration, and critical thinking to construct their understanding and solutions.

Within PBL environments, teachers adopt the role of facilitators, guiding and providing feedback to students engaged in their projects. This supportive structure assists students in bridging prior knowledge with new understandings, nurturing both confidence and competence.

Situated learning, another pivotal framework for PBL asserts that learning is best cultivated within the context and culture of a particular community. In PBL, students tackle real-world problems relevant to their lives, fostering a meaningful context for learning. This immersion not only facilitates a deeper understanding of the subject matter but also cultivates transferable skills applicable beyond the classroom.

In essence, the theoretical framework of PBL champions student-centered, active, and authentic learning experiences, fostering critical thinking, problem-solving, communication, and collaboration. By embedding learning in a context that is both meaningful and engaging, PBL goes beyond traditional educational approaches, promoting a profound and lasting understanding and retention of knowledge and skills. This approach positions students as active participants in their learning journey, preparing them for success in a dynamic and ever-evolving world.

2.6.3 Holistic Approaches to Language Education

Educational researchers, such as Cummins (2000), advocate for holistic approaches to language education that go beyond linguistic competence. Cummins introduces the concept of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) to emphasize the importance of integrating language learning with cognitive development, aligning with the

comprehensive approach taken by Le Loi High School.

2.6.4 Integration of PBL and Textbook Programs

Research by Barron and Darling-Hammond (2008) highlights the complementary nature of PBL and traditional textbook programs. The synergy between these two approaches creates a comprehensive learning experience, addressing both theoretical knowledge and practical application. In the context of English language education, Cummins (2007) argues that this dual approach fosters language proficiency by providing students with a solid foundation while also enabling them to use language authentically in meaningful projects.

2.6.5 Student-Centric Approaches and Motivation

An essential aspect of PBL is its intrinsic motivation potential. Helle, Tynjälä, and Olkinuora (2006) discuss how project-based approaches empower students by giving them a sense of ownership over their learning. This student-centric model, as emphasized by Dörnyei and Ushioda (2017), aligns with contemporary theories of language motivation, emphasizing the importance of autonomy and relevance. In the context of Le Loi High School, understanding how PBL aligns with these motivational theories provides insights into its potential impact on student engagement and enthusiasm.

2.6.6 Practical Experience Activities: Augmenting PBL

Integrating hands-on activities into problem-based learning is consistent with Kolb, D. A., Boyatzis, R. E., & Mainemelis, C.'s experiential learning theory (2014). They contend that learning is most efficient when it includes a sequence of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Research indicates that engaging in these activities helps improve practical language abilities and increases the transferability of knowledge.

2.6.7 Challenges and Considerations in Implementing PBL

The advantages of Problem-Based Learning (PBL) are clear, but the literature recognizes obstacles in its execution. Most individuals appreciated PBL for its encouragement of active learning, relevance to science, diverse learning methods, and

facilitation of group work. Karen Goodnough and Marie Cashion (2006) emphasize the importance of meticulous preparation, scaffolding, and continuous teacher assistance to guarantee effective PBL experiences. Understanding the problems in Le Loi High School is essential for customizing strategies to optimize the benefits of PBL while reducing potential barriers.

2.6.8 Benefits of Project-Based English Teaching

Research suggests that project-based English teaching enhances not only language skills but also critical thinking, problem-solving, and communication skills (Thomas, 2000; Krajcik et al., 1998). Additionally, it fosters a sense of ownership and engagement among students, as they take on active roles in their learning process (Blumenfeld et al., 1991).

In 2006, Cicmil et al. embarked on a study aimed at discerning the knowledge and skills essential for project managers. Their findings challenged the conventional wisdom, suggesting that the acquisition and mastery of project management skills must extend beyond the confines of traditional literature. Building on this premise, Ojiako et al. (2011a, 2011b) advocated for a paradigm shift in teaching methodologies, not only in curriculum design but also in delivery. They emphasized the necessity for students to cultivate transferable skills applicable across diverse domains and industries.

The call for innovation in teaching methods was underscored by the assertion that pedagogy, the foundational aspect of education, requires realignment to meet the evolving demands of project management education. Pedagogy serves as the linchpin connecting teaching and learning, with teaching being the impartation of information and learning being the assimilation of that information. Loughran (2013) elucidates the multifaceted nature of pedagogy, which has been defined and interpreted in various ways.

Samuelowicz and Bain (2001) further contributed to the discourse by highlighting the interdependence of teaching and learning on the academic's 'teaching-centered and learning-centered orientations.' This distinction underscores the importance of aligning pedagogy with the dynamic needs of project management

education, urging educators to adopt an approach that not only imparts information but also fosters an environment conducive to effective learning and the development of practical, transferable skills.

Enhanced Language Proficiency: Research indicates that PBL positively influences language proficiency by providing authentic contexts for language use (Thomas, 2000). Students at Le Loi Secondary & High School engaging in projects alongside textbook programs are likely to experience a more comprehensive and nuanced development of language skills.

Critical Thinking and Problem-Solving: PBL is known to cultivate critical thinking skills and problem-solving abilities (Blumenfeld et al., 1991). Through hands-on projects, students at Le Loi Secondary & High School are not only acquiring linguistic competence but also developing the cognitive skills necessary for effective communication in real-world scenarios.

Increased Motivation: Studies suggest that PBL enhances student motivation and engagement (Strobel & van Barneveld, 2009). By incorporating practical experience activities, Le Loi Secondary & High School endeavors to create an environment where students are intrinsically motivated to explore and apply English language skills.

PBL is an innovative educational method that imparts a variety of essential methods for success in the modern day. Students engage in inquiry-based learning and collaborate to study and produce projects that demonstrate their understanding. Students gain from this instructional method by acquiring new, practical technological skills, improving communication proficiency, and enhancing problem-solving abilities.

2.6.9 Critical thinking

Michael Scriven and Richard Paul (1987) define critical thinking as a methodical and skillful intellectual process of actively conceptualizing, applying, analyzing, synthesizing, and evaluating information obtained from observation, experience, reflection, reasoning, or communication to guide beliefs and actions. It differs from passive information acceptance by actively engaging with it. Critical

thinking demands various mental tools like understanding, applying, analyzing, and evaluating to make sense of the world around us. This process informs our beliefs and actions in a thoughtful and reasoned way.

The ability to think critically, sometimes called critical reasoning, allows individuals to analyze situations from various viewpoints before forming an opinion or accepting another's perspective. This skill has a long history, dating back over 2,500 years to the Greek philosophers Socrates and Plato. However, only recently, in the 19th century, has critical thinking become incorporated into education systems as a way to develop learners' thinking, judgment, and problem-solving abilities ([Paul et al., 1997]).

In today's information-rich world, critical thinking is essential. It empowers individuals to make well-informed, logical choices and communicate their ideas in a persuasive and engaging way. It's crucial to understand that critical thinking isn't synonymous with negativity or constant criticism. It involves objectivity, open-mindedness, and curiosity. By analyzing problems based on evidence rather than biases or personal opinions, individuals can gain a deeper understanding of situations and make sound decisions and solve problems more effectively ([Forbes, 2020]).

2.7 Conceptual framework

While PBL promises transformative learning experiences for grade 11 students at Le Loi High School, its implementation faces hurdles. Limited resources, resistance to change, language barriers, and time constraints can act as roadblocks. However, by understanding the interplay of various factors at different levels, pave the way for successful PBL implementation.

The school environment sets the stage. A culture that embraces innovation and collaboration, coupled with strong leadership and clear policies supporting PBL, creates a fertile ground for its success. Allocating necessary resources, such as technology and materials, further fuels the learning process.

Teachers are the architects of PBL experiences. Their positive attitude, combined with knowledge, training, and experience in PBL, empowers them to guide students effectively. Providing professional development opportunities and

encouraging collaboration among teachers fosters a supportive learning environment. Adapting PBL tasks to student needs and contexts ensures meaningful engagement for all.

Students are the active participants in PBL. Their motivation, learning styles, prior knowledge, and language proficiency all influence their engagement. Fostering intrinsic motivation through well-designed projects, providing personalized feedback and guidance, and integrating language support where needed, ensure all students can participate and contribute meaningfully.

By addressing these interconnected factors, the research unlock the potential benefits of PBL. Students become more engaged, leading to deeper learning, improved communication and collaboration skills, and ultimately, higher achievement.

Moving from theory to practice requires a multi-pronged approach. At the school level, allocating resources, promoting a collaborative culture, and developing supportive policies are crucial. Equipping teachers with training and fostering collaboration empowers them to adapt PBL effectively. At the student level, personalized support and language integration ensure meaningful participation for all. Successful PBL implementation at Le Loi High School demands a holistic approach, recognizing the interconnectedness of factors at different levels. By addressing these challenges and implementing targeted solutions, the research can unlock the transformative power of PBL, empowering grade 11 students to thrive in a dynamic world.

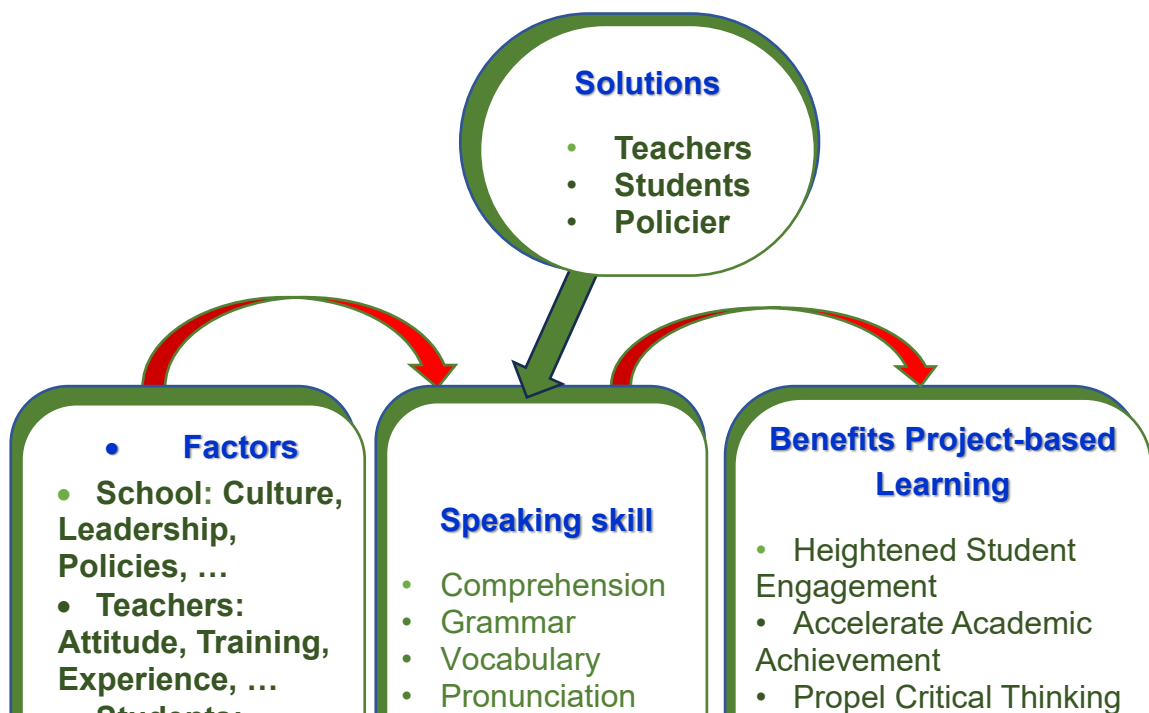


Figure 2.2. *Conceptual framework of the study*



3.1 Research design

The realm of educational research thrives on diverse methodologies, each offering unique insights into the complex tapestry of learning and development. This piece delves into the contrasting approaches of quantitative and qualitative research, highlighting their strengths and applications within a study exploring the impact of PBL on high school students' English speaking skills at Le Loi High school.

Embraced by the interpretive paradigm, qualitative methods reign supreme, championing the invaluable nature of qualitative data (Creswell, 2012; Kaplan & Maxwell, 2005). Researchers within this framework immerse themselves in the intricacies of the data, meticulously deciphering meanings and contextualizing them within their natural social settings (Elliott & Timulak, 2005; Fryer, 1991; Jackson, 2014). This in-depth exploration involves meticulously describing, analyzing, and interpreting the nuances of occurrences within their lived contexts.

