

Applying Project-Based Learning in teaching English at Upper Secondary School

At present, the curriculum of general education in English has many innovations. Therefore, teaching and learning English also needs a lot of innovations. One of the most effective methods is Project-based learning (PBL). PBL creates more chances for students to work with each other by exchanging their ideas and learning so many things from their partners. This method makes students confident, interested and creative in learning English. It also helps students overcome shyness and fear of making mistakes. PBL brings advantages not only for the learners but also for the teachers. Therefore, this study attempts to clarify certain issues from the perspectives of implementing PBL application at high schools.

PBL is one of the newest methods of teaching which is defined as learning by doing. Its theory based on challenging questions or problems that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to communicate with the community in the limited time; and culminate in realistic products or presentations.

PBL offers many advantages and challenges when implemented in the classroom. PBL promotes social learning that can enhance collaborative skill. In addition, students demonstrate increase self-esteem, and positive attitudes toward learning. The other important benefit is making progress in language skills. Because the students are motivated to complete the authentic activities, they have chance to use English in the real context. This helps them not only develop listening and speaking skills but also improve the critical thinking and problem-solving skills which are important in out of school.

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