



**EXPERIENCES OF CHINESE TEACHERS TEACHING
ENGLISH AT HIGH SCHOOLS IN THEIR PROJECT-
BASED LEARNING PRACTICES: A GROUNDED
THEORY APPROACH**

BY

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I am determined to apply the knowledge and experience I have gained throughout my academic journey to the field of education and contribute meaningfully to society.

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Abstract

This study examined the experiences of Chinese high school English teachers implementing project-based learning (PBL) using the Grounded Theory Approach. Semi-structured interviews lasting 40–60 minutes were conducted with 12 experienced teachers from 12 high schools in Nanning to investigate their perceptions of PBL, along with its challenges and benefits. The findings revealed that teachers generally regarded PBL as an effective method for engaging students with the language in practical, real-world contexts. However, challenges such as classroom and time management, students' unfamiliarity with tasks, varying levels of engagement, parental expectations and misconceptions, and the need for more professional development were highlighted. Despite these challenges, PBL was identified as a flexible and meaningful teaching approach, enhancing language proficiency and 21st-century skills while fostering greater students' confidence and independence in learning.

(Total 224 Pages)

Keywords: Project-based learning, Chinese High School English Teachers, Experiences, the Grounded Theory.

Student's Signature Thesis Advisor's Signature

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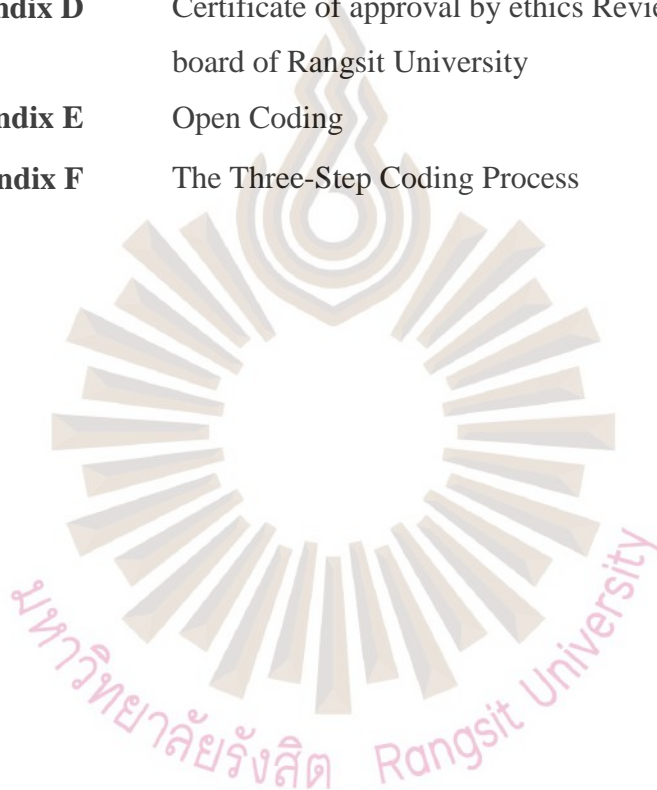
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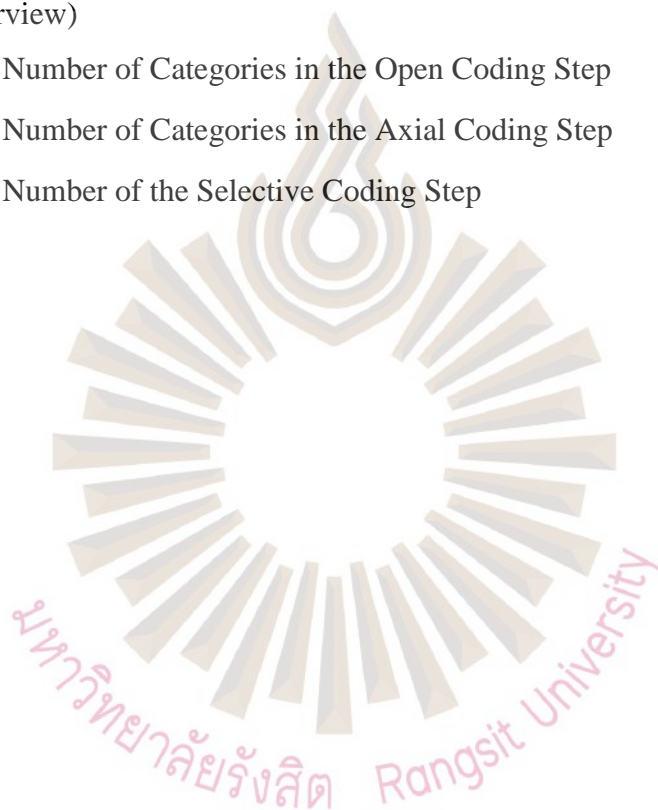
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Abbreviations