Interpretivists subscribe to the notion that reality is socially constructed rather than fixed, and that its true essence is revealed through the unique perspectives, knowledge, and experiences of participants, as articulated by Husserl (1965) and Kelliher (2011). Qualitative methods excel at unearthing intricate details of phenomena that quantitative approaches might struggle to capture.

In contrast, quantitative research centers around the collection and analysis of numerical data. Its primary objective is to draw conclusions by wielding statistical

methods to process information gleaned from First tests and Second tests. Statistical techniques empower quantitative research to summarize data, identify patterns and relationships, and establish connections between variables. This meticulous analysis culminates in reports brimming with valuable and readily interpretable information, ultimately leading to more precise outcomes.

Statistical analysis serves as the interpreter of quantitative data, and given its grounding in mathematical principles, the quantitative method is widely perceived as scientific and logical, making it a well-suited tool for testing proposed hypotheses. Consequently, scores from First tests and Second tests are meticulously examined using this quantitative lens.

The study leverages a mixed methods approach, effectively combining qualitative and quantitative methods to gain a more comprehensive understanding of the research question (Tolley et al., 2016). This approach fosters a deeper understanding of the phenomenon under investigation by incorporating diverse methods like individual interviews, observations, and focus groups, alongside the quantitative data gathered through First tests, Second tests, and surveys. This enriched approach offers valuable insights into human behavior and enables researchers to explore the nuances influencing the research topic (Given, 2008).

This study employed a quasi-experimental design to compare the impact of PBL and traditional teaching methods on the English-speaking skills of high school students. The study was conducted at Le Loi High School in Binh Thuan province and involved 104 students, divided into 2 groups: a PBL group and a traditional teaching group. The participants were selected using convenience sampling and were randomly assigned to either the PBL or traditional teaching group.

Data was collected using a First test and Second test survey, which assessed the students' English speaking skills, as well as a survey to measure changes in learning attitude. The PBL group also completed a survey to evaluate their perception of the effectiveness of PBL. Additionally, student projects were assessed using a rubric to evaluate the development of communication, collaboration, critical thinking, and problem-solving skills.

Descriptive and inferential statistical analyses were conducted to compare the First test and Second test scores of the two groups, as well as to examine changes in learning attitudes among the PBL group. The statistical analysis was performed using SPSS version 26.0.

3.2 Research site

Le Loi High School stands out as a self-funded private institution committed to providing a cutting-edge educational experience. The school's administration actively invests in its future, as evident in its comprehensive IT infrastructure upgrade completed in the 2023–2024 academic year. Smart classrooms, online teaching tools, and computer-based exams reflect their dedication to embracing technology in education.

Le Loi boasts a dedicated faculty deeply committed to professional development. Full-time teaching, regular training sessions, and active participation in teacher development initiatives underscore their passion for continuous improvement. Additionally, the school enforces strict adherence to professional regulations and labor discipline, ensuring a high standard of conduct.

The assessment process at Le Loi emphasizes accuracy and objectivity. Strict adherence to regulations guarantees that evaluations of academic performance and conduct accurately reflect student achievement.

Moreover, subject groups and teaching teams regularly collaborate to explore innovative teaching methods, assessment strategies, and evaluation techniques, fostering a culture of continuous learning among educators.

Beyond academics, Le Loi prioritizes enriching extracurricular activities. Diverse and engaging programs create a vibrant and supportive environment for students, fostering well-rounded development and a sense of community.

In essence, Le Loi Secondary & High School offers a modern, well-equipped learning environment led by dedicated professionals and committed to holistic student development.

Besides, certain difficulties cannot be avoided such as:

- Many teachers are still confused about the innovation of teaching methods as well as integrated teaching and thematic teaching.
- Integrated teaching, and especially teaching by subject, is still quite new, requiring teachers to have time and serious investment. Some teachers are still shy and have not actively innovated teaching methods.
- The majority of students drop out of school because their families have difficulties and cannot afford to continue their studies.

The school's Board of Directors always clearly orients the main training objectives of Le Loi Secondary and High school are that the students must be confident in both skills and knowledge to deal with difficulties in life after they graduate. Therefore, the students must have good morality and master the basic knowledge, especially they can use English fluently, and use the computer proficiently, and understand the Vietnamese history.

This could help them contribute to developing our nations. The school's goal is to build Le Loi High School to become the first smart and modern school in Binh Thuan Province in the shortest time.

The school determines the main mission for the coming school year are continue to well implement the heads and policies of the sector on comprehensive education work; Continue to innovate teaching methods: Promoting the positivity of students, taking students as the center of teaching lessons; Implement well the renewal of examination and evaluation, the work of problem-solving, marking, and returning papers; Strengthen teaching in the direction of integration, intra-subject integration, interdisciplinary in subject groups; Strengthen extracurricular activities with topics and themes, focusing on forging life skills and career guidance for students; Strengthen the model of clubs in schools, creating a healthy playground from the point of view of "Play while learning" among students; Pay more attention to English subjects, strengthen communication skills in middle school, 10, 11; Pay attention to the annual training and skill improvement work for the team; Apply IT in teaching and in management to simplify administrative procedures in schools. Effectively use Vnedu software for teachers, students, and administrators.

During the 2022-2023 school year and the beginning of the 2023-2024 school year, Lê Lợi High School consistently performed exceptionally well in various English competitions at regional and national levels, including English Rhetoric, HIPPO International English Olympiad, and high school-level English Olympiad. The school's accomplishments showcase its commitment to nurturing students' linguistic ability and providing numerous chances for them to showcase their skills. Students show improved proficiency in English language abilities as they advance through the grades, laying a strong foundation for their future academic pursuits.

The English education program at the school is deeply rooted in a structured and immersive approach, prioritizing a well-rounded development of language skills: listening, speaking, reading, and writing. Teachers demonstrate unwavering enthusiasm, dedication, and passion, motivating students to excel. They employ various teaching methods to boost speaking skills and support struggling students. Their efforts foster a love for English and equip students with essential tools for future learning. Patient guidance and constructive feedback aid students in achieving fluency, enlarging vocabulary, and perfecting pronunciation. With their patient guidance and constructive feedback, students blossom into confident and articulate individuals. They develop fluency, expressing themselves with clarity and precision. Their vocabulary expands, allowing them to paint vivid pictures with words. And their pronunciation, once hesitant, becomes polished and refined.

The impact of this exceptional approach extends far beyond the classroom walls. Students emerge not just with impressive English skills, but also with a newfound confidence, a thirst for knowledge, and a love for learning that serve them throughout their lives. This is the legacy woven by a school that believes in the transformative power of language, nurtured by the dedication of passionate educators, and fueled by the spark of inspiration ignited within each student.

No.	Grade	Total	Number of students: 514		
			Incompleted	Completed	Well - completed

			Number	Percentage (%)	Number	Percentage (%)	Number	Percentage (%)
1	11B1	42	3	7.14%	24	57.14%	15	35.71%
2	11B2	41	1	2.44%	22	53.66%	18	43.90%
3	11B3	42	4	9.52%	27	64.29%	11	26.19%
4	11B4	41	3	7.32%	27	65.85%	11	26.83%
5	11B5	40	2	5.00%	30	75.00%	8	20.00%
6	11B6	38	9	23.68%	26	68.42%	3	7.89%
7	11B7	38	10	26.32%	28	73.68%	0	0.00%
8	11B8	39	8	20.51%	30	76.92%	1	2.56%
9	11B9	32	9	28.13%	22	68.75%	1	3.13%
10	11B10	41	3	7.32%	30	73.17%	8	19.51%
11	11B11	38	3	7.89%	28	73.68%	7	18.42%
12	11B12	41	2	4.88%	34	82.93%	5	12.20%
13	11B13	41	3	7.32%	29	70.73%	9	21.95%
Sum		514	60	11.67%	357	69.46%	97	18.87%

**Table 3. 1 Statistical Table of Academic Ranking Rate for English Subject –
Academic year 2023 – 2024 (Source: by School Vice principal)**

3.3 Participants

The participants in the study on the impact of PBL on the speaking abilities of students at Le Loi High School were carefully selected to represent the school's educational context and goals. The target population for this study comprises 104 11th-grade students.

The academic results at the beginning of the first semester of the 104 students

participating in the study were based on the results at the end of the 10th grade:

No.	Grade	Total	Incompleted		Completed		Well - completed	
			Numb er	Percentag e (%)	Numb er	Percenta ge (%)	Numbe r	Percentag e (%)
1	11	104	15	14.42%	50	48.08%	39	37.50%

Table 3. 2 Average statistics of English subjects of 104 students at the end of 10th grade, school year 2022 - 2023

Given the multifaceted approach to education at Le Loi High School, where students are engaged in projects beyond the standard curriculum through real-world experiential activities organized by the school, and with the school's modernized facilities, the study aims to understand how PBL influences students' speaking skills.

The selection criteria for participants include students actively involved in PBL initiatives at the school and enrolled in the 11th grade. This group of students participating in the study has participated in some pilot projects at school since 10th grade. These students had varied experiences with PBL, providing rich data for analysis.

The study may include both English and non-English majors to capture diverse perspectives on the impact of PBL on speaking abilities. Additionally, students from different academic backgrounds may have varying levels of English proficiency, which could influence their experiences and outcomes in PBL environments.

Furthermore, the school's Board of Trustees' keen interest in ensuring high-quality teaching standards in the English language department underscores the importance of this research. Therefore, the study may also involve collaboration with English language teachers to gain insights into their perspectives on the effectiveness of PBL in enhancing students' speaking skills.

Overall, the participants in this study represent a diverse group of 11th-grade students at Le Loi High School, actively engaged in PBL activities, and their experiences may provide valuable insights into the impact of such pedagogical

approaches on their speaking abilities in English.

3.4 Data Collection Instruments

On January 19th, the Ministry of Education and Training unveiled the draft curriculum for the new general education program, and English is taking center stage. From grade 3 to 12, students will be immersed in a curriculum designed to transform them into confident communicators, equipped to navigate the globalized world.

This program prioritizes communication skills above all else. Students will hone their listening, speaking, reading, and writing abilities through engaging activities and relevant topics. This skills-based approach replaces rote memorization, ensuring students can use English effectively in real-world situations.

The program is meticulously structured, with clear goals for each grade level. By the end of elementary school, students reach Level 1 communication competency, progressing to Level 2 in middle school and achieving Level 3 by the end of high school. This structured progression ensures steady advancement in their linguistic abilities.

The curriculum goes beyond vocabulary and grammar drills. Students will explore meaningful topics relevant to their lives, fostering a deeper understanding of the language and its cultural context.

Mastering English isn't just about grades. This program aims to equip students with the tools to become global citizens. They'll be able to access information, collaborate internationally, and thrive in an interconnected world.

By the end of the program, students will have the confidence and skills to use English in diverse contexts, from academic pursuits to lifelong learning. This transformative approach prepares them for success in a world where communication is key.

Quantitative data were gathered through instructional interventions involving First test and Second test evaluations, as well as Likert-scale questionnaires, administered to 104 students from Le Loi High School. 104 high school students enrolled in English as a Second Language (ESL) classes at Lê Lợi High School will be randomly assigned to either the PBL or control group. Stratified randomization

based on English proficiency levels will be considered to ensure balanced groups.

3.4.1 Group

- a. PBL Group (n = 50): Students will participate in a 10-week PBL unit focused on a real-world topic relevant to their interests and aligned with Vietnamese curriculum standards. The unit will be meticulously adapted to cater to diverse proficiency levels through providing tiered activities and support mechanisms to cater to individual needs; encouraging interaction and peer support to build confidence in spoken English; integrating presentations, debates, and role-playing activities to practice speaking in real-world contexts.
- b. Control Group (n = 54): Students will receive traditional English instruction focused on grammar, vocabulary, and reading comprehension through lectures, textbook activities, and written exercises. Speaking practice will be limited to controlled drills and dialogues.
- c. This study involved 114 participants, including 104 eleventh-grade students and 10 English teachers from Le Loi High School. To select the students, researchers used a convenient sampling method, a common approach for its time and resource efficiency (Stewart & Shamdasani, 1990).

Le Loi School's participation in a pilot PBL model allowed recruitment of students already familiar with this method since grade 10. To minimize bias, students were chosen from the same class, ensuring similar academic backgrounds.

