

## **PROJECT-BASED LEARNING FOR PRIMARY STUDENTS: FROM THEORY TO PRACTICE**

**Le Thanh Huyen<sup>1</sup>, Nguyen Thi Ngoc Anh<sup>2</sup>**

*<sup>1</sup>Dien Bien Teachers' Training College; lethanhhuyen0609@gmail.com*

*<sup>2</sup>Lang Son College of Education; anhntn17@gmail.com*

### **ABSTRACT**

Project-based learning is to help students acquire knowledge via their hand-on experiences in handling a real problem and challenge or engaging in a meaningful project. As a learner-centered method, project-based learning has been applied widely in various subjects to improve education quality. However, in teaching learners of English at lower levels like primary students, teachers might find it challenging to take advantages of this innovative method due to the young age of the learners as well as the difficulty and the complexity of the tasks required. This paper, consequently, provides some theories in project-based learning and how to apply them in teaching English for primary students. Detailed plans and pictures of two English projects for grade 3 and grade 5 learners are also incorporated to exemplify the whole process of project-based learning to suggest a practical guideline for primary teachers of English in adopting this method in their classrooms.

**Key words:** Project-based learning, primary students, teaching English

### **INTRODUCTION**

Project-based learning (PBL) has been a method appreciated by many teachers and educators. Since 1897 when John Dewey introduced the idea of “learning by doing”, teachers around the worlds have adapted it in their everyday class with a view to getting students involved in a more meaningful task and achieving practical results.

Bell (2010) claims that project-based learning is “critical for success in the twenty-first century” (p. 39). Geier et al. (2008) record some achievements acquired by the students in the UK when engaging in PBL, such as outperforming their peers in standardized tests. In Vietnam, the success of

project-based learning, especially in English education can be seen in many studies, for example Felipe et al. (2016) and Hoang (2014). There have also been various theoretical studies calling for the need to apply this innovative method to promote the use of English for Vietnamese learners.

However, not all project learning in foreign language teaching is popular in the country (Nguyen, 2011). As for Nguyen (2017), many of those who acquire the foreign languages using the old methods are supposed to be “taught to teach using that system as well” (p.5). Consequently, the application of traditional pedagogical method is likely to thrive nationwide. The most used methods in English language education in Vietnam are grammar translation method (Nguyen, 2012) teacher-centered approach (Kam, 2002) or Audio-Lingual teaching methodology (To, 2007) all cited in Nguyen (2017). Most recently, Tran and Tran (2019) claim that “students were more familiar with teacher-talk environment” (p.279). Considering the fact that possibly most current teachers of English in Vietnam were born in 1960s, 1970s and 1980s, a time described as the heyday of traditional methods such as Grammar Translation, there is no doubt that those teachers find project-based learning a strange way of language learning, and tend to opt for more familiar ways of teaching.

Being aware of this, the Vietnamese government and the Ministry of Education and Training have done great length to improve English competence for Vietnamese learners. Under the 10-year National Plan for *Teaching and Learning Foreign Languages in the National Formal Education System in the Period of 2008 – 2020*, there have been innovations in the way English is instructed at schools, for example new textbook and pedagogical method towards enhancing the communicative competence for Vietnamese learners. Importantly, PBL has been incorporated in the textbooks, commonly known as *the Pilot books* from grade 6 to grade 12 with the part “Looking back and Project” at the end of each unit.

In “Project”, students are required to participate in a practical activity, individually, in pairs or in groups to apply what they have previously known to answer a question and then present their answers in class. On the one hand, it is an innovative step towards enhancing Vietnamese learners’ English communication. Teachers may instruct their students to prepare projects at home in a certain period of time and show their outcomes, e.g. a presentation of what they have discovered about the topic. On the other hand, even if this is organized like a “doing a project” or an ordinary learning activity in class within the time of a lesson, this approach is likely to create excitement and

boost learning. Students have the chance to display their creativity and public speaking skills to be able to deliver a memorable presentation.

The fact is that, to be able to really incorporate PBL into the education system, it is suggested that PBL be introduced in primary schools at an easy level to facilitate the learning process and get primary school students familiar with this. In addition, it is likely that PBL is being attributed to high-school and tertiary students only rather than to young learners who might be considered too young to engage in PBL. In this article, the two authors present two small projects carried out by two groups of primary school students to facilitate the application of PBL for primary students. Guidelines are provided in detail so that interested teachers are capable of applying them in their teaching contexts.