Abbreviation	Meaning
CI	Citrus Institutes (pseudonym)
ISCCEP	Inter-School Cooperation Chinese Education Project
MA	Master of Art
TCSOL	Teaching Chinese to Speak Other Languages
MTI	Master of Translation and Interpreting
IOC	Item Objective Congruence



Chapter 1

Introduction

This chapter presents the background and the rationale of the study, detailing the research objectives and research questions. It establishes the research scope and defines key terms. Additionally, it presents the conceptual framework, highlights the significance of the study, and discusses its limitations.

1.1 Background of the study

In Chinese tradition, respecting teachers is deeply ingrained, resulting in a teacher-centered classroom environment where teachers hold the primary authority in teaching, and students passively receive knowledge. This dynamic has led to “lecture-based learning” (LBL) becoming the predominant teaching method in China (Hu, Hu, Shan, & Wang, 2020). Yadgarinia et al. (2002) point out that lecture-based learning is often perceived as boring and passive, leading to students not being actively engaged in the learning process. This passivity can result in inactiveness among students, tiring long sessions, one-way communication, and a tendency to quickly forget the material presented. Additionally, lectures do not always allow students to ask questions or engage in discussions, limiting their ability to interact with the material and deepen their understanding. Furthermore, lectures require students to take detailed notes to retain information, making them taxing and potentially overwhelming for learners.

However, with the rapid development of China's economy and society in recent years, the traditional LBL approach has struggled to meet the needs of modern Chinese education. Consequently, education administrators in China have proposed shifting from teacher-centered to student-centered classroom teaching (Hu et al., 2020). Educators need to explore alternative approaches to teaching that may better engage students and enhance their learning experience. Tenison (2023) points out that Project-

based learning (PBL) is defined as a student-centered pedagogy that involves solving authentic problems so that students acquire a deeper knowledge through active exploration of real-world challenges and problems. Wu (2024) thinks that Project-based learning (PBL) has gained increasing attention in contemporary education for its ability to foster not only academic achievement but also intrinsic motivation among learners. Zhang, & Ma (2023) think that Project-based learning (PBL) is rooted in experiential learning, PBL engages students in real-world projects, fostering their problem-solving skills, critical thinking, and collaborative abilities. Xu, Ye, & Wang (2023) state that project-based learning, as a student-centered learning strategy, offers students the opportunity to become more critical and independent thinkers. By linking students' real-life experiences with academic knowledge, this approach fosters meaningful learning styles and encourages collaborative learning among peers.

1.2 Statement of the problem

In recent years, some regions and schools in China have begun to explore project-based learning (PBL) as a teaching method (Zhang, 2019; Song, 2019). Yao (2019) points out that Chinese teachers are constrained by established teaching plans and content frameworks, while teachers in European and American countries tend to have more flexibility in determining their teaching methods and content. This limitation restricts the ability of Chinese teachers to implement PBL. In addition, Chinese teachers are used to traditional teaching methods and may find the student-centered teaching philosophy challenging, which hinders the promotion and implementation of PBL in China. Therefore, this study employed a qualitative research method to investigate high school English teachers' perceptions of PBL teaching practice, and to explore the challenges and benefits in the implementation of PBL to better promote the application of PBL in teaching and learning English.

1.3 Research objectives

1.3.1 To investigate high school English teachers' perceptions of their PBL teaching practices

1.3.2 To explore the challenges in the implementation of PBL in teaching English

1.3.3 To explore the benefits of the implementation of PBL in teaching English

1.4 Research questions

1.4.1 What are the high school English teachers' perceptions of their PBL teaching practices?

1.4.2 What are the challenges in the implementation of PBL in teaching English?

1.4.3 What are the benefits of the implementation of PBL in teaching English?

1.5 Research scope

1.5.1 Research site

Nanning is the capital city of Guangxi province, with a developed economy, the largest population, and strong educational strength. This study selected all high schools in Nanning city for investigation, there are 36 high schools in total.

