

EFFECTIVENESS OF PROJECT-BASED LEARNING ACTIVITIES
IN NEW ENGLISH TEXTBOOK IN IMPROVING SPEAKING SKILL
AS PERCEIVED BY TEACHERS AND GRADE 10 STUDENTS
AT CONG NGHIEP VIET TRI HIGH SCHOOL, PHU THO PROVINCE

ĐÁNH GIÁ CỦA GIÁO VIÊN VÀ HỌC SINH LỚP 10 TRƯỜNG THPT
CÔNG NGHIỆP VIỆT TRÌ TỈNH PHÚ THỌ VỀ TÍNH HIỆU QUẢ CỦA
HOẠT ĐỘNG DẠY HỌC DỰ ÁN TRONG SÁCH GIÁO KHOA TIẾNG
ANH MỚI TRONG VIỆC CẢI THIỆN KỸ NĂNG NÓI

ABSTRACT

Project-based learning has gained popularity in EFL classroom in 21st century thanks to its significant advantages. Nevertheless, new English textbooks along with project-based learning activities have recently been implemented in high schools in Vietnam.

The research is aimed at seeking a thorough investigation into three main issues: (1) the effectiveness project-based learning activities in new English textbook in improving speaking skill as perceived by teachers and grade 10 students at Cong Nghiep Viet Tri high school; (2) difficulties in teaching and learning these activities; (3) solutions to improve the effectiveness of these activities as perceived by teachers and students.

A combination of quantitative and qualitative methods were employed in the procedure of data collection and analysis so as to achieve established goals. To be specific, the researcher utilised three data collection instruments, namely questionnaire, interview and observation. Different approaches were then adopted to analyse data collected by each type of instrument.

Taking analysed data into consideration, some major conclusions could be drawn as follows. Concerning the effectiveness of project-based learning activities in new English textbook after a few months of implementation in all grade 10 classes at Cong Nghiep Viet Tri high school, improvement in speaking skill was seen despite disparities between students with different English levels. The most conspicuous benefit of these activities was that students became more confident when speaking English. Nevertheless, while students with better English proficiency could enhance their fluency and vocabulary after a few projects, the rest did not achieve significant progress. Furthermore, there was

still much room for improvement in terms of their pronunciation and grammar. With regard to obstacles in teaching and learning project-based learning activities, there was an agreement between teachers and students that the biggest challenges were limitations in language ability and the dearth of necessary skills. Difficult or uninteresting project topics also posed a serious problem, which required teachers to make suitable modifications. Both teachers and students came up with solutions to enhance the effectiveness of project-based learning activities. Students suggested in addition to a variety of updated and interesting topics, it is imperative that the format of the projects should be diversified and more reading passages related to project topics should be provided. According to teachers, more time should be allocated to project section while teachers should make suitable adaptations to projects based on their students' English proficiency and interests.

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