## **FINDINGS**

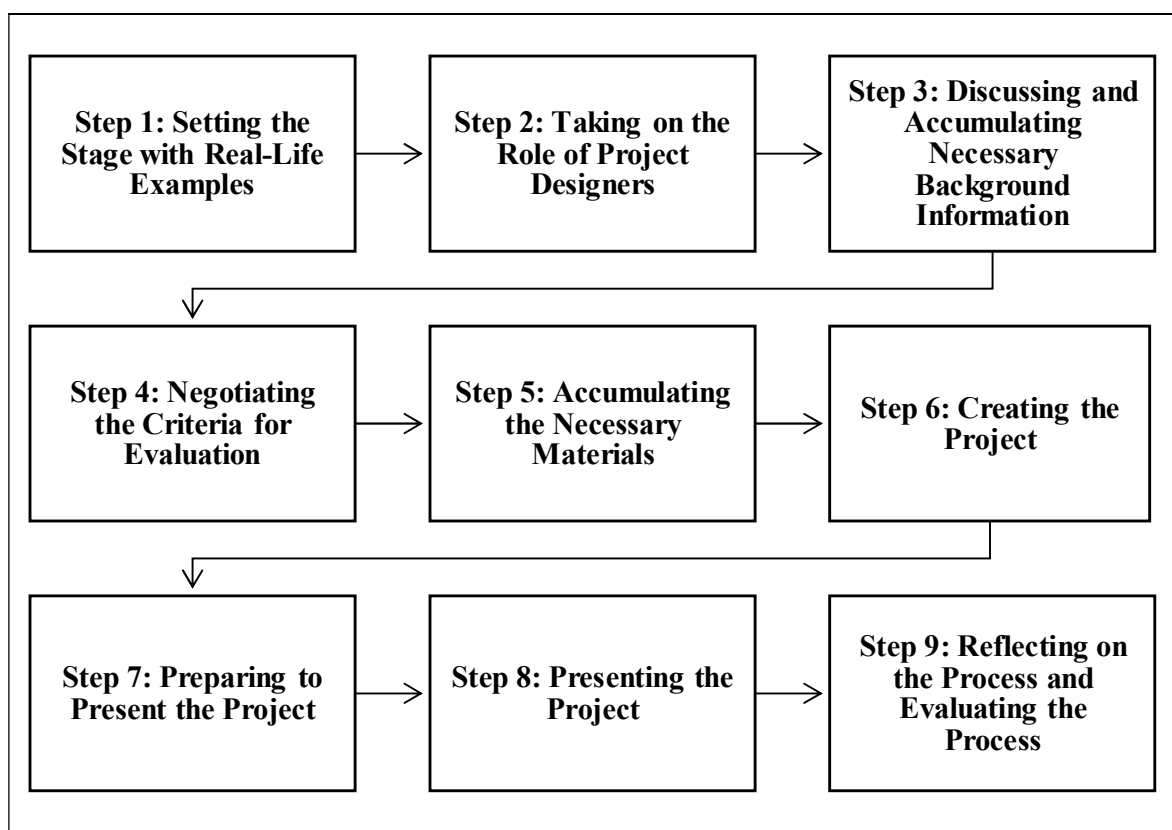
### **Project-based Learning**

Project-based Learning (PBL) is a pedagogical method that provides students with knowledge and hand-on experience through their direct involvement in a problem-solving process to promote learning.

PBL distinguishes itself from other traditional method in that it is a “student-driven and teacher-facilitated approach to learning” (Bell, 2010, p. 39). In other words, students take the active roles in acquiring knowledge and skills while teachers offer guidance and support, supervise the whole process and evaluate their final outcome. Teachers’ roles, accordingly, swift from a sole knowledge provider to a knowledge and skill facilitator.

The key components of PBL vary. New South Wales Education Department (2020) lists eight essential components of PBL, namely (1) Challenging problem or question, (2) Sustained inquiry, (3) Authenticity, (3) Application of learning, (4) Integration, (5) Student voice and choice (6) A public product for an authentic audience, (7) Feedback loops of critique, reflection and ( 8) Refining of the product, including formative and summative assessment. Krajcik and Blumenfeld (2006) present only five key components. They are (1) A driving question (2) Situated inquiry (3) Collaborations, (4) Using technology tools to support learning and (5) Creation of artifacts. Regardless of how many components are being taken into consideration, PBL is initiated from a thought-provoking question or problem, then a detailed plan of steps and activities is developed to handle that question or problem. PBL is completed with an outcome, normally a

seeable product that is the solution to the initial question. Another essential point of PBL is students' ability to make choices. They are given enough time to carefully examine the situation, *consider* the option they most prefer, as well as the way that option is interpreted to the final product. In the PBL process advocated by Stix and Hrbek (2006), there is the involvement of students in all steps, even working together with the teacher to determine evaluation criteria. In other words, learning takes place when students take the active role to actively acquire the knowledge instead of passively being stuffed with it.



**Figure 1.** Project-based learning process by Stix and Hrbek (2006)

### **Project-based learning and English education at primary school levels**

#### **Project-based learning advantages**

Kaldi et al. (2009) conclude that PBL makes it easier for primary school students to gain content knowledge and improve group work skills as they must learn how to cooperate to accomplish the task. It clearly requires greater and effective cooperation, compared to traditional teacher-centered methods. In addition, Kaldi et al. (2009)'s study also observes an increase in motivation and positive attitude towards their peers. Various studies claim

the necessity of PBL as it is essential to nurture children to succeed in the 21<sup>st</sup> century (Bell, 2010; Ravitz et al., 2012). Bell (2010) demonstrates the considerable merits of PBL in preparing children to adapt to changes and challenges in a competitive and dynamic world in the time to come. PBL, as for him, equips children with various strategies “critical for success” (p.39). With those benefits, PBL can be applied in all subjects, including English.

The new General Education Program 2018 of English education by the Ministry of Education and Training can lay the foundation for the application of PBL. Pressing on the communicative competence, the new General Education Program is supposed to welcome the use of innovative pedagogical method to improve English competence for Vietnamese learners. PBL learning can bring practical benefits in English acquisition as follow. Firstly, PBL provides an opportunity for young learners to use English in a meaningful context. This includes communications to accomplish the tasks and the self-directed learning process to solve the problem. Secondly, PBL promotes individual learning through cooperative interaction. As for Kutnick and Manson (2001), in group work, children could take multi-roles of “collaborators, peer tutors, social supporters and friends” (p.82) from which cognitive development is boosted as they learn from more knowledgeable peers and improve their personal reflection. This is an important point in the education of children.

Learning a foreign language cannot merely be based on conventional activities such as multiple choice or error recognition, so in seeking the answer for the problem encountered via interpersonal communication and cooperation, students are believed to combine their language knowledge and skills together to enhance their English performance.

### **Difficulties of applying project-based learning for primary school students in Vietnam**

Although beneficial, the application of PBL at primary school level can possibly be confronted by some difficulties.

- (1) Lack of time: Maher and Yoo (2017) mention that PBL is time-and-effort-requiring as the teacher must give further instruction and support when students run their projects. It is partly true in the context of primary schools. Each English lesson at primary schools lasts only about 35 minutes while the teachers can be under pressure to complete the lesson according to the syllabus. It means that the

teachers may not have sufficient time to implement PBL. In addition, the large number of students of mixed levels, the large amount of knowledge required to be delivered and the traditional assessment of written tests nearly make teacher hesitate to apply PBL on account of the time and effort dedicated to prepare PBL activities.

- (2) Teacher's pedagogical method: The prevalence of non-communicative teaching method has been recorded in various studies in English language education in Vietnam. The teaching process is often described as knowledge-receiving (Le, 2001), teacher-as-dominator (Nguyen, 2017) or grammar correction (Le & Barnard, 2009), all cited in Nguyen (2017). The question remains whether primary school teachers are willing to try PBL in their classroom. Moreover, as students are familiar with the current way of English education in an environment with "little integration between teachers and students" (Nguyen, 2017, p. 7), it is also hard to say whether the students are willing to participate in high interactive learning activities like PBL.
- (3) Learner's background: While secondary and high-school students might be at a better place to work on projects in PBL, primary school pupils might have difficulty in PBL. Due to their young age, they may be incapable of using computers to perform complicated tasks. Additionally, they may not be allowed to use technology to search for information on the Internet due to safety concerns.
- (4) Lack of appropriate assessment guideline: Currently, two decrees, namely Decree 27/2020/TT-BGDĐT (Decree 27) and 26/2020/TT-BGDĐT (Decree 26) promulgated by Vietnam's Ministry of Education and Training are effective to govern assessment process in second and high school level (Decree 26) and primary school level (Decree 27). Accordingly, there are two kinds of assessment: continuous or progress assessment and periodical assessment. One important point is that the two Decrees allow teachers to diversify continuous assessment forms, from doing projects, making videos or writing reports while periodical assessment (mid-term or end-term) is limited to only written examination. As a consequence, teachers can utilize PBL and mark students' final products. However, while continuous assessment can contribute to the total grade of secondary and high school student, it is not the case for primary students. Moreover, only grades from the Semester 2 test (written test) will be counted to the Academic Transcript at primary level. This means that the possible products from PBL such as videos or books are not accepted as one

form of official assessment. That can be one reason why PBL might not be applied in primary schools, or if applied, teachers and students might not be motivated to fully get involved in this process.

### **Context**

As teachers and their pedagogical methods are the main factors to demotivate students in English language teaching (Tran & Baldauf, 2007), the authors conclude that a change in their approach in teaching young learners of English can trigger the interest of their learners. As a result, the authors decide to apply PBL for primary school students and consider it the initial step to make it prevail more in Vietnamese ELT context.

Students taking part in the project-based learning activities are in grade 3, 4 and 5 in two provinces in the North-west of Vietnam. They have learnt English since grade 3. At school, they have three English lessons every week, each of which lasts about 35 minutes. The textbooks are (1) Family and Friends series and (2) English Pilot books for primary students by Vietnam's Ministry of Education and Training. The theme of the projects are based on the topics of the textbooks.

In this paper, the authors presented two projects by two groups of students: "What I do every day" (grade 3) and "My picture dictionary" (grade 5). The authors used the nine-step model introduced by Stix and Hrbek (2006) with some adaptations to make it more suitable with the young learners. In addition, a template on project timeline and a check-list were used to support the students in the whole process. The students' names were changed to protect their identity.

The application of two projects are considered Project-based learning because of the following reasons. Firstly, they fit the definition of a project, which, as for Fleming (2000), is defined as "intensive experiences that engage students in activities that are interesting to them and important to the course(s) of study" (p.9). Making books or picture dictionaries seem appealing to primary students in learning English, in comparison with activities such as multiple choice exercises. Secondly, the authors - teachers allowed their students to work with their team members and make choices of what they would prefer to incorporate in their product basing on the ideas initiated by the teachers. This is an important aspect of project work to let students make their choices (Fleming 2000). Finally, the authors respected the six features of PBL offered by Fleming (2000), namely Authenticity, Academic rigor, Applied learning, Active exploration, Adult connection and Assessment practices, and also simplified the process to suit the young learners.

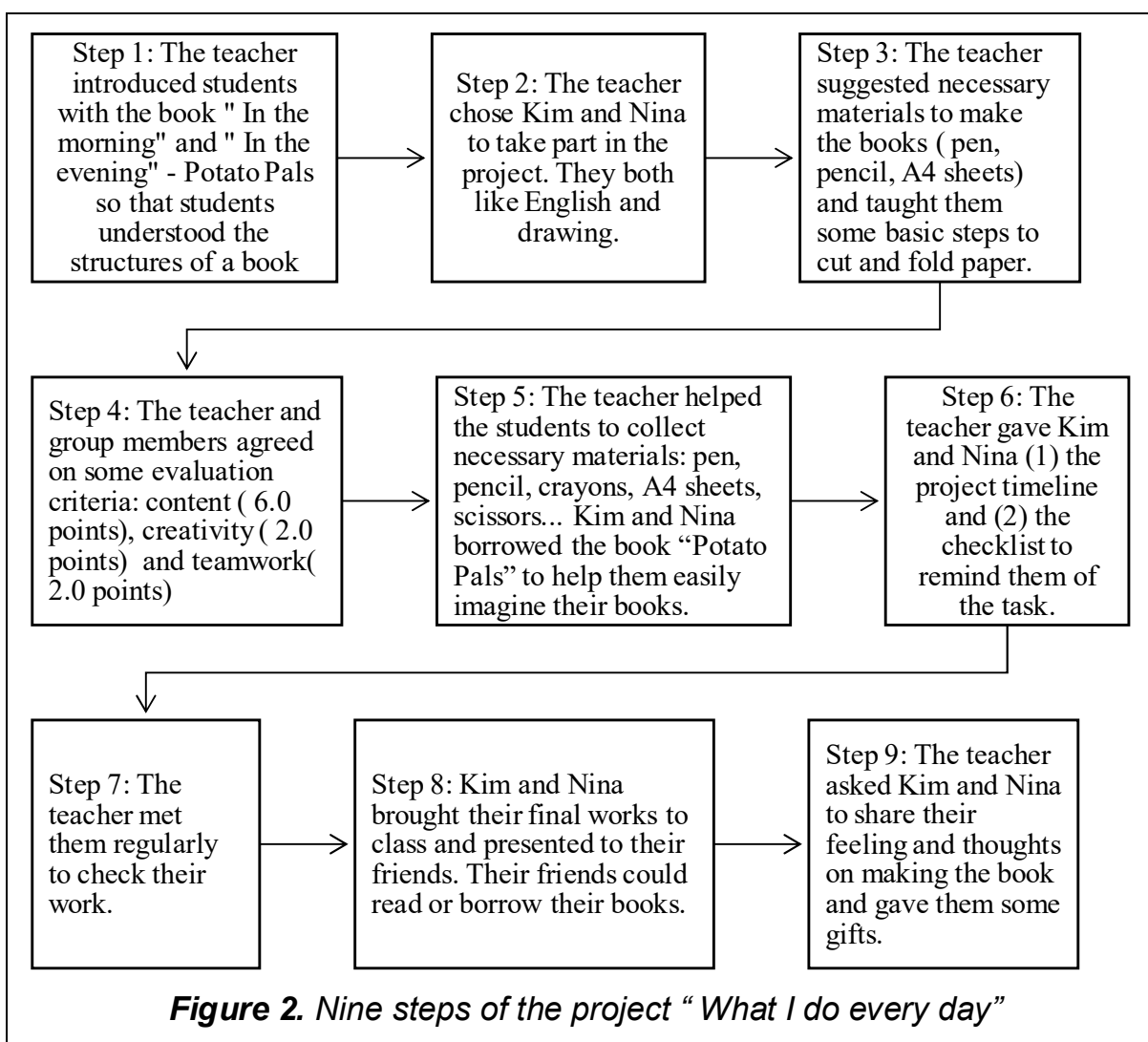
### Project “What I do every day”

The project “What I do every day” was assigned to students in grade 3. Students were asked to make two books to describe what they do in the morning and in the evening. The purpose is to help them remember the use of verbs describing daily activities like *get up*, *brush my teeth*, *get dressed* as well as encourage them to find more words related to the topic but not written in the textbooks.

The teacher raised the questions of “How to describe what you do every day to your friends in a creative way?” and suggested the book series “Potato Pals” as an appropriate answer.

The answer is a book with pictures to tell their friends about their daily activities.

The detailed steps are presented in the following graph.



**Figure 2.** Nine steps of the project “What I do every day”



The project timeline and checklist provided in Step 6 divided the tasks between two students. Additionally, it reminded them of what they had to do, and also helped the teacher to supervise the project.

**Table 1. Project Timeline**

<b>Project title: WHAT I DO EVERY DAY</b>				
<b>Project team members: Kim and Nina</b>				
<b>Problem/Requirement: Make two books to describe what you do every day</b>				
<b>Timeline:</b>				
<b>Period</b>	<b>Activity</b>	<b>Timeline</b>	<b>Who's in charge?</b>	<b>Results</b>
1	<b>Identify problems or required questions</b> - Teacher explains the tasks to students - Teacher assigns the tasks to students - Teacher assigns the group leader	Week 1	Teacher	Students understand the tasks
2-3	<b>Work on the problem</b> Kim : What I do in the morning Nina: What I do in the evening	Week 2	Kim Nina	Small books
4-5	<b>Create the project final product by hand</b> Kim : A book titled " In the morning" Nina: A book titled " In the evening"	Week 2	Kim and Nina	Small books
6	<b>Display project products</b>	Week 3	Kim and Nina	
<b>Peer assessment:</b>		<b>Assessor's name:</b> .....		

**Table 2. Checklist**

<b>No</b>	<b>Task</b>	<b>Check</b>
1	A4 papers, cut into squares/ rectangles, stick together	
2	Make the cover, write your name and the title " In the morning"	
3	Choose at least 3 activities Write " In the morning/ in the evening, I ..." + draw a picture to illustrate	
4	Colour the pictures, erase wrong details	
5	Complete the pictures, make them nice	



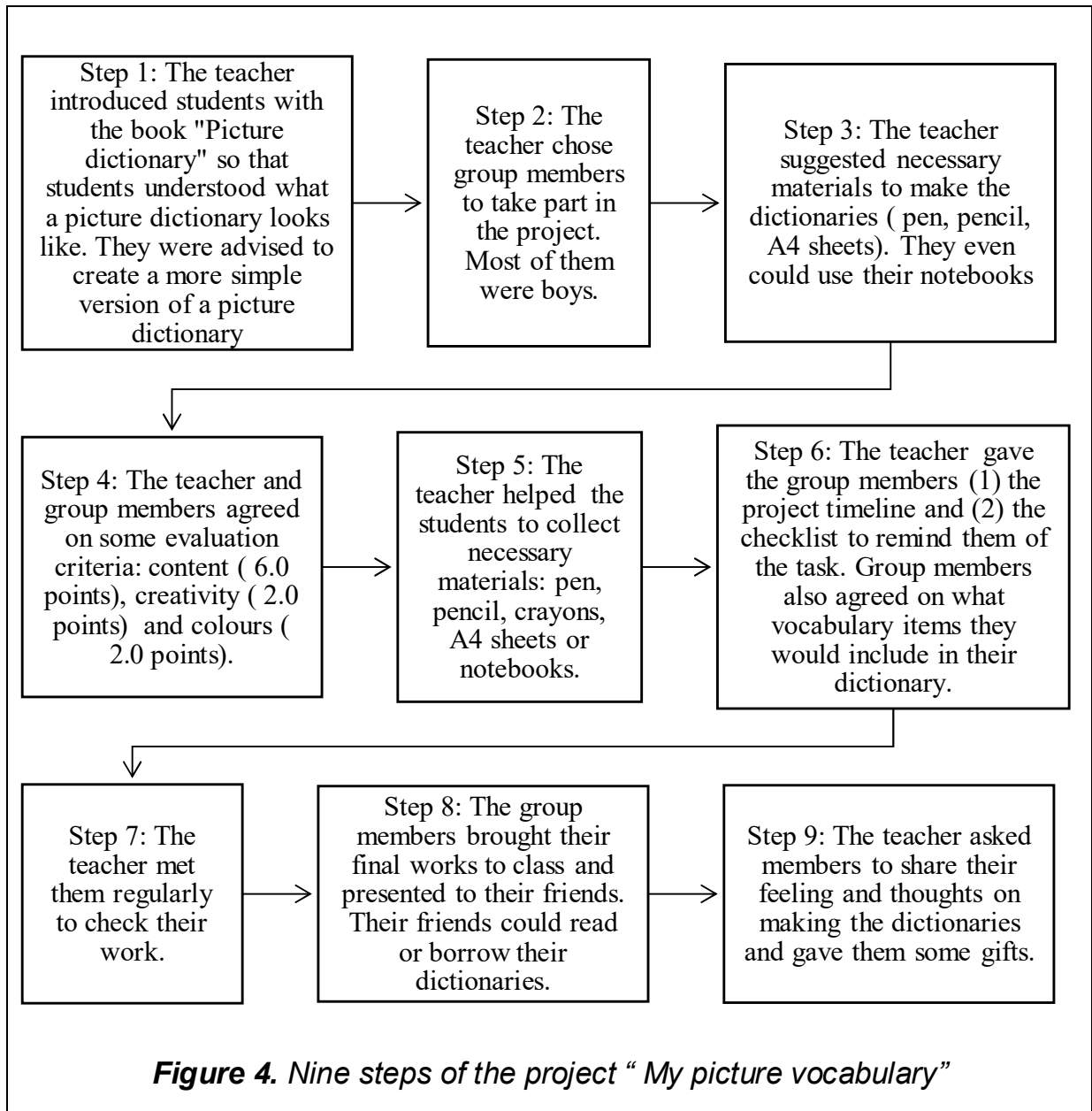
**Figure 3.** The books “In the morning” and “ In the evening” by Kim and Nina

#### Project “My picture dictionary”

The project “My picture dictionary” was assigned to students in grade 5. Students were asked to make their own picture dictionary in a simple way to help them remember the words and the structures. This project was especially designed for those who may not be capable of drawing or be interested in artful activities. Young male students possibly find it doable and meaningful, so they will be willing to participate.

The teacher raised the question of “How to remember vocabulary items you have learnt in the lessons?” The teacher also mentioned the difficulty in memorizing English words and encouraged the students to support some friends in the class who are struggling learning English. In addition, she suggested the use of flashcards.

The detailed steps which are similar to those of the first project are presented in the following graph.



Similar to the first project, the project timeline and checklist provided in Step 6 divided the tasks between all students.

VIETTESOL INTERNATIONAL CONVENTION 2020  
**INNOVATION AND GLOBALIZATION**

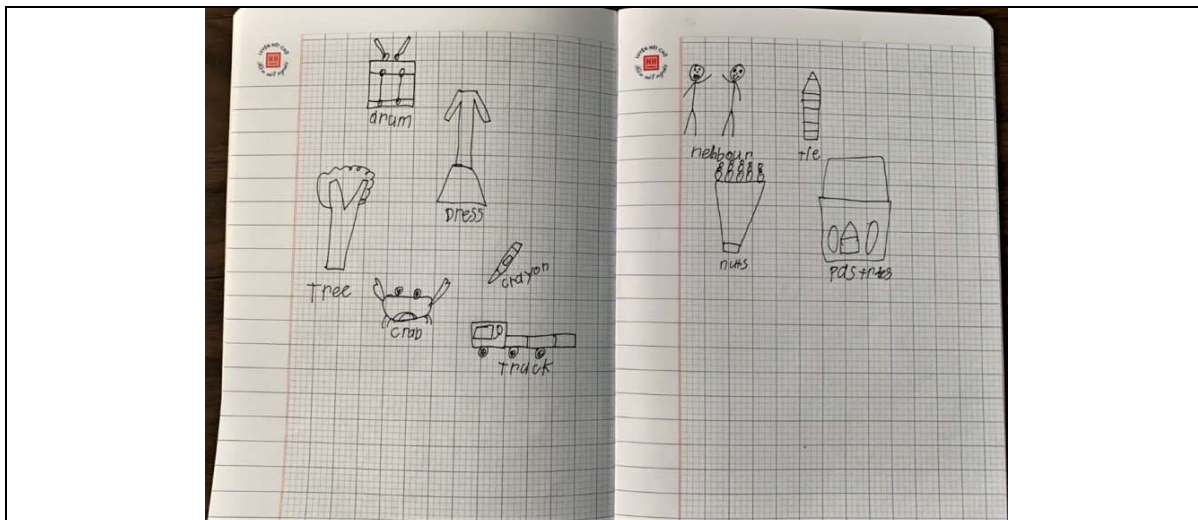
*Table 3. Project Timeline*

<b>Project title: MY PICTURE DICTIONARY</b>				
<b>Project team members: Alex, Sam, Peter, Jack and Susan</b>				
<b>Problem/Requirement:</b> Make your picture dictionary/ English vocabulary in picture with the words you have learnt				
<b>Timeline:</b>				
<b>Period</b>	<b>Activity</b>	<b>Timeline</b>	<b>Who's in charge?</b>	<b>Results</b>
1	<b>Identify problems or required questions</b> - Teacher explains the tasks to students - Teacher assigns the tasks to students - Teacher assigns the group leader	Week 1	Teacher	Students understand the tasks
1	<b>Work on the problem</b> Alex : group leader Alex, Sam, Peter, Jack and Susan each chooses one unit and draw pictures and write down the vocabulary item. Alex must report on who does what to the teacher. This will be submitted to the teacher. <b>Note:</b> Besides, everyone is encouraged to create a big picture dictionary and keep it for himself/herself.	Week 1 + ½ week 2	Alex, Sam, Peter, Jack and Susan	Students understand the tasks and start his/her own picture dictionary
3-4-5	<b>Create the project final product by hand</b> Alex : Unit 1, Sam: Unit 2, Peter: Unit 3, Jack: Unit 4, Susan: Unit 5/ Flashcards Alex: One picture dictionary of his own	½ week 2 + Week 3	Alex, Sam, Peter, Jack and Susan	Small books
6	<b>Display project products</b>	Week 4	Alex, Sam, Peter, Jack and Susan	
<b>Peer assessment:</b>		<b>Assessor's name: .....</b>		

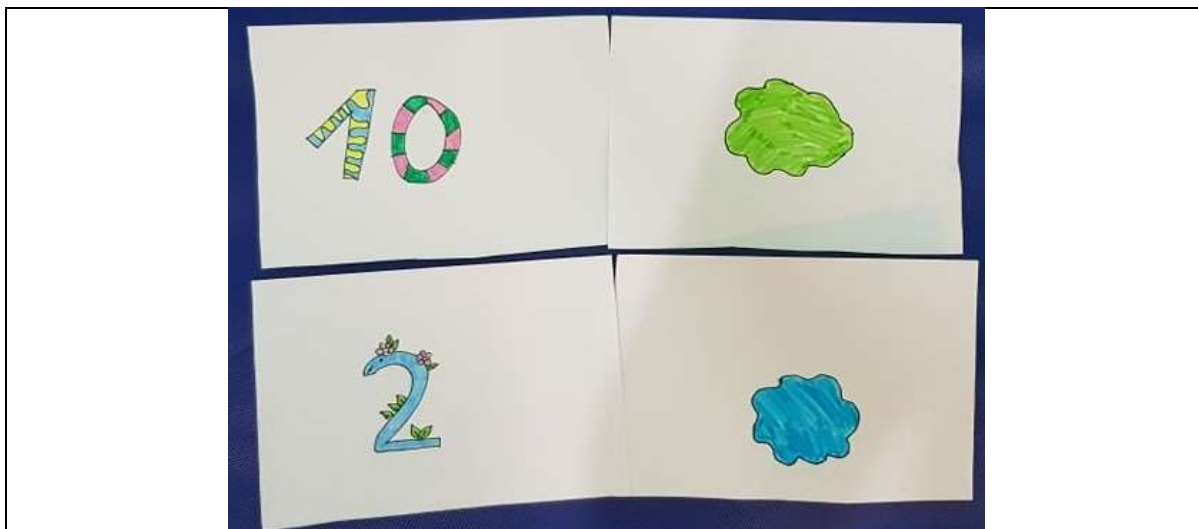
**Table 4. Check list**

No	Task	Check
1	Papers, cut into squares/ rectangles, stick together	
2	Choose words/ vocabulary to illustrate, brainstorm ideas	
3	Draw pictures	
4	Colour the pictures, erase wrong details	
5	Complete the pictures, make them nice	

For the final product, the group members stuck all of the component A4 papers to make a complete dictionary. This can act as a learning material for them during future lessons.



**Figure 5. "My picture dictionary" by Alex**



**Figure 6. "Flashcard" by Susan ( My picture dictionary)**

### **Tips to organize project-based learning for primary school students**

PBL is not limited to learners at secondary or high school who are believed to have better skills and knowledge. PBL is applicable at primary school level with some following suggestions.

#### **Simplify the task**

Primary school students might have some disadvantages in comparison with secondary school students. For example, they may not be able to use computers effectively to make complicated products such as slides or infographics. Their use of Internet is even monitored strictly by their parents, and so is the use of tools like knives or scissors. Consequently, their tasks must be simplified or parental supports should be required. Making books, diaries, postcards or handmade products, for example, are preferred.

#### **Assign group leaders and tasks carefully**

The reality of organizing PBL of the two authors showed that primary school students argued about the leader position of the group, which took a lot of time and efforts of the teachers. As a result, the authors suggest that teachers should choose the group leader and assign the tasks carefully to ensure the effectiveness of the task. It is also to ensure that group members know and understand exactly what they have to do. The Timeline provided in the Appendix can serve as a useful guidance for teachers to instruct students in carrying out the tasks.

### **Perspectives for Project-based learning**

The initiative made by Ministry of Education, the Decree 27 and 26, hopefully, will be a driving force for the wider application of PBL. Although currently, only secondary and high school students' academic performance can be evaluated by different methods without using testing and examination to be incorporated in the academic transcript, it is likely that in the time to come, primary students will enjoy the same policy. Schools are eager to apply this, which can open another door for PBL to become more popular in English education at primary level. Therefore, to exploit the power of using PBL at the primary levels, tailored training workshops on PBL for primary teachers should be organized with an emphasis on introducing the effective implementation of PBL and frameworks for high-quality PBL at primary level. Considering the characteristics of primary teachers, there is always a need

to provide them with direct instruction and hand-on activities. Apart from that, there should be a platform for primary teachers in each region to share and look for advice and support in the implementation of PBL. On the other hand, it is important to provide teachers who conduct PBL in their classroom with additional time because successful PBL always requires time and careful plans. Finally, technical support should be available to both teachers and pupils because the use of technology can promote PBL and thus enhance the teaching and learning processes.

Future research on PBL at primary school level is also a contributory factor to the success of PBL implementation in Vietnam. Since the number of PBL studies on this aspect, to the authors' knowledge, is limited, it can be a hindrance to the wide application of PBL. Consequently, it is essential that more analysis be carried out to understand difficulties experienced by primary school teachers and students in PBL and explore PBL's impacts on teacher's professional development and student's academic achievements, based on which suggestions can be offered to help them overcome problems and enjoy success.

## **CONCLUSION**

"Many students are bored at school" (Krajcik & Blumenfeld 2006, p.317). Traditional language class can be considered one typical example with conventional activities such as reading, answering questions or doing grammar exercise. Nevertheless, language is interrelated with other socio-economic and political factors. As the result, the foreign language education in Vietnam has been adapted to suit the global changes. It is projected that the future labour market will be more demanding and challenging, requiring its members to possess more skills. The application of PBL can be a suitable step to prepare students to easily acquire the language in a more appealing way and satisfy the need of demanding labour market.

## **REFERENCES**

- Bell, S. (2010). Project Based Learning for The 21st Century: Skills for the future. *The Clearing House*, (83)39-43.
- Felipe, A L., Amouroux E., Pham T., & Stojcevski, A. (2016). Vietnamese Students Awareness towards a Project Based Learning Environment.

*Conference Proceeding*, Centre of Technology, RMIT University Vietnam.

- Fleming, D. S. (2000). *A teacher's guide to Project-based learning*, AEL, Inc. Retrieved from <https://files.eric.ed.gov/fulltext/ED469734.pdf>
- Geier, R., Blumenfeld, P. C., Marx, R. W., Krajcik, J. S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939.
- Hoang, H. N. (2014). Some utilization of Project-based learning for Vietnamese students of English in the course Intercultural Communication. *International Journal of English Language Education*, 2(1), 215- 224.
- Hung, W. (2009). The 9-step problem design process for problem-based learning: Application of the 3C3R model. *Educational Research Review*, 4(2), 118-141.
- Krajcik, J. S. & Blumenfeld, P. C. (2006) Project-based learning. In R. Keith Sawyer (Eds.) *The Cambridge Handbook of the Learning Sciences* (pp. 317-333). Cambridge University Press
- Kaldi, S., Filippatou, D., & Govaris C. (2009). Project-based learning in primary schools: effects on pupils' learning and attitudes. *International Journal of Primary, Elementary and Early Years Education*, 39 (1), 35-47. Retrieved December 10 2020 from <https://doi.org/10.1080/03004270903179538>
- Kutnick, P. & Manson, I., (2001). Enabling children to learn in groups. In D. Whitebread (Eds.) *Psychology of teaching and learning in the Primary school*. ( pp.78-95). Routledge Falmer.
- Maher, D., & Yoo, J. (2017) Project-based learning in the primary school classroom. In R. V. Nata (Eds). *Progress in education*. (pp.105 - 119). Nova Science Publishers.
- Ministry of Education and Training (MOET). (2020). Decree 26/2020/TT-BGDĐT on testing and evaluation at high school and secondary school level. Retrieved from <https://luatvietnam.vn/giao-duc/thong-tu-26-2020-tt-bgddt-sua-doi-quy-che-danh-gia-xep-loai-hoc-sinh-trung-hoc-190228-d1.html>



- Ministry of Education and Training (MOET). (2020). Decree 27/2020/TT-BGDĐT on testing and evaluation at primary school level. Retrieved from <https://luatvietnam.vn/giao-duc/thong-tu-27-2020-tt-bgd-dt-quy-dinh-danh-gia-hoc-sinh-tieu-hoc-190364-d1.html>
- New South Wales education department ( 2020), *Introducing project-based learning*, Retrieved from <https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-learning-and-teaching/project-based-learning-resource-guide/introducing-project-based-learning/Key-elements-of-project-based-learning>
- Nguyen, T.H.M. (2017). *Models of mentoring in language teacher education*. Springer International Publishing Switzerland.
- Nguyen, T. V. L., ( 2011).Project-based learning in teaching English as a foreign language, *VNU Journal of Science, Foreign Languages*, 27, 140-146.
- Ravitz, J., Hixson, N., English, M & Megendoller, J. (2012). Using project based learning to teach 21<sup>st</sup> century skills: Findings from a statewide initiative. *Annual Meeting of the American Education Research Association Proceedings*, 1-10. Retrieved from [https://www.researchgate.net/profile/Jason\\_Ravitz/publication/258188193\\_Using\\_project\\_based\\_learning\\_to\\_teach\\_21\\_st\\_century\\_skills\\_Findings\\_from\\_a\\_statewide\\_initiative\\_Jason\\_Ravitz\\_Buck\\_Institute\\_for\\_Education/links/00b7d5272c5a2d0f45000000/Using-project-based-learning-to-teach-21-st-century-skills-Findings-from-a-statewide-initiative-Jason-Ravitz-Buck-Institute-for-Education.pdf](https://www.researchgate.net/profile/Jason_Ravitz/publication/258188193_Using_project_based_learning_to_teach_21_st_century_skills_Findings_from_a_statewide_initiative_Jason_Ravitz_Buck_Institute_for_Education/links/00b7d5272c5a2d0f45000000/Using-project-based-learning-to-teach-21-st-century-skills-Findings-from-a-statewide-initiative-Jason-Ravitz-Buck-Institute-for-Education.pdf)
- Stix, A. & and Hrbek, F. (2006). *Teachers as Classroom Coaches: How to Motivate Students across the Content Areas*. ASCD Publications. Retrieved December 10 2020 from [http://www.ascd.org/publications/books/106031/chapters/The\\_Nine\\_Steps\\_of\\_Project-Based\\_Learning.aspx](http://www.ascd.org/publications/books/106031/chapters/The_Nine_Steps_of_Project-Based_Learning.aspx).
- Tran, P.N.T & Tran, Q.T. (2019). The important roles of project-based learning in teaching English to high school students. The 7<sup>th</sup> *OpenTESOL International Convention 2019 Proceedings*, 279-294. Retrieved from <http://ocs.ou.edu.vn/ffl/ojs/index.php?journal=OpenTESOL&page=article&op=view&path%5B%5D=3>

- Tran, T. T. (2018). A new solution to improve English language skills for Vietnam high school students. *VietTESOL International Convention Proceedings*, 231-240. Retrieved from <http://proceedings.viettesol.org/index.php/VIC/article/view/7>
- Tran, T. & Baldauf, J. B. (2007). Demotivation: Understanding resistance to English language learning - The case of Vietnamese students. *The Journal of Asia TEFL*. 4 (1), 79-105.