1.5.2 Research Sample Groups

In this study, semi-structured interviews were conducted with 12 high school teachers to gather their perceptions on project-based learning (PBL) teaching practices using purposive sampling. When selecting teachers, it was essential to choose those with experience in project-based English teaching.

1.5.3 Research Instruments

The study employed qualitative research methods, utilizing semi-structured interviews and analyzing data through Grounded Theory.

1.5.4 Conceptual Framework

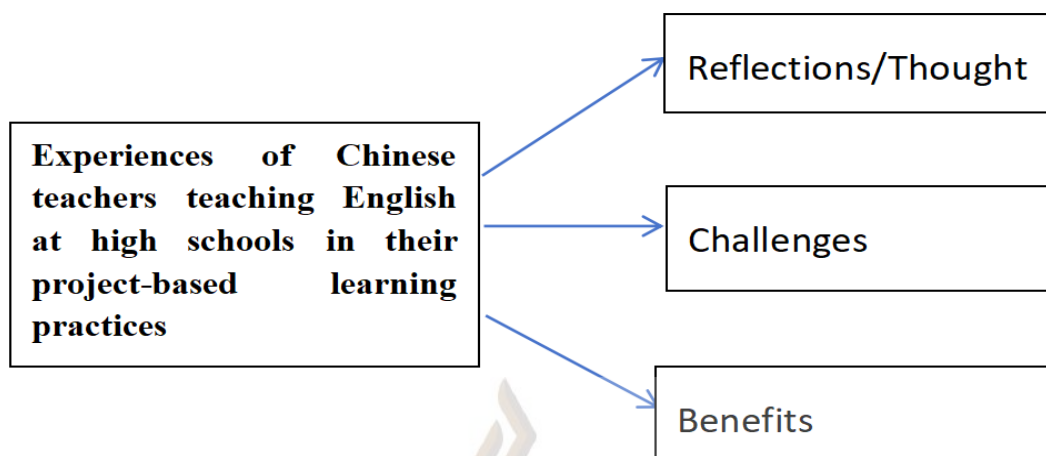


Figure 1.1 Conceptual Framework

This conceptual framework was based on teachers who were familiar with project-based teaching methods and had used project-based teaching in their classrooms.

1.6 Significance of the study

1.6.1 Theoretical Contributions

1) By examining teachers' perceptions, the study provides insights into how educators view the effectiveness and practicality of PBL. This contributes to the theory of educational change and adoption by highlighting factors that influence teachers' acceptance or resistance to new teaching methods.

2) The study contextualizes the implementation of PBL within the unique framework of the Chinese education system. This adds to the body of knowledge on how educational innovations can be adapted to different cultural and institutional settings, contributing to the theory of contextual learning and cultural responsiveness in education.

3) By identifying the specific challenges and benefits faced by Chinese high school teachers in implementing PBL, the study informs theories of educational barriers and

facilitators. This can help refine models of teacher professional development and support systems needed to effectively integrate PBL.

4) The study supports and expands on constructivist learning theory by demonstrating how PBL can be practically applied in a non-Western context. It shows how PBL promotes active, student-centered learning and helps students develop critical thinking and problem-solving skills, reinforcing the principles of constructivism.

5) The findings on teachers' needs and experiences with PBL contribute to theories on teacher professional development. The study highlights the importance of providing adequate training, resources, and support to help teachers transition to new teaching methodologies.

6) The study sheds light on the diffusion of educational innovations like PBL within a traditional education system. It contributes to the theory of innovation diffusion by illustrating how PBL can gain acceptance and be effectively implemented in different educational environments.

1.6.2 Practical Benefits:

1) By understanding teachers' perceptions and experiences with PBL, educational institutions can tailor professional development programs to help teachers effectively implement PBL, thereby enhancing their teaching practices and student engagement.

2) The study provides data-driven insights that policymakers can use to design supportive policies and frameworks for the adoption of PBL, addressing both the challenges and benefits identified by teachers.

3) By identifying successful strategies and common obstacles in PBL implementation, schools can better support teachers in creating effective PBL environments, leading to improved student learning outcomes, including critical thinking, problem-solving, and collaboration skills.

4) The findings can inform the design of targeted professional development programs that address the specific needs and challenges faced by teachers in implementing PBL, helping them to develop the skills and confidence needed to adopt this approach.

5) By understanding the benefits and challenges of PBL from the teachers' perspective, schools can create a more supportive environment that increases teacher motivation and willingness to adopt innovative teaching practices.

6) The study can provide a blueprint for scalable PBL implementation models that can be adapted to different schools and regions, promoting widespread adoption of PBL across the education system.

1.7 Limitations of the study

The study was carried out with high school teachers in only one city in Guangxi Province. Thus, generalizations to high school teachers in other provinces should not be made. Future research should cover a bigger sample size.

1.8 Definitions of terms

Keywords in this study are defined as follows:

Project-Based Learning (PBL): Project-based learning (PBL) is an instructional methodology that encourages students to learn and apply knowledge and skills through engaging projects set around real-world challenges and problems. Specific implementation steps: In the first step, the teacher gives a specific task or specific problem, and in the second step, the students are divided into groups. Third, students work together to solve problems in small groups, fourth, students submit the results of the project in small groups, and fifth, the teacher evaluates the results of the project.

Practice: Practice refers to the actual application or execution of skills, methods, or activities, as opposed to theoretical concepts. It describes concrete actions taken by individuals, groups, or organizations in a particular field. In this research, practice refers to how Chinese teachers implement Project-Based Learning (PBL) in their English teaching at high schools, including the strategies, activities, and approaches they apply in their classrooms.

High School English Teachers: High school English teachers are educators who instruct students in grades 10 through 12 in various subjects as part of China's secondary education system.

Experiences: Experiences refer to the events, situations, or activities that a person encounters, participates in, or lives through, which shape their knowledge, skills, and perceptions. In this paper, experiences refer to the experiences of high school English teachers using project-based learning (PBL) methods to teach English.

The Grounded Theory: Grounded Theory, developed by Barney Glaser and Anselm Strauss in 1967, is a qualitative research methodology focused on generating theory from data rather than testing existing theories. The analysis of data in Grounded Theory involves three coding stages: Open Coding: Breaking down data into key concepts and categories. Axial Coding: Identifying relationships and patterns between categories. Selective Coding: Integrating categories to develop a core category explaining the main theme.

Chapter 2

Literature Review

This chapter aims to review the literature on Project-based Learning (PBL). It begins with the definition of Project-based Learning, followed by an exploration of the benefits and challenges associated with PBL. The chapter then discusses the related theories, and their implementation in Chinese schools, and concludes with an overview of related research.

2.1 Project-based learning (PBL)

2.1.1 Project-based Learning

Project-based learning (PBL) is grounded in constructivist learning principles, promoting student-oriented and active learning experiences, fostering interactions among students and between students and teachers, and addressing real-world problems (Allen, 2004).

According to Blumenfeld et al. (1991), PBL is a student-centered pedagogical approach where students gain knowledge on a subject through projects. These projects usually tackle real-world problems and are often carried out in groups. Students are primarily responsible for organizing activities such as research, writing, discussion, presentation, and time management. The teacher acts as a facilitator and counselor, ensuring students have the necessary materials and equipment, guiding them through various issues that might arise, and ultimately evaluating the final projects.

Thomas (2010) describes PBL as a model that organizes learning around projects. It is defined as an interdisciplinary, student-centered activity with a clearly defined project outcome (Han, Yalvac, Capraro, & Capraro, 2015). PBL is characterized by student autonomy, constructive investigations, goal-setting, collaboration,

communication, and reflection within real-world practices (Hallam, Burnard, Robertson, Saleh, & Kokotsaki, 2016).

Moss and Van Duzer (1998) define PBL as “an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop.” Unlike traditional instruction, which uses a rigid lesson plan, PBL emphasizes student-centered, interdisciplinary, and integrated activities in real-world situations. It allows for in-depth investigation of topics worth exploring (Harris & Katz, 2001).

PBL focuses on resolving ill-defined problems, encouraging both individual and collaborative learning. This approach helps students acquire knowledge, and develop critical thinking skills, creativity (Kubiatko & Vaculova, 2011), and essential soft skills such as leadership and communication (Walters & Sirotiak, 2011).

Project-based learning follows three constructivist principles: learning is context-specific, learners are actively involved in the learning process, and goals are achieved through social interactions and knowledge sharing (Cocco, 2006). It is a type of inquiry-based learning where authentic questions and real-world problems provide the learning context, leading to meaningful learning experiences (Al-Balushi & Al-Aamri, 2014). The main objective of PBL is to produce a product or artifact through team collaboration (Esch, 1998).

Empirical evidence shows that experiential education includes specific methods, with PBL being one of them. According to David (2008), the core idea of PBL is that real-world problems capture students' interest and provoke serious thinking as they acquire and apply new knowledge in a problem-solving context. Teachers, acting as facilitators, work with students to frame worthwhile questions, structuring meaningful tasks, coach both knowledge development and social skills, and assess what students have learned from the experience.

The distinctive feature of PBL is problem orientation, where a problem or question drives learning activities. Constructing a concrete artifact distinguishes PBL from

problem-based learning. Helle and Slj (2016) identify three additional features of PBL: learner control of the learning process, allowing decisions on pacing, sequencing, and content; contextualization of learning through student projects, supported by cognitive and situated learning perspectives; and the use of multiple forms of representation, combining interdisciplinary knowledge in various forms such as abstract, concrete, pictorial, verbal, and formulaic.

In summary, Project-based Learning is a constructivist educational approach that emphasizes student-centered and active learning through projects. These projects often tackle real-world problems, allowing students to develop critical thinking, creativity, and essential soft skills while working collaboratively and independently. The role of the teacher in PBL is to facilitate and guide students through the learning process, ensuring they have the resources needed to succeed.

2.1.2 The Process of the Implementation of PBL

In “An Application of the Projects Approach to EFL,” Papandreou (1994) introduces a six-step model that outlines the process of project work. These steps are designed to guide students through a comprehensive learning experience, fostering both linguistic and cognitive skills.

1) Preparation:

During this initial phase, the teacher introduces the topic to the students, encouraging them to engage in discussions and ask questions. This step sets the stage for the project, helping students understand the context and objectives.

2) Planning:

In this phase, the teacher and students collaboratively determine the methods for collecting and analyzing information. Roles and responsibilities are assigned to ensure that each student knows their part in the project.

3) Research:

Students work individually or in groups to gather information from various sources. This phase emphasizes the development of research skills and the ability to discern relevant information.

4) Conclusions:

After collecting and analyzing the data, students draw conclusions based on their findings. This step helps in developing critical thinking and analytical skills.

5) Presentation:

Students present their final product to the class. This phase focuses on enhancing students' communication skills, as they must clearly and effectively convey their findings and conclusions.

6) Evaluation:

The teacher provides feedback on the student's efforts and achievements. This step is crucial for reflective learning, allowing students to understand their strengths and areas for improvement.

Building upon Papandreou's model, Alan and Stoller (2005) offer a revised ten-step process in "Maximizing the Benefits of Project Work in Foreign Language Classrooms." This revised model is designed to be more manageable for both teachers and students, facilitating the practical application of project work in language learning environments. The ten steps are as follows:

1) Theme Agreement:

Students and the instructor collaboratively decide on a theme for the project. This ensures that the project is relevant and engaging for the students.

2) Outcome Determination:

The students and instructor define the outcome of the project. This could be a presentation, a report, or another tangible product, providing a clear goal for the project.

3) Project Structuring:

Together, the students and instructor outline the structure of the project. This includes setting timelines, dividing tasks, and determining the steps needed to achieve the outcome.

4) Language Preparation for Information Gathering:

The instructor prepares students for the language demands they will encounter while gathering information. This may involve teaching specific vocabulary, phrases, and research methods relevant to the project.

5) Information Gathering:

Students gather information from various sources. This phase emphasizes the importance of using diverse and credible sources to support their project.

6) Language Preparation for Data Analysis:

The instructor helps students prepare for the language demands of compiling and analyzing data. This includes teaching relevant terminology and analytical methods.

7) Data Compilation and Analysis:

Students compile and analyze the information they have gathered. This step involves synthesizing data, identifying patterns, and drawing conclusions.

8) Language Preparation for the Culminating Activity:

The instructor prepares students for the language demands of presenting their final product. This includes practicing presentation skills and using appropriate language to convey their findings.

9) Final Product Presentation:

Students present their final product to the class. This phase allows them to showcase their work and practice their public speaking skills.

10) Project Evaluation:

Students evaluate the project, reflecting on what they have learned and how they can improve. This step promotes self-assessment and continuous learning.

The revised model by Alan and Stoller (2005) is designed to be more structured and manageable, making it easier for teachers and students to implement in real-world applications. By following these steps, students can enhance their language skills, foster creative thinking, and achieve the learning objectives of the project. This comprehensive approach ensures that the final objective of project work is met, providing a meaningful and enriching educational experience.

2.2 The Benefits and Challenges of Project-based Learning

2.2.1 The Benefits of Project-based Learning

Project-based learning (PBL) in English as a Foreign Language (EFL) classrooms is widely recognized for its numerous benefits. As an effective realization of Communicative Language Teaching (CLT), PBL creates essential conditions for language learning, including exposure to authentic materials, opportunities for language use, and increased motivation. This method not only enhances student motivation but also helps learners develop a variety of skills through goal-oriented and authentic activities (Moss & Van Duzer, 1998).

1) Integration of Language Skills

A key advantage of PBL is its ability to integrate the four main language skills: speaking, listening, reading, and writing. Projects naturally involve a variety of activities that enable students to practice and reinforce their language skills in a meaningful context. According to Haines (1989), students have the opportunity to recycle known language and skills in a relatively natural setting while working on projects. Levine (2004) also highlights that the most recognized benefit of PBL in language classrooms is the improvement of language skills, as students engage in purposeful communication to complete authentic activities. These activities, designed to develop students' thinking and problem-solving skills, are crucial for out-of-school contexts and foster a learning-to-learn mindset (Brophy & Alleman, 1991).

2) Development of Metacognitive and Interpersonal Skills

Projects require students to undertake a variety of tasks, such as developing research plans, collecting and analyzing data, and reporting findings. This process helps students develop metacognitive skills (Beckett, 2002). Additionally, as students collaborate to achieve their project goals, they build confidence, independence, and essential interpersonal skills like problem-solving and negotiating (Fried-Booth, 2002; Stein, 1995). Farouk (2016) confirms that PBL aids in the development of evaluation skills for presentations and reduces communication anxiety. Cameen Kettanuna (2014) also finds that PBL not only yielded positive learning outcomes but also improved students' cognition, work ethics, and interpersonal skills.

3) Positive Attitudes and Increased Motivation

Several studies have shown that PBL positively impacts students' attitudes toward learning and their motivation. Omar, Mohamad, & Rajoo (2012) find that students in a project-based English course at UniKL MFI University in Malaysia became more interested in using English and better at self-directed learning. Similarly, Bakar, Noordin, & Razali (2019) report that students in a Communicative English course at a Malaysian TVET College improved their listening skills more effectively through PBL than with conventional teaching strategies. Nazriani, Supriyadi, & Yusuf (2018) reveal that PBL enhanced the interpersonal communication abilities and creativity of Indonesian English majors. Lawarn (2018) confirms that drama projects improved Thai university students' speaking abilities.

4) Language Skill Improvement and Assessment

Iosif (2009) highlights three main advantages of PBL in Greek primary schools: the development of confidence and independence, increased self-esteem, and improved language skills. Lin (2015) finds that the PBL approach improved vocabulary use among elementary students in Taiwan, even though there were no significant differences in pre- and post-test scores between the PBL and non-PBL groups. Ross (2005) demonstrates the long-term benefits of using projects as an assessment tool in Japan, showing that project-based assessments improved students' English abilities over traditional methods.

Spring (2020) further supports these findings, showing that video projects improved Japanese students' English speaking accuracy and complexity.

5) Enhanced Oral Production and Lexical Competence

Dooly and Sadler (2016) report that PBL improved learners' ability to produce target language structures orally, particularly in terms of modality and creative reproduction. Torres and Rodriguez (2017) find that PBL increased EFL learners' oral production and lexical competence. Yamada (2020) demonstrates that value-centered team learning within PBL created a dynamic learning environment where participants learned from each other through interaction.

6) Motivation and Autonomous Learning

Zhang (2015) explores the necessity and implementation of PBL in Chinese college English listening and speaking classes. The study showed that PBL enhanced students' motivation and autonomy, improving their ability to acquire, analyze, and synthesize information. