

Diversifying Ways to Carry out Projects to Boost High School Students' English Competencies

This research aims to investigate diverse methodologies for conducting projects to elevate students' English competencies. The research addresses the two primary questions: (1) How do various project-based approaches influence high school students' English language acquisition? (2) What are the perceptions of high school students towards performing projects? To find the answers to the above questions, a quasi-experimental research was carried out. The subjects of the study, 160 students in Hai Duong Province in Viet Nam were divided into two groups, one assigned as the control group that received the traditional teaching method and the other constituting the experimental group that was asked to do many types of projects when they learn English. To find out the results, a mixed-method approach was employed, combining quantitative analysis of pre- and post-assessment scores with qualitative data gathered through a post-course questionnaire.

The findings indicated that diversified project methodologies significantly impacted high school students' English language development. Multimodal projects, incorporating elements such as digital media, real-world contexts, and interdisciplinary collaborations, were particularly effective in engaging students and fostering language acquisition. It is suggested that English teachers should highlight the importance of tailoring project formats to accommodate diverse learning styles, preferences, and proficiency levels.

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