The teacher participants were diverse, with both genders represented and all having over ten years of high school teaching experience. The study occurred during semester I of the 2023-2024 academic year. After explaining the study's purpose, both students and teachers voluntarily participated.

Student demographics such as gender, English learning duration, learning location, and project preparation time are presented in Table 3.3.

No	Item		N = 104
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			F	%
1	Gender	Female	42	40.38%
		Male	62	59.62%
2	Curriculum	7-year English curriculum	10	9.62%
		10-year English curriculum	94	90.38%
3	Learning at a language center	Yes	40	38.46%
		No	64	61.54%

Note: F: Frequency, %: percent

Table 3. 3 Students' general information

The survey gathered information from a group of teachers, focusing on their demographics, PBL experience, and implementation frequency. Notably, all participants reported having received prior training in PBL, suggesting a strong foundation in this teaching approach.

Furthermore, every teacher affirmed implementing PBL in their classrooms, showcasing their active commitment to PBL. However, the survey revealed differences in the frequency of PBL implementation, highlighting diverse experiences among the participants.

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
		> 10 years	10	100
3	Grade level(s) for teaching	Grade 10	2	20
		Grade 11	1	10
		Grade 12	2	20

4	Prior training in PBL	Yes	10	100
		No	0	0
5	Implementation of PBL in the classroom	Yes	10	100
		No	0	0

Note: F: Frequency, %: percent

Table 3. 4 Teachers' general information

3.4.2 Instrumentation

- First test and Second test: A standardized exam will evaluate students' English language skills at the start and conclusion of the program using First test and Second test assessments. The examination concentrated on four main characteristics of speaking skills: task completion and coherence, grammatical correctness and range, vocabulary accuracy and range, and pronunciation, intonation, and fluency.
- Survey: A self-report survey will measure students' motivation, beliefs, and satisfaction regarding English language learning at the beginning and end of the study.
- Questionnaire: A self-report questionnaire will assess students' ability to set goals, plan learning strategies, and reflect on their progress at the beginning and end of the study.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.760	.747	25

Table 3. 5 Reliability of the questionnaire

54 students took part in responding to the research inquiry through a set of 25 questions categorized into various constructs. The reliability of the questionnaire yielded a Cronbach's Alpha coefficient of 0.760, indicating an acceptable level of reliability in the realm of social science research. As per standard practice, a Cronbach's Alpha value of 0.7 or higher signifies good reliability, while values

ranging from 0.6 to 0.7 are considered acceptable, and those below 0.6 are regarded as weak.

Post-intervention progress was evaluated by comparing First test and Second test scores using SPSS software (Version 27.0.0.0) to analyze score distribution, mean, median, mode, standard deviation, paired sample correlation, and paired differences.

3.5 Validity and reliability

Validity and reliability stand as crucial pillars of data quality in research endeavors, ensuring the credibility and dependability of findings.

Validity pertains to the degree to which gathered data accurately reflect or measure the constructs or concepts being investigated. In the context of participant observation within the scope of this study on PBL, various steps were taken to bolster validity. Initially, the researcher meticulously crafted an observation sheet tailored to capture pertinent facets of PBL implementation, ensuring alignment with research goals and theoretical frameworks. This meticulous design aimed to guarantee accurate documentation of observed behaviors, interactions, and instructional approaches.

To fortify internal validity, the researcher adhered to ethical protocols, obtained informed consent, and maintained a non-participatory stance during observation sessions.

Reliability denotes the consistency and steadiness of the data collection process. In the context of participant observation, the researcher employed standardized procedures and protocols to uphold the reliability of the gathered data. This encompassed the consistent use of the same observation sheet and maintaining uniformity in data recording methodologies.

3.6 Ethical Considerations

The research will be conducted with the utmost respect for the participants' rights and privacy. Informed consent will be obtained from all participants before the study begins. The participants will be informed about the nature and purpose of the study, their rights to withdraw from the study at any time, and the confidentiality and

anonymity of their responses. Participant's personal information will be kept confidential and will not be shared with anyone outside the research team. The study will be conducted following the ethical guidelines for research involving human subjects set forth by the university's Institutional Review Board (IRB).

CHAPTER 4. FINDINGS AND DISCUSSIONS

4.1. Results

This chapter delves into the meaning and significance of the data collected from the First tests, Second tests, questionnaires, and interviews conducted as part of the study on the impact of PBL on students' speaking performance at Le Loi High School. It analyzes and interprets the findings to address the research questions presented in Chapter II. By connecting the data to the study's conceptual framework, this chapter provides a deeper understanding of how PBL influences students' speaking abilities at Le Loi High School.

4.1.1 Speaking test results

4.1.1.1 First tests

To ensure fairness and consistency in measuring speaking skills before the research began, the speaking test conducted in March 2023 (during the middle of the second semester of the 2022-2023 school year) was used as the First test score for students participating in the survey. To guarantee the reliability of these scores, two independent teachers (teacher 1 and teacher 2) evaluated the speaking tests of group.

To determine the consistency between the two raters' scoring, the Pearson Correlation Coefficient was calculated using the SPSS software. The results of this analysis, show the correlation between teacher 1 and teacher 2 in both the Control group (CG) and Experimental group (EG), shown in the tables below.

		First-test CG T1	First-test CG T2
First-test_CG_T1	Pearson Correlation	1	.993**
	Sig. (2-tailed)		.000
	N	50	50
First-test_CG_T2	Pearson Correlation	.993**	1
	Sig. (2-tailed)	.000	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4. 1 Correlation of first test scores of the CG by two teachers

		First-test EG T1	First-test EG T2
First-test_EG_T1	Pearson Correlation	1	.994**
	Sig. (2-tailed)		.000
	N	54	54
First-test_EG_T2	Pearson Correlation	.994**	1
	Sig. (2-tailed)	.000	
	N	54	54

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4. 2 Correlation of first test scores of the EG by two teachers

The data in the tables shows that the two teachers (teacher 1 and teacher 2) agreed highly on the scores they gave students on the first test, in both the control group (CG) and the experimental group (EG).

- **Statistical significance:** The "Sig." value (less than 0.05) indicates a statistically significant relationship between the two teachers' scores in both groups.
- **Strong correlation:** The "Pearson Correlation Coefficient" (r) of 0.993 and 0.994 for CG and EG, respectively, signifies a very strong positive correlation between the teachers' scores.

Therefore, it can be concluded that the two teachers' scores are highly reliable, and the scores from teacher 1 can be used for further analysis.

Furthermore, the plots in Figure 4.1 suggest that the scores in both groups (CG and EG) are normally distributed. This is because the data points in the plots fall close to a straight line, which is an indication of normality in the data.

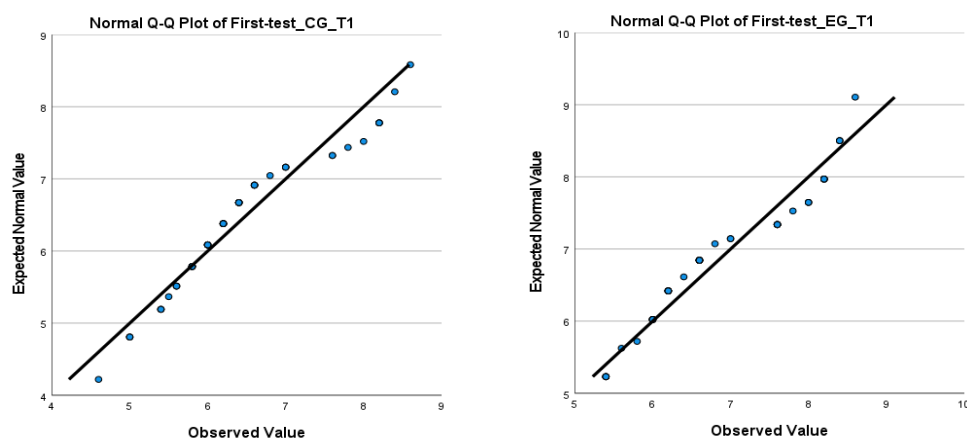


Figure 4.1 Descriptive statistics of First test scores

The reliability of the initial speaking test scores was confirmed before measuring the mean scores of the first tests for the control group (CG) and experimental group (EG). Table 4.3 indicates that the mean score for the first test in the CG was around 9.41, whereas the mean score for the first exam in the EG was about 9.34. The mean score of the control group ($M=9.41$, $SD=5.01$, $N=32$) is somewhat higher than the mean score of the experimental group ($M=9.34$, $SD=4.84$, $N=32$). There is a little discrepancy between the two values. An independent samples T-test was used to see if there was a statistically significant difference. The Levene's test for equality of variances resulted in a non-significant p-value of .498, indicating that the variances are equal. Therefore, it may be inferred that the criteria for equal variance were met. The T-test for equality of means resulted in a Sig. (2-tailed) value of .960, which is more than .05. The disparity in averages between the control group (CG) and experimental group (EG) is not statistically significant. Thus, the speaking performance of CG and EG was deemed equivalent prior to the intervention.

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
First_test_result	Control Group	50	6.652	1.0178	.1439
	Experimental Group	54	7.215	.9883	.1345

Table 4. 3 Descriptive statistics of First test scores

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
_test_results	Equal variances assumed	.465	.498	-.050	62	.960	-.06250	1.24310	-2.54742 2.42242
	Equal variances not assumed			-.050	61.838	.960	-.06250	1.24310	-2.54755 2.42255

Table 4. 4 Independent Sample T-Test of First test results

The table compares the performance of two student groups, the Control Group (CG) and the Experimental Group (EG), on their first test. It provides both descriptive statistics and statistical test results.

- Average scores: EG scored slightly higher (7.215) than CG (6.652) on average.
- Variability: Both groups showed similar variability in scores (around 1).
- Sample size: EG had a slightly larger sample size (54) than CG (50).
- Statistically significant difference: Despite the slight difference in average scores, statistical tests confirmed a significantly different average score between the two groups ($p < 0.005$). However, the direction of the difference (which group scored higher) depends on which set of test results are used, based on the assumption of equal variances.

With 95% confidence, researcher can conclude that the groups' average scores differ on the first test. However, further analysis is needed to determine which group scored higher and why, considering the study design, student characteristics, and teaching methods.

4.1.1.2 Second tests

To ensure the consistency of scoring for the second test, both the Control Group (CG) and the Experimental Group (EG) had their tests graded by two independent teachers (teacher 1 and teacher 2). This process aimed to verify the reliability of the scores before comparing them between the groups. In order to assess this reliability, the Pearson Correlation Coefficient was calculated in SPSS to analyze the correlation between the scores assigned by the two teachers for each group. The specific results of this analysis will be presented in tables: Table 4.5 show the correlation between teacher 1 and teacher 2 scores for the second test in CG, and Table 4.6 will show the same correlation for the second test in EG.

Correlations

		Second- test CG T1	Second- test CG T2
Second-test_CG_T1	Pearson Correlation	1	.850**
	Sig. (2-tailed)		.000
	N	50	50
Second-test_CG_T2	Pearson Correlation	.850**	1
	Sig. (2-tailed)	.000	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4. 5 Correlation of Second test scores of the CG by two teachers

Correlations

		Second- test EG T1	Second- test EG T2
Second-test_EG_T1	Pearson Correlation	1	.917**
	Sig. (2-tailed)		.000
	N	54	54
Second-test_EG_T2	Pearson Correlation	.917**	1
	Sig. (2-tailed)	.000	
	N	54	54

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4. 6 Correlation of Second test scores of the EG by two teachers

Both tables (4.5 and 4.6) show strong agreement between the two teachers who scored the second-tests in the Control Group (CG) and the Experimental Group (EG).

- Statistical significance: In both tables, the "Sig. (2-tailed)" value is less than 0.05, indicating a statistically significant relationship between the scores given by the two teachers.
- Strong correlation: The "Pearson Correlation Coefficient" (r) is 0.850 for CG and 0.917 for EG, which signifies a strong positive correlation between the scores of both teachers.

Therefore, conclude that the two teachers' scoring is highly reliable. Consequently, the scores from teacher 1 were chosen for further analysis in both groups.

Furthermore, similar to the first test scores, the second-test scores from both groups appear to be normally distributed. This is because the data points in the Normal Q-Q Plot (Figure 4.2) fall close to a straight line, which is an indication of

normality in the data.

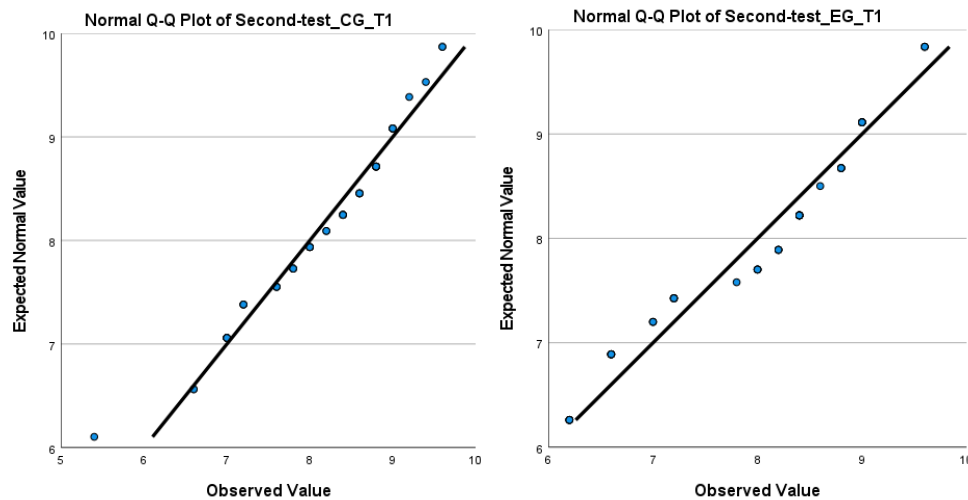


Figure 4.2. Normal Q-Q plots for speaking second test results

Table 4.7 shows that the CG had a slightly higher average score (8.092) compared to the EG (7.937). Despite the slight difference in favor of CG, the authors highlight the "dramatic difference" between the two groups, possibly due to the larger standard deviation in the CG (0.8864) compared to EG (1.0093). This suggests a wider range of scores within the CG.

An independent samples t-test was conducted to determine if this observed difference was statistically significant. Levene's test confirmed that the assumption of equal variances between the groups held ($\text{Sig.} = 0.117 > 0.05$). The t-test result ($\text{Sig. (2-tailed)} = 0.004 < 0.05$) indicated a statistically significant difference between the CG and EG second test means.

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Second-test_results	Control Group	50	8.092	.8864	.1254
	Experimental Group	54	7.937	1.0093	.1373

Table 4.7 Descriptive statistics of second test scores

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
_test_results	Equal variances assumed	2.527	.117	2.970	62	.004	2.53125	.85229	.82754	4.23496
	Equal variances not assumed			2.970	60.128	.004	2.53125	.85229	.82648	4.23602

The progress is evident from the chart:

Figure 4.2 Independent Sample T-Test of second test results

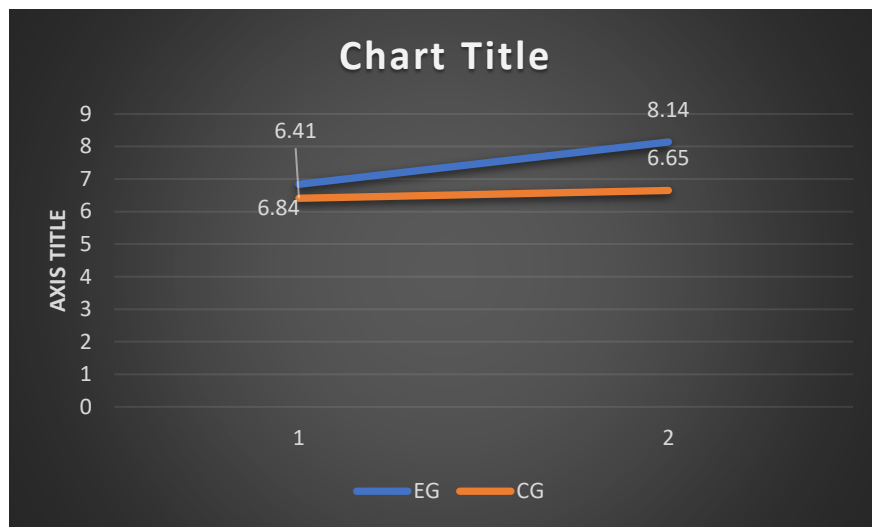


Table 4. 8 Comparison of means of first test and second test scores

4.1.2 The Survey's Findings for Students

The project utilizes the PBL approach to enhance students' speaking ability. The Cronbach's Alpha reliability coefficient table indicates that the project possesses high reliability.

The project's Alpha coefficient is 0.760, which surpasses the 0.7 threshold considered to be highly reliable. This demonstrates that the project exhibits a strong level of reliability in gauging the impact of PBL on students' speaking skills.

The survey aimed to gather insights into the factors that influence students' English-speaking skills. The researcher wanted to understand the challenges students face and pinpoint the root causes of their difficulties. The collected data was analyzed using descriptive statistics that included mean scores, the Likert Scale, and percentages, aligning with the study's initial research focus.

4.1.2.1 Frequency of Speaking Practice:

This data table provides insights into students' perceptions of their speaking practice frequency within PBL classes.

The majority agrees that PBL enhances confidence and speaking frequency: A combined 62% (30% + 32%) and 50% (20% + 30%) of students indicated agreeing or strongly agreeing that PBL enhances confidence in speaking English and participation in speaking activities, respectively. This suggests positive perceptions of PBL's impact on speaking practice frequency.

Neutral responses indicate room for improvement: The presence of neutral responses across all statements (ranging from 14% to 44%) suggests that while a portion of the students perceive benefits from PBL, a significant portion may not experience them as strongly or consistently.

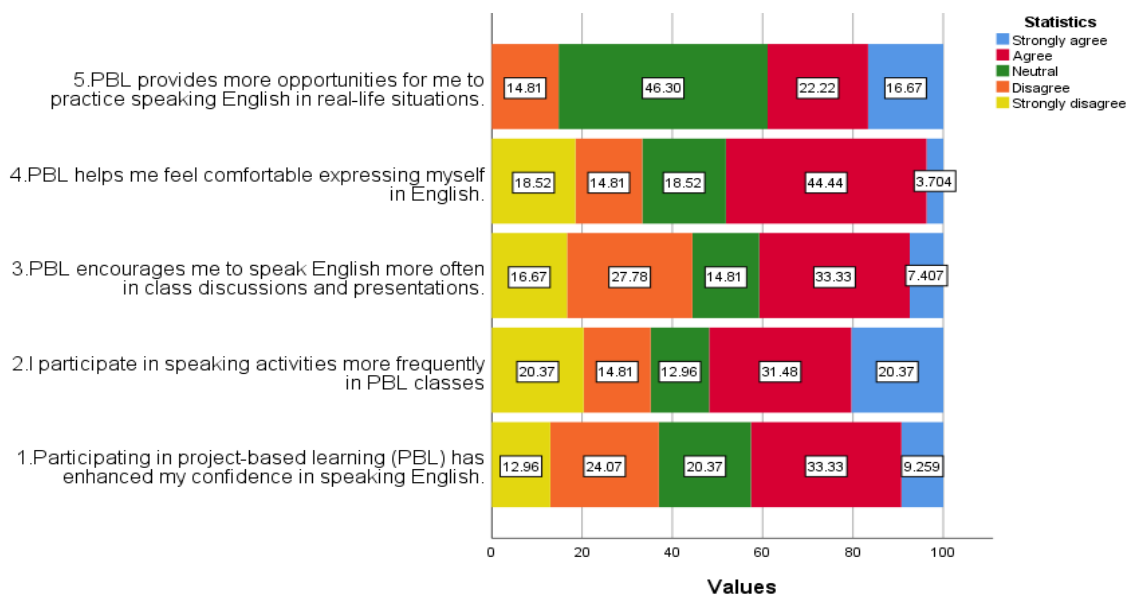


Table 4. 9 The Result of the perceptions of PBL responses

This revised data table offers insights into student perceptions of their speaking practice frequency within PBL classes. Resercher can analyze it through key perspectives:

❖ Overall Trends:

Confidence and comfort show positive trends: A combined 42.6% (9.3% + 33.3%) agree or strongly agree that PBL enhances confidence in speaking, and 48.1%

(3.7% + 44.4%) agree or strongly agree it helps them feel comfortable expressing themselves. These findings suggest positive trends in confidence and comfort levels related to speaking.

Participation and encouragement show mixed results: While some find increased speaking opportunities (20.4% + 31.5% agree) and feel encouraged to speak more in PBL (33.3% agree), others perceive less significant changes (statements 2 and 3) or even disagree (20.4% and 27.8% respectively). This highlights a need for understanding the factors influencing these contrasting experiences.

Real-life practice shows potential gap: A significant portion of students (46.3%) remains neutral on whether PBL provides opportunities for real-life practice. This suggests a potential gap between the PBL activities and their perceived connection to real-life situations.

❖ **Differences from Initial Data:**

Lower agreement percentages: Compared to the initial data (where percentages were generally higher), this revised data shows lower agreement percentages across all statements. This could indicate potential sampling differences or variations in the student population, suggesting the need to consider these factors when interpreting the findings.

❖ **Specific Observations:**

Statement 1 (confidence): While a combined 42.6% agree with increased confidence, a significant portion (24.1% + 13%) remains neutral or disagrees. Researching the specific elements of PBL that contribute to confidence might be beneficial.

Statement 2 (speaking activities): Similar to statement 1, mixed perceptions exist. Examining the types of speaking activities offered in PBL and their perceived effectiveness in engaging students could be helpful.

Statement 3 (speaking in class): This statement shows the highest disagreement (27.8%). Investigating why some students don't feel encouraged to speak in PBL class discussions and presentations can provide valuable insights.

Statement 4 (comfort level): Despite the highest percentage agreeing (44.4%), a combined 36.3% (14.8% + 18.5%) disagree or are neutral. Exploring how PBL activities create a supportive environment for expressing oneself might be fruitful.

Statement 5 (real-life practice): The high neutral response (46.3%) suggests the need for further analysis of PBL activities and their design to bridge the gap between PBL and real-life speaking situations.

The revised data suggests a mixed picture regarding the impact of PBL on speaking practice frequency. While some students report positive outcomes in terms of confidence, comfort, and speaking opportunities, others perceive less significant changes or even potential drawbacks. Further research focusing on specific aspects of PBL activities, student experiences, and potential sampling differences can provide deeper insights and help refine PBL practices to enhance speaking practice frequency and connect it more effectively to real-life situations for all students.

4.1.2.2 Speaking Confidence:

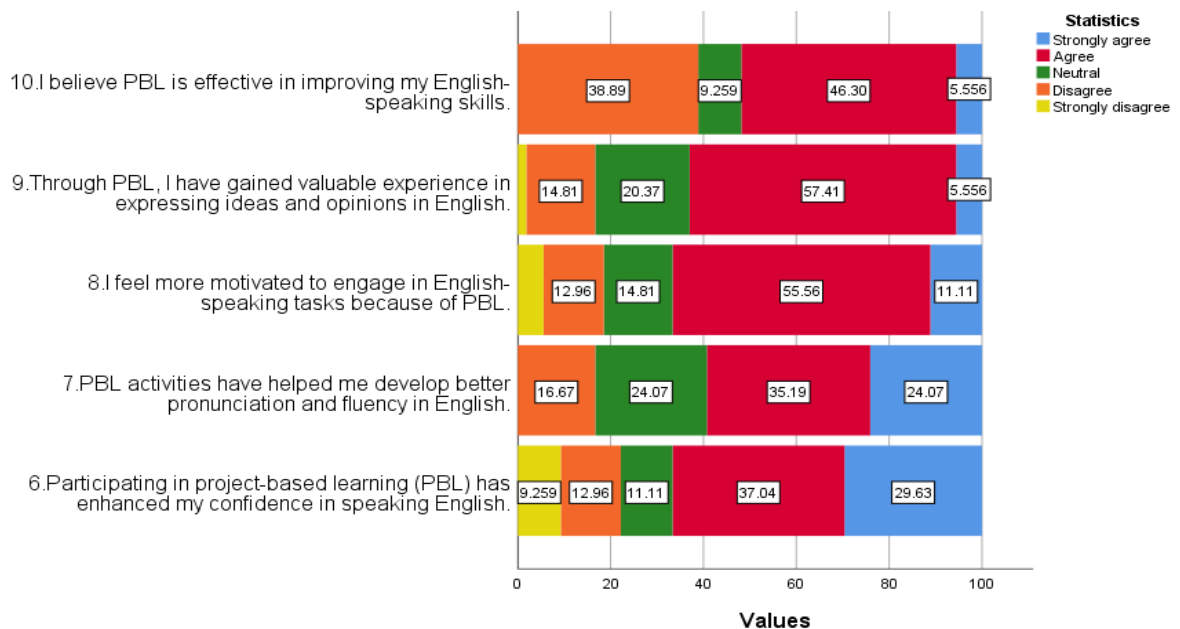


Table 4. 10 The result of the Speaking Confidence

This data table reveals student perceptions of their speaking confidence within PBL classes. Here's an analysis of the key findings:

❖ Overall Positive Trends:

Majority agrees on positive impact: A majority of students (ranging from 46.3% for statement 10 to 57.4% for statement 9) agree that PBL has positively impacted their confidence (46.3%), experience in expressing ideas (57.4%), and motivation to engage in speaking tasks (55.6%). This suggests a generally positive perception of PBL's influence on speaking confidence.

High agreement for expressing ideas and motivation: Notably high percentages of students agree with PBL helping them gain experience in expressing ideas (57.4%) and increasing their motivation to engage in speaking tasks (55.6%). This indicates that PBL activities might be particularly effective in these areas.

❖ **Areas for Potential Improvement:**

Significant "disagree" responses for statement 10: While a combined 51.9% (46.3% agree + 5.6% strongly agree) perceive PBL as effective in improving speaking skills, a noteworthy percentage (38.9%) disagrees. Investigating the factors influencing this disagreement is crucial to understand why some students may not experience the same level of improvement.

Neutral and disagreeing responses across statements: While the majority agrees with positive impacts, there are still notable percentages of students who are neutral or disagree across all statements (ranging from 5.6% to 24.1%). This suggests the need for further exploration to understand the factors influencing these varying perceptions.

❖ **Specific Findings:**

Statement 6: While almost 67% agree or strongly agree with increased confidence, a combined 22.3% disagree or are neutral. Researching specific features of PBL activities that contribute to confidence building might be beneficial.

Statement 7: A combined 59.3% agree with improved pronunciation and fluency, but 16.7% disagree. Analyzing how PBL activities address pronunciation and fluency can help identify areas for improvement.

Statement 8: This statement has the highest agreement (55.6%) on increased motivation, suggesting PBL activities are generally effective in motivating students

to engage in speaking tasks.

Statement 9: The highest overall agreement (57.4%) exists with PBL helping students gain experience in expressing ideas, indicating its effectiveness in this area.

Statement 10: While 46.3% agree that PBL is effective in improving speaking skills, a significant 38.9% disagrees. Further research is needed to understand why some students don't find PBL effective in improving their speaking skills.

The data suggests that PBL has a generally positive impact on students' speaking confidence, motivation, and experience in expressing ideas. However, there are areas for improvement, particularly in addressing the needs of students who may not perceive the same level of benefit and in understanding why some students don't find PBL effective in improving their speaking skills. Continued research and analysis of the specific PBL activities and their design in relation to each aspect can help identify areas for improvement and enhance the overall effectiveness of PBL in fostering speaking confidence for all students.

4.1.2.3 Skill Development:

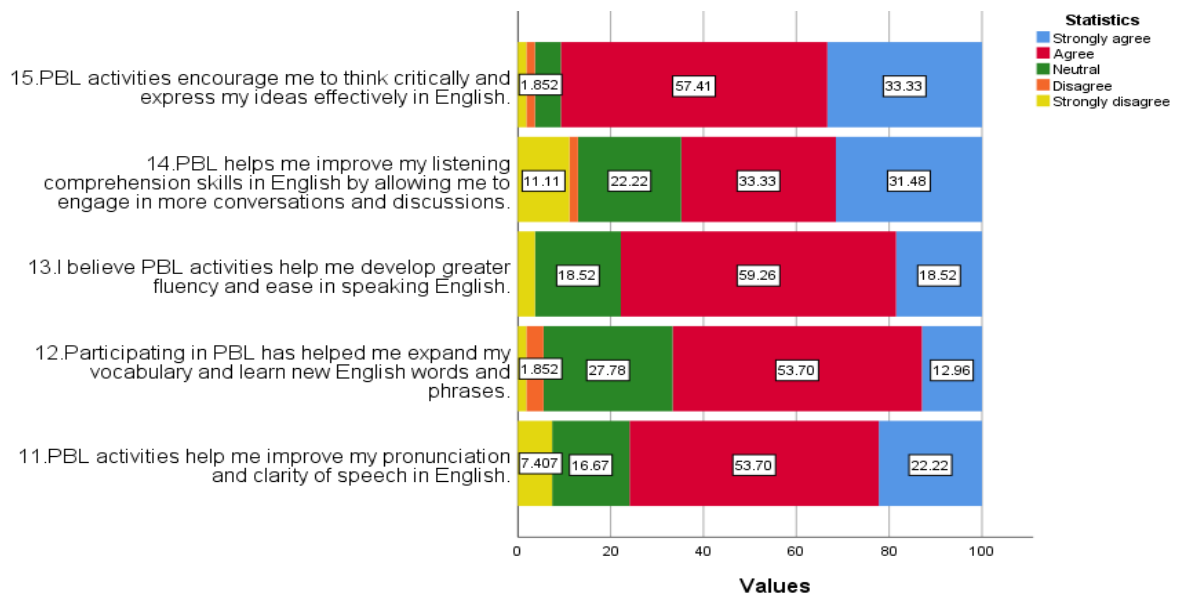


Table 4. 11 The result of the skill development

This data table provides insights into students' perceptions of their skill development through PBL activities, focusing on pronunciation, vocabulary, fluency, listening, and critical thinking. Here's a breakdown of the key findings:

❖ **Positive Trends:**

Majority agrees on benefits: A majority of students (ranging from 53.7% to 59.3%) agree that PBL activities help them improve their pronunciation and clarity (53.7%), expand their vocabulary (53.7%), develop fluency and ease in speaking (59.3%), and express ideas effectively (57.4%). This suggests a generally positive perception of PBL's impact on several key speaking skills.

High agreement for critical thinking and listening (33.3% each): A significant percentage of students agree that PBL encourages them to think critically (33.3%) and improve listening comprehension (33.3%). This indicates that PBL activities might effectively promote these skills beyond just speaking.

❖ **Areas for Potential Exploration:**

Limited "strongly agree" responses: While the majority agrees on benefits, the percentage of students strongly agreeing (ranging from 13% to 33.3%) is generally lower compared to the "agree" category. This suggests that while PBL activities help many students, they may not be equally impactful for everyone.

Neutral and disagreeing responses: While most responses fall into the "agree" category, there are still notable neutral and disagreeing percentages for all statements (ranging from 1.9% to 27.8%). This indicates that further investigation is needed to understand why some students may not perceive the same level of improvement in these skills through PBL.

❖ **Specific Findings:**

Statement 11: While 53.7% agree with improvement in pronunciation and clarity, a combined 24.1% are neutral or disagree. Analyzing how PBL activities specifically address pronunciation and clarity issues might be beneficial.

Statement 12: A similar positive trend exists with vocabulary expansion, with only 5.6% disagreeing. This suggests that PBL activities are generally effective in helping students learn new vocabulary.

Statement 13: Similar to statement 12, 59.3% agree with improved fluency and ease in speaking. This aligns with the positive trend observed in speaking

confidence data, suggesting PBL's positive impact on overall speaking skills.

Statement 14: Both agreeing (33.3%) and disagreeing (13%) responses exist for listening improvement. Further exploration into how PBL activities are designed to foster listening skills might be necessary.

Statement 15: High agreement (57.4%) exists with PBL encouraging critical thinking, suggesting its effectiveness in promoting this skill alongside speaking development.

The data suggests that PBL activities have a generally positive impact on students' speaking-related skills like pronunciation, vocabulary, fluency, and expressing ideas. However, there are areas for further exploration and improvement, particularly in addressing the needs of students who may not perceive the same level of benefit and in understanding why some students don't find PBL activities helpful for developing listening skills. Continued research and analysis of the specific PBL activities and their design in relation to each skill can help identify areas for improvement and enhance the overall effectiveness of PBL in fostering the development of a wider range of skills in students.

4.1.2.4 Collaboration and Communication:

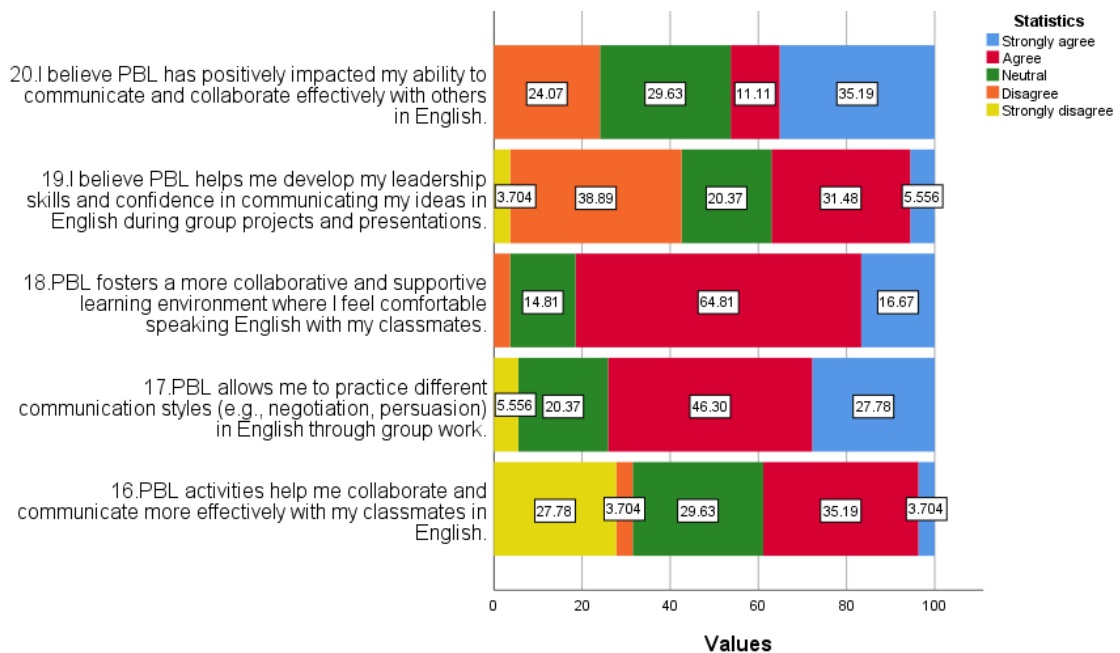


Table 4. 12 The result of the Collaboration and Communication

This data table reveals student perceptions of collaboration and communication within PBL classes. Here's a breakdown of the key findings:

❖ **Mixed Results:**

Overall, the findings are mixed. While some statements show positive trends, others indicate potential areas for improvement.

Statements 18 and 20: These statements show the most positive trends. A combined 81.5% (64.8% + 16.7%) agree or strongly agree that PBL fosters a collaborative and supportive environment (statement 18), and 46.3% agree that PBL positively impacts communication and collaboration (statement 20). This indicates that PBL can create a positive learning environment and benefit some students in developing collaborative and communication skills.

❖ **Areas for Potential Improvement:**

Statements 16 and 19: These statements show the least positive trends. Only 38.9% (3.7% + 35.2%) agree or strongly agree that PBL directly helps them collaborate and communicate more effectively (statement 16), and only 37.1% (5.6% + 31.5%) agree or strongly agree that PBL helps develop leadership and confidence in communicating ideas (statement 19). This highlights potential areas for examining how PBL activities can be designed to more effectively promote collaboration, communication, and leadership skills.

Statement 17: While 46.3% agree, a significant portion (26% combined neutral and disagree) are not sure if PBL allows them to practice different communication styles. This suggests a need to explore how PBL activities are structured and facilitated to ensure they provide opportunities for practicing diverse communication styles.

❖ **Specific Findings:**

Statement 16: While some students perceive benefits (38.9%), a significant portion (27.8% disagree + 29.6% neutral) may not experience the same level of improvement in collaboration and communication. Analyzing how PBL activities

facilitate collaboration and communication within groups could be helpful.

Statement 17: While many agree (46.3%), further investigation into how PBL activities are designed to explicitly target different communication styles like negotiation and persuasion might be beneficial.

Statement 18: The high agreement (combined 81.5%) suggests that PBL can effectively create a positive and supportive learning environment conducive to collaboration and communication. Analyzing the specific elements of PBL that contribute to this environment could be valuable.

Statement 19: The significant disagreement (38.9%) necessitates exploring how PBL activities can foster leadership skills and confidence in communicating ideas within groups. Analyzing how group projects are structured, roles are assigned, and feedback is provided could be insightful.

Statement 20: While 35.2% agree, the combined neutral (29.6%) and disagreeing (24.1%) responses suggest that PBL's impact on communication and collaboration may not be equally beneficial for all students. Examining student experiences and the effectiveness of various PBL activities can help identify areas for improvement.

The data suggests that PBL can create a positive environment and benefit some students in developing collaborative and communication skills. However, there are areas for improvement in ensuring PBL activities effectively promote these skills for all students. Further research and analysis of the specific PBL activities and their design in relation to collaboration, communication, and leadership development are necessary to enhance the overall effectiveness of PBL in fostering these vital skills.

4.1.2.5 Overall Effectiveness:

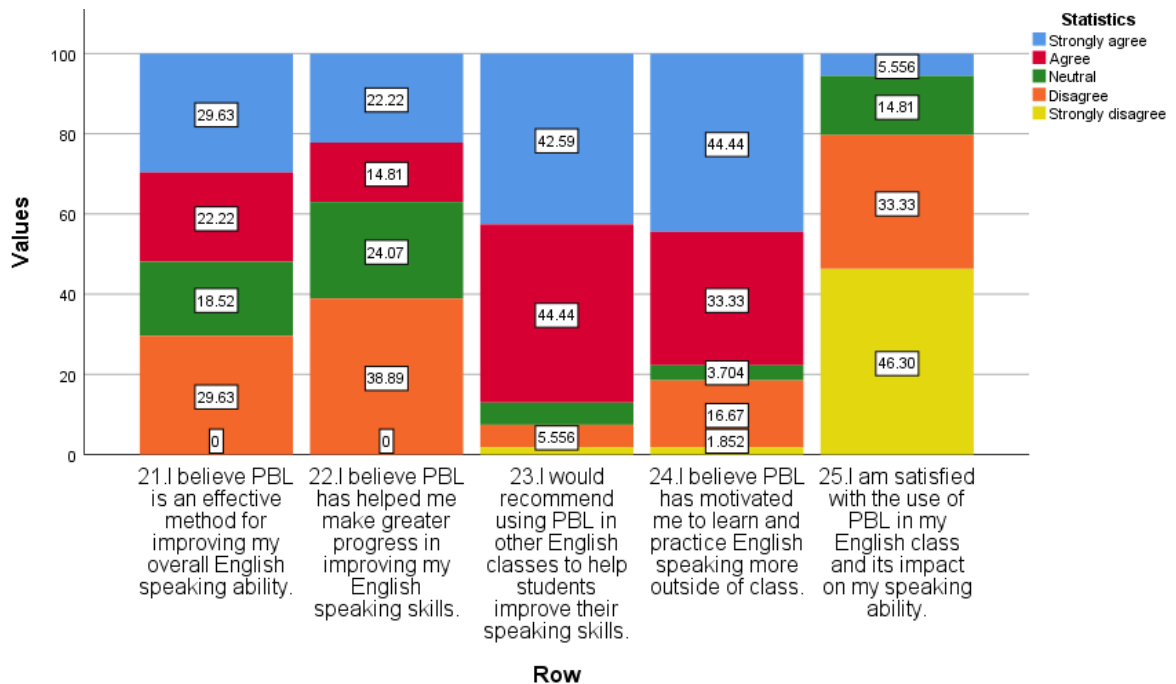


Table 4. 13 The result of the overall effectiveness

This data table reveals student perceptions of the overall effectiveness of PBL in improving their English speaking abilities. Here's an analysis of the key findings:

❖ Mixed Views on Effectiveness:

Statements 21 and 22: These statements show mixed views on PBL's effectiveness as a method for improving speaking ability. While some agree (51.8% for statement 21 and 37% for statement 22), a significant portion disagrees (29.6% for both statements). This suggests PBL may not be equally effective for all students in improving their speaking skills.

Statement 25: This statement shows the most negative trend with 79.7% (33.3% disagree + 46.3% strongly disagree) expressing dissatisfaction with PBL's impact on speaking ability. This highlights a need to understand the factors influencing this dissatisfaction.

❖ Positive Trends in Motivation and Recommendation:

Statement 23: A high percentage of students (87% combined agree and strongly agree) would recommend PBL for improving speaking skills in other English

classes. This suggests that even if some students may not perceive a direct improvement in their own speaking abilities, they acknowledge the potential benefit for others.

Statement 24: A high percentage (77.7% combined agree and strongly agree) report being motivated by PBL to learn and practice speaking outside of class. This indicates a positive impact of PBL on motivation, even if students may not perceive a direct improvement in speaking skills within the class itself.

❖ **Specific Findings:**

While 29.6% agree that PBL is effective, the same percentage disagrees. Researching the specific aspects of PBL activities that contribute to perceived effectiveness or ineffectiveness could be beneficial. Similar to statement 21, a combined 53.7% disagree or are neutral regarding PBL's impact on progress in speaking skills. Investigating the design and implementation of PBL activities to understand why some students don't perceive progress might be necessary. The high agreement (87%) for recommending PBL suggests students see its potential benefit for others, even if they don't experience the same personally. Exploring the reasons behind this positive perception for recommendation could be insightful. The high agreement (77.7%) on increased motivation highlights a positive indirect impact of PBL, even if students don't perceive direct improvement in speaking skills within the class. Analyzing how PBL activities foster motivation to practice outside of class could be valuable. In the statement 25, the significant dissatisfaction (79.7%) necessitates further investigation into student experiences with PBL and understanding the factors contributing to their dissatisfaction with its impact on speaking ability.

The data suggests mixed views on the overall effectiveness of PBL in improving speaking skills. While some students perceive benefits and recommend PBL for others, a significant portion disagrees. PBL seems to have a positive impact on motivation, but its direct impact on speaking skills may vary. Further research and analysis of the specific PBL activities, student experiences, and factors influencing both positive and negative perceptions are crucial to understand how PBL can be

effectively implemented to improve speaking skills for all students.

4.2. Discussion

This chapter builds upon the discoveries outlined in the preceding section by delving into a discourse on those findings about previous research. It's structured around two main themes addressing two study inquiries: enhancing speaking skills and learners' perceptions of PBL utilization.

(1) How does PBL affect students' speaking skills at Le Loi High School?

The research conducted at Le Loi High School has revealed a positive impact of project-based learning (PBL) on students' speaking skills. Through a comparative analysis between the PBL group and the control group, substantial improvements were observed across various aspects of speaking, including accuracy, grammar, vocabulary, pronunciation, intonation, and fluency among participants engaged in PBL. These findings are consistent with prior research demonstrating the efficacy of PBL in enhancing communication and collaboration skills among students.

One key factor contributing to the positive influence of PBL on speaking skills is the increased opportunities for speaking practice that PBL offers. By promoting active participation and collaboration within a real-world context, PBL provides students with frequent opportunities to engage in oral communication, leading to enhanced proficiency over time. Moreover, the authenticity of tasks and projects in PBL plays a significant role in motivating students to participate in meaningful communication. When tasks are aligned with students' interests and relevant to their experiences, they are more likely to invest effort and enthusiasm in verbal interactions, thereby refining their speaking abilities.

Additionally, PBL fosters the development of critical thinking and problem-solving skills, which in turn contribute to effective communication. Through PBL activities, students are challenged to analyze complex problems, articulate their thoughts, and justify their ideas during discussions and presentations. This cognitive engagement not only strengthens their ability to communicate clearly but also cultivates confidence in expressing ideas coherently.

Furthermore, teacher support and guidance are instrumental in facilitating students' speaking skills within the PBL framework. Teachers play a crucial role in structuring and scaffolding PBL tasks, providing feedback, and offering constructive guidance throughout the project. By nurturing a supportive learning environment, teachers empower students to navigate challenges, refine their speaking techniques, and develop self-assurance in their communication abilities.

In short, the research findings underscore the positive impact of PBL on students' speaking skills at Le Loi High School. The collaborative and authentic nature of PBL tasks, coupled with the emphasis on critical thinking and problem-solving, contribute significantly to students' improvement in various facets of speaking. Moreover, the role of teachers as mentors and facilitators within the PBL process is pivotal in nurturing students' speaking proficiency. Integrating PBL into language education not only enhances students' communication skills but also equips them with essential competencies for academic and real-world contexts. This emphasizes the importance of taking advantage of innovative pedagogical methods such as PBL to promote comprehensive language development in high school students in general and Le Loi High School in particular.

(2) What are the specific aspects of speaking (e.g., fluency, pronunciation, vocabulary use) that are impacted by PBL?

Firstly, regarding fluency, PBL provides ample opportunities for students to engage in extended speaking tasks, such as presentations, discussions, and project updates. This continuous practice helps students develop a smoother and more fluent delivery of their ideas over time.

Secondly, pronunciation is another aspect affected by PBL. Through collaborative activities and real-world projects, students often need to communicate clearly and effectively. As a result, they become more conscious of their pronunciation and work towards clearer articulation to convey their messages accurately.

Additionally, vocabulary use is enriched through PBL. Students encounter new terms and phrases relevant to their projects, expanding their vocabulary

repertoire. They learn to apply these words in context, enhancing their ability to express themselves precisely and creatively.

Furthermore, PBL fosters confidence in speaking. By engaging in meaningful projects, students become more comfortable expressing their thoughts and ideas in front of peers and teachers, which contributes to overall speaking proficiency.

It is important to note that these impacts may vary depending on the specific design and implementation of PBL activities. Future research could investigate the nuances of PBL's influence on each aspect of speaking to inform effective language teaching practices and curriculum development.

CHAPTER 5. CONCLUSION

This research investigated the impact of PBL on student speaking performance at Le Loi High School. By addressing two key research questions, the study revealed significant benefits associated with implementing PBL in the classroom.

5.1 Conclusion

The progress observed across task completion and coherence, grammatical correctness and range, vocabulary accuracy and range, as well as pronunciation, intonation, and fluency among 11th-grade students at Le Loi High School highlights the effectiveness of project-based learning in fostering comprehensive language skills. PBL provides a dynamic and engaging platform for students to apply language knowledge authentically, promoting holistic language development and communicative competence. The collaborative and experiential nature of PBL cultivates critical thinking, problem-solving, and effective communication skills essential for academic success and real-world interactions. Ultimately, the positive outcomes observed underscore the value of integrating PBL into language education to enhance students' language proficiency and prepare them for future academic and professional endeavors.

Firstly, concerning task completion and coherence, students engaged in PBL exhibited notable improvements. By working on extended projects that required planning, organization, and collaboration, students learned to structure their ideas coherently to achieve project objectives. The process of designing and completing projects enhanced students' ability to manage tasks effectively and present their ideas logically within the context of their projects.

Secondly, in terms of grammatical correctness and range, PBL facilitated substantial progress among students. Through project activities, students were exposed to authentic language use, allowing them to practice and apply grammatical structures in meaningful contexts. The collaborative nature of PBL encouraged

students to experiment with diverse sentence patterns and complex grammatical forms, leading to enhanced grammatical accuracy and versatility in their spoken and written language.

Thirdly, vocabulary accuracy and range were significantly enhanced through participation in PBL projects. Students encountered a wide range of vocabulary related to project topics, enabling them to expand their lexicon and use specialized terms appropriately. The practical application of vocabulary in project presentations and discussions fostered deeper understanding and increased confidence in using domain-specific language, enriching students' overall vocabulary proficiency.

Moreover, pronunciation, intonation, and fluency showed notable improvement as a result of engaging in PBL activities. Regular opportunities for oral presentations, discussions, and collaborative interactions within project teams allowed students to refine their pronunciation, intonation, and overall fluency. Peer and teacher feedback during PBL tasks encouraged students to focus on articulation, stress, and rhythm, leading to increased clarity and fluency in spoken English.

PBL fosters diverse speaking skills: The analysis of the research findings underscores that PBL positively impacts diverse speaking skills. This aligns with previous studies emphasizing the benefits of PBL for developing strong communication and collaborative abilities.

❖ **Interactional Skills:**

PBL necessitates ongoing collaboration and discussion, fostering the ability to effectively take turns, listen attentively, respond thoughtfully, and build upon the ideas of others.

Engaging in project-related negotiations and problem-solving requires students to persuade, justify opinions, and respectfully navigate disagreements – all critical communication skills.

❖ **Presentation Skills:**

Projects typically culminate in presentations or showcases, requiring students to organize their thoughts, create supporting materials, and speak confidently to an audience.

PBL provides multiple opportunities to practice delivery, eye contact, appropriate volume, and the use of visuals, leading to enhanced presentation abilities.

❖ **Informational and Explanatory Skills:**

As students research project topics, they must synthesize information, explain complex concepts clearly, and respond to questions effectively.

PBL tasks demand the ability to adapt language for various audiences (peers, teachers, etc.) and contexts (informal discussions, formal presentations), further developing communication flexibility.

❖ **Critical Thinking and Questioning Skills:**

PBL encourages higher-order thinking, prompting students to analyze information, evaluate alternatives, and justify solutions. This necessitates asking probing questions and defending viewpoints during discussions.

The open-ended nature of PBL projects fosters the development of inquiry skills, leading to a greater ability to articulate questions and explore ideas.

❖ **Intercultural Communication Skills**

PBL often tackles real-world problems or scenarios, encouraging students to consider diverse perspectives and respect different viewpoints.

Collaborating with students from diverse backgrounds can further enhance intercultural understanding, promoting adaptability in communication styles and awareness of cultural sensitivities.

❖ **Alignment with Previous Research**

These findings resonate with existing research highlighting the role of PBL in fostering:

Communication Skills: PBL provides opportunities to practice communication through various modes and contexts.

Collaborative Skills: Teamwork is integral to PBL, developing students' ability to work effectively with others.

In conclusion, PBL's impact on speaking goes beyond basic proficiency. It contributes to a wide range of communication skills, preparing students for the diverse speaking demands they'll encounter in academic settings and beyond.

5.2 Implications

PBL as a valuable pedagogical tool: These findings highlight the potential of PBL as a valuable pedagogical tool for promoting speaking skills in high school settings like Le Loi High School.

Benefits beyond immediate performance: By encouraging active participation, research, and presentation, PBL cultivates communication skills in a real-world context, potentially impacting long-term learning and academic success.

5.3 Limitations and recommendations

Generalizability: This study's findings are limited to Le Loi High School and may not be directly generalizable to other contexts. Future research with larger and more diverse samples can contribute to broader understanding.

Long-term impact: While the study explores immediate outcomes, further research could investigate the long-term influence of PBL on students' speaking skills and academic performance.

Overall, this research contributes to the growing body of evidence supporting the effectiveness of PBL in enhancing student speaking skills. By implementing PBL with careful consideration of individual needs and context, educators can unlock its potential to create engaging and effective learning environments that foster communication skills and contribute to student success in language learning at Le Loi High School and beyond.

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APPENDIXES

APPENDIX 1. SURVEY QUESTIONNAIRE (English Version)

Topic: THE IMPACT OF PROJECT-BASED LEARNING ON STUDENT'S SPEAKING PERFORMANCE AT LE LOI HIGH SCHOOL

Dear participants,

Thank you for taking the time to respond to this survey. Your feedback is essential to our research. All responses will be kept completely anonymous, so please answer with complete honesty and openness.

*This survey is part of a research project aimed at understanding the **The Impact of Project-Based Learning on Student's Speaking Performance at Le Loi High School**. If you have any questions about the survey or the research project, please don't hesitate to contact us. Thank you for your participation.*

Sincerely,

PART A. PERSONAL INFORMATION

Put a tick (✓) on your answers

- What is your gender? ☐ Male ☐ Female
 - Which class are you in?
 - How long have you been learning English?years
 - How often you practice your English speaking skills:?
- ☐ always ☐ usually ☐ often
☐ sometimes ☐ seldom ☐ never

PART B: QUESTIONNAIRE CONTENT

Common problems of learning English listening comprehension skills encountered by 10th graders and sources of difficulties:

Put a tick (✓) on each item that represents your opinion according to this scale:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

No.	CONTENT	1	2	3	4	5
Frequency of Speaking Practice						
1	Participating in project-based learning (PBL) has enhanced my confidence in speaking English.					
2	I participate in speaking activities more frequently in PBL classes					
3	PBL encourages me to speak English more often in class discussions and presentations.					
4	PBL helps me feel comfortable expressing myself in English.					
5	PBL provides more opportunities for me to practice speaking English in real-life situations.					
Speaking Confidence						
6	Participating in project-based learning (PBL) has enhanced my confidence in speaking English.					
7	PBL activities have helped me develop better pronunciation and fluency in English.					
8	I feel more motivated to engage in English-speaking tasks because of PBL.					
9	Through PBL, I have gained valuable experience in expressing ideas and opinions in English.					

10	I believe PBL is effective in improving my English-speaking skills.					
Skill Development						
11	PBL activities help me improve my pronunciation and clarity of speech in English.					
12	Participating in PBL has helped me expand my vocabulary and learn new English words and phrases.					
13	I believe PBL activities help me develop greater fluency and ease in speaking English.					
14	PBL helps me improve my listening comprehension skills in English by allowing me to engage in more conversations and discussions.					
15	PBL activities encourage me to think critically and express my ideas effectively in English.					
Collaboration and Communication						
16	PBL activities help me collaborate and communicate more effectively with my classmates in English.					
17	PBL allows me to practice different communication styles (e.g., negotiation, persuasion) in English through group work.					

18	PBL fosters a more collaborative and supportive learning environment where I feel comfortable speaking English with my classmates.					
19	I believe PBL helps me develop my leadership skills and confidence in communicating my ideas in English during group projects and presentations.					
20	I believe PBL has positively impacted my ability to communicate and collaborate effectively with others in English.					
Overall Effectiveness						
21	I believe PBL is an effective method for improving my overall English speaking ability.					
22	I believe PBL has helped me make greater progress in improving my English speaking skills.					
23	I would recommend using PBL in other English classes to help students improve their speaking skills.					
24	I believe PBL has motivated me to learn and practice English speaking more outside of class.					
25	I am satisfied with the use of PBL in my English class and its impact on my speaking ability.					

If you also confront other listening comprehension difficulties not listed in the above table, please write here:

.....

.....

Thanks for your response!

APPENDIX 2. INTERVIEW TRANSCRIPTS (English Version)

Structured interview focus on the group:

First of all, I would like to express my sincere gratitude to all the teachers who have agreed to participate in this interview and for your enthusiastic contributions. The interview will take approximately 20-30 minutes. However, at any time, if you wish to stop the interview, your request will be gladly accepted.

This study aims to identify the difficulties that grade 11 students at Le Loi High School face in learning English speaking skills. Furthermore, the study investigates the causes of the lack of confidence that hinders grade 11 students from developing this skill. The goal is to find more solutions to support and help students overcome these difficulties.

The interview is conducted with a respectful approach and does not aim to evaluate or criticize your English proficiency. With your permission, the interview will be recorded to carefully preserve important data. No personal information will be disclosed from this interview.

If you have no questions, we will proceed to the first question.

1. When communicating with a native speaker, how many percentages can you listen to understand what he or she said?

- **S1:** I can understand about 70%.
- **S2:** When communicating with foreigners, I can understand 90%, even sometimes 100% what he/ she says.
- **S3:** I can gain from 70-80% of what the native speakers say.
- **S6:** My listening comprehension ability is about 50%, sometimes 60% when talking to native speakers.
- **S7:** For my listening comprehension competence, I only gain 30% of the speaker's message.

2. In your opinion, does project-based learning make English classes more interesting and engaging? Why or why not?

- **S1:** I believe that project-based learning can make English classes more interesting and engaging. This is because the project requires positivity and interaction, helping you apply knowledge into practice and develop skills creatively and naturally.

- S2: Yes, because project-based learning promotes the active, interactive, and practical application of knowledge, encouraging creativity and collaboration in the English classroom.

3. Can you briefly introduce yourself, mention your grades, and what experiences you have had while studying project-based at Le Loi High School?

- Hello, my name is Dat, I am a student in class 11B2 at Le Loi High School. My English score in 10th grade was pretty average. My score improved significantly in HKI in 11th grade when the teacher let us get points through project work. I had the opportunity to participate in interesting group projects such as creating promotional videos, organizing cultural events, and researching local culture. These experiences have helped me develop effective communication, creativity, and teamwork skills.

4. How do you feel about project-based learning compared to more traditional language teaching methods?

- Student1: Hello, my name is, I am a student of class 11B.... of Le Loi High School, I feel project-based learning is more interesting and engaging than traditional language teaching methods. Project-based learning helps us apply knowledge into practice, encouraging creativity and collaboration in the classroom. This makes the process of learning English more vivid and meaningful for me.
- Student2 :I feel very positive about project-based learning compared to traditional teaching methods. Project-based learning helps you apply knowledge to practice and develop skills creatively and naturally. It also encourages collaboration and creates a motivating and enjoyable learning environment.

5. After participating in project-based learning activities, do you feel that your speaking ability, including confidence, fluency, and accuracy, has changed? In what ways?

- Student 1: Yes, after participating in project-based learning activities, I feel my speaking ability has improved significantly. I am more confident when I have to present my opinions and can express myself more fluently and accurately. Through participating in projects, I have had the opportunity to practice speaking and communicate more naturally and flexibly.
- Student 2: My speaking ability has changed significantly after participating in the projects. Previously, I was quite shy when giving presentations, now I confidently

present my ideas in front of a crowd. Thanks to practicing presenting many times, I speak more fluently, stumble less, and organize my ideas more logically. Research and discussion help you use language accurately and appropriately in context. Problem-solving and teamwork skills also improved significantly. Project-based learning is an effective method to help improve students' speaking ability.

6. Have you encountered any challenges working on projects that require English speaking? How did you overcome these challenges?

- **S1:** Yes, I have encountered some challenges when working on projects that require English speaking. One of the main challenges is overcoming anxiety and feeling unconfident when speaking English in front of a group of people. However, she overcame these challenges by practicing speaking every day, seeking support from friends and teachers, and constantly trying to improve her communication abilities.

- **S2:** Through project-based learning, I discovered many of my shortcomings such as:

✓ First of all, language difficulties such as limited English vocabulary make it difficult for me to express ideas accurately and fluently. Using incorrect grammar is also a reason I'm afraid to express my opinion in English. Mispronouncing can make it difficult for listeners to understand and reduce your self-confidence.

✓ Next is difficulty in skills such as presentation skills. I often feel nervous and lack confidence when presenting in front of a crowd, especially in English. Difficulty in communicating and coordinating with group members, especially when needing to express ideas to foreign teachers.

Lecturers' interview:

1. How do you assess the engagement and motivation levels of students when participating in project-based learning activities?

- **T1:** We need to provide students the freedom to be critical thinkers and problem solvers. Besides, we should place the students in situations that require authentic use of language in order to communicate and to present. Thus, the project can help recognize Students' own English ability and improve English language skills in real. Students are assigned projects for a particular time frame through which they answer a problem for

a real audience. This lets students develop deep content knowledge & critical thinking and enhances creativity & communication skills.

- **T2:** Most of the students raise their awareness of the project assigned. They organize and design the presentation based on their thought through the teacher's instructions. Moreover most students nowadays are familiar with using digital technology in their schoolwork, therefore, they can use their technological skills to participate in project activities to discuss together and cooperate with the other teams. However, the disadvantages are that only not many students try their best to engage in this because of communicating skills.

2. In what ways does project-based learning support the goals set by the Board of Trustees for English language proficiency?

- **T1:** This project-based learning support the Board of Trustees to identify the strengths and weaknesses of each student and to provide specific performance evaluation that is tailored to their individual needs.

- **T2:** Compared to High school students, project-based learning has been going on smoothly towards Middle school students due to their early knowledge. Nevertheless, in order to promote leaning English, teachers work actively in the hope of strengthening students' English learning quality

3. How do you see project-based learning aligning with the objectives outlined in the new national curriculum for English language education?

- **T1:** Project-based learning (PBL) is a powerful pedagogy that engages students in authentic, meaningful, and collaborative learning experiences. However, designing and implementing a PBL curriculum can be challenging, especially if you need to align it with the needs and goals of your school.

- **T2:** Project-based learning exploits the main points in the curriculum, Besides teachers discover the students' strengths and this helps students confident in the public.

4. Have you observed any changes in students' speaking abilities after participating in project-based learning activities? Example?

- **T1:** Project based learning gives benefits to the students, such enhancing teamwork skill, higher-order thinking skill, presentation skill, and increasing self-confident in using the language. Students learn how to work systematically by doing project work. At the beginning, the teacher supports students, and then students start doing it by

themselves. They start, proceed and are able to fulfill the task. In fact, students can solve problems more easily. They know how to start, to progress and complete any task from the beginning until the end. They are also encouraged to indulge in live projects that will help them apply their theoretical knowledge in practical ways such as improving Students' speaking skill effectively. Not only this, students get a chance to polish their soft skills as well.

- **T2:** Project-based learning significantly improved students' learning outcomes and positively contributed to academic achievement, affective attitudes, and thinking skills, especially academic achievement. For example: Students are able to make a dialogue, make sentences and interact together by asking and answering.

5. How long have you been incorporating project-based learning activities into your teaching practices?

- **T1:** Project based learning approach is enjoyable and motivate students and let students to have fun while they are studying. I have been incorporating project-based learning activities into my teaching practices for ages.
- **T2:** I have been incorporating project-based learning activities into your teaching practices for three years. After finishing every project, students are eager to pay attention to this subject.

6. What specific difficulties or challenges have you encountered when implementing project-based learning for the development of speaking skills?

- **T1:** PBL was difficult to manage the classroom time appropriately because projects took more than the expected time. Additionally, the context where PBL was implemented played a fundamental role in hindering the process of using PBL effectively. As a result, some of the students did not ready with the PBL implementation. They also had lack of collaboration skill. Only a few students whose active and dominant in the classroom.
- **T2:** While working, teachers have to face to face with separating small groups because of their unequal levels. Teachers also encounter challenges such as low mastery skills among students, insufficient teaching time and hard work to plan and prepare the lesson for a class.

APPENDIX 3. INTERVIEW THE TEACHER AND STUDENTS GROUP BY TEXT MESSAGE.

Tiếng Anh - Thầy Chính
Vừa truy cập |

Trước hết, em cảm ơn thầy đã đồng ý tham gia cuộc phỏng vấn này.
Nghiên cứu này nhằm xác định những khó khăn mà học sinh lớp 11 trường THPT Lê Lợi gặp phải trong việc học kỹ năng nói tiếng Anh. Ngoài ra, nghiên cứu còn tìm hiểu nguyên nhân dẫn đến sự thiếu tự tin cản trở học sinh lớp 11 phát triển kỹ năng này. Mục tiêu là tìm ra nhiều giải pháp hỗ trợ, giúp đỡ sinh viên vượt qua những khó khăn này.
Cuộc phỏng vấn được thực hiện với cách tiếp cận tôn trọng và không nhằm mục đích đánh giá hay chỉ trích trình độ tiếng Anh của học sinh. Với sự cho phép của thầy, cuộc phỏng vấn sẽ được ghi lại để bảo quản cẩn thận những dữ liệu quan trọng. Không có thông tin cá nhân sẽ được tiết lộ từ cuộc phỏng vấn này.
Nếu thầy không có câu hỏi nào, mình sẽ bắt đầu câu hỏi đầu tiên.

Thầy đánh giá mức độ tham gia và động lực của học sinh khi tham gia các hoạt động học tập theo dự án như thế nào?
20:17

Chúng ta cần tạo điều kiện cho học sinh tự do trở thành người có tư duy phê phán và giải quyết vấn đề.
20:21

Ngoài ra, chúng ta nên đặt học sinh vào những tình huống đòi hỏi phải sử dụng ngôn ngữ đích thực để giao tiếp và trình bày.
20:21

Vì vậy, dự án có thể giúp nhận biết khả năng tiếng Anh của chính Học sinh và nâng cao kỹ năng tiếng Anh trên thực tế.
20:21

Học sinh được giao các dự án trong một khung thời gian cụ thể để trả lời một vấn đề.
20:21

Điều này cho phép học sinh phát triển kiến thức nội dung sâu sắc và tư duy phê phán, đồng thời nâng cao khả năng sáng tạo và kỹ năng giao tiếp của các em.
20:21

Tiếng Anh - Thầy Chính
Vừa truy cập |

Thầy đã gặp những khó khăn, thách thức cụ thể nào khi triển khai dạy học theo dự án để phát triển kỹ năng nói cho học sinh??
20:37

Khi mình áp dụng phương pháp giảng dạy theo dự án gặp khó khăn trong việc quản lý thời gian trên lớp một cách hợp lý vì các dự án mất nhiều thời gian hơn dự kiến.
20:43

Ngoài ra, thời gian đầu học sinh còn bỡ ngỡ, khi nhận một dự án học không biết phải làm từ đâu.
20:43

và nhất là thời điểm đó, khối THPT mình chưa đẩy mạnh giảng dạy theo dự án vì hình thức thi minh còn ở hình thức tự luận, nặng về ngữ pháp hơn là thuyết trình. Kỹ năng nói gần như không có thời gian để các em có thể trao đổi
20:43

Kết quả là một số học sinh chưa sẵn sàng với việc thực hiện dự án. Họ cũng thiếu kỹ năng cộng tác. Chỉ có một số ít học sinh năng động và chiếm ưu thế trong lớp học.
20:43

dạ, em cảm ơn thầy nhiều
20:43

Chúc thầy buổi tối vui vẻ!
20:43

Tiếng Anh - Cô Dung
Vừa truy cập |

Tin nhắn
Hngười Lạ | https://gvnedu-my.sharepoint.com/_f/g/personal/honghoanggv_gvvn_edu_vn/ET9j0K25JDM1L9J6xMvWkNU8By8HDLVgunJ9aJUSxy5Kw?e=x9K5Aq | 1 ghim khác

Trong quá trình học sinh tham gia dự án, cô thấy có sự thay đổi nào về khả năng nói của học sinh không? Vì dự?
21:40

Như cô cũng biết đó, dạy học theo dự án mang lại nhiều lợi ích cho học sinh. Học sinh học cách làm việc có hệ thống bằng cách thực hiện dự án.
21:48

Lúc đầu, giáo viên hỗ trợ học sinh, sau đó học sinh bắt đầu tự làm.
21:48

Trên thực tế, học sinh có thể giải quyết vấn đề dễ dàng hơn. Học sinh biết cách bắt đầu, tiến triển và hoàn thành bất kỳ nhiệm vụ nào từ đầu đến cuối.
21:48

Học sinh cũng được khuyến khích tham gia vào các dự án trực tiếp sẽ giúp họ áp dụng kiến thức lý thuyết của mình theo những cách thực tế như cải thiện kỹ năng nói của học sinh một cách hiệu quả.
21:48

Interview
7 thành viên

Trước hết, cô gửi lời cảm ơn các bạn đã đồng ý tham gia cuộc phỏng vấn này.
Nghiên cứu này nhằm xác định những khó khăn mà học sinh lớp 11 trường THPT Lê Lợi gặp phải trong việc học kỹ năng nói tiếng Anh. Ngoài ra, nghiên cứu còn tìm hiểu nguyên nhân dẫn đến sự thiếu tự tin cản trở học sinh lớp 11 phát triển kỹ năng này. Mục tiêu là tìm ra nhiều giải pháp hỗ trợ, giúp đỡ sinh viên vượt qua những khó khăn này.
Cuộc phỏng vấn được thực hiện với cách tiếp cận tôn trọng và không nhằm mục đích đánh giá hay chỉ trích trình độ tiếng Anh của bạn. Với sự cho phép của bạn, cuộc phỏng vấn sẽ được ghi lại để bảo quản cẩn thận những dữ liệu quan trọng. Không có thông tin cá nhân sẽ được tiết lộ từ cuộc phỏng vấn này.
Nếu các bạn không có câu hỏi nào, mình sẽ bắt đầu câu hỏi đầu tiên.

21:02

11B2 - Hoàng Dung
Dạ em chào cô
21:02

Minh Quân
em chào cô ạ
21:02

11B2 - Thuý Linh
Dạ e chào cô
21:03

Interview
7 thành viên

Minh có thể giới thiệu sơ về bản thân, khi tham gia làm dự án thi điểm số của các em có thay đổi không?

21:03

Minh Quân
Em tên Châu Đỗ Minh Quân, em là học sinh lớp 11B2 trường THPT Lê Lợi. Điểm tiếng Anh của em học lớp 10 ở mức trung bình khá. Điểm số của em đã được cải thiện đáng kể ở HKI vào năm lớp 11 khi giáo viên cho chúng em được điểm thông qua công việc dự án. Em đã có cơ hội tham gia vào các dự án nhóm thú vị như tạo video quảng cáo, tổ chức các sự kiện văn hóa và nghiên cứu văn hóa địa phương. Những kinh nghiệm này đã giúp em phát triển kỹ năng giao tiếp, sáng tạo và làm việc nhóm hiệu quả hơn ạ
21:04

11B2 - Thuý Linh
Em tên Thuý Linh, em học sinh lớp 11B2 trường THPT Lê Lợi. Trong quá trình thực hiện dự án, em học sinh sẽ tự duy một cách độc lập và sáng tạo. Đồng thời, em phải sử dụng đến kỹ năng hợp tác trong công việc, thống nhất ý tưởng và học cách truyền tải ý tưởng của bản thân một cách hiệu quả. Ngoài ra, trong quá trình giải quyết các vấn đề, học sinh phải hiểu bản chất, phân tích các số liệu và tổng kết các dữ liệu thu được. Nói cách khác, Học tập qua Dự án giúp trẻ hoàn thiện các kỹ năng cần thiết để thích ứng nhanh và phát triển trong bất kỳ môi trường nào trong kỷ nguyên công nghệ, từ đó giúp điểm số của em được cải thiện hơn và có nhiều kĩ năng hơn.
21:09

Interview
7 thành viên

Khí giao tiếp với người bản xứ, em có thể hiểu bao nhiêu phần trăm những gì họ nói?


21:14

Minh Quân
khí giao tiếp với người bản xứ em có thể hiểu được từ 80-90% những gì họ nói
21:14


11B2 - Hoàng Dung
Khả năng nghe hiểu của em là khoảng 70%, đôi khi 80% khi nói chuyện với họ.
21:15

H Anh Chứa
Khí giao tiếp với người bản xứ, đối với khả năng nghe hiểu của em, em chỉ đạt khoảng 30% thông điệp họ truyền tải.
21:15

11B2 - Thuý Linh
Khí giao tiếp với người bản xứ, đối với khả năng nghe hiểu của em, em chỉ đạt khoảng 60% thông điệp họ truyền tải.
21:17


**Interview**
7 thành viên

Sau khi tham gia các hoạt động học tập dựa trên dự án, bạn có cảm thấy rằng khả năng nói của mình, bao gồm sự tự tin, trôi chảy và chính xác, đã thay đổi không?
21:21




Minh Quân
Nghiên cứu và thảo luận giúp tôi em sử dụng ngôn ngữ một cách chính xác và phù hợp trong ngữ cảnh khác nhau. Kỹ năng giải quyết vấn đề và làm việc nhóm cũng được cải thiện đáng kể.
21:22

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11B2 - Hoàng Dung
Dạ có ạ, khả năng nói của em đã thay đổi đáng kể sau khi tham gia các dự án. Trước đây, em hay ngại khi thuyết trình, bây giờ em rất tin trình bày ý tưởng của mình trước đám đông. Mặc khác, qua nhiều lần thuyết trình, em nói trôi chảy hơn, ít vấp hơn và sắp xếp ý tưởng hợp lý hơn.
21:22

1



Ngô Uyên
Dạ có, sau khi tham gia các hoạt động học tập theo dự án, em cảm thấy khả năng nói của mình đã được cải thiện đáng kể. Em đã tự tin hơn khi phải trình bày ý kiến của mình trước lớp.
21:23

1

APPENDIX 4. SOME PICTURES



Figure. The teaching staffs



Figure: Native teachers test English for students



Figure: Smart robot – NAO in Smart Classroom



Figure: Parents and students participate in the English test in the bilingual class



Figure5: The groups presenting and discussing



Figure: Pictures of students participating in the camp



Figure6: The Students prepare for the high school-level English debate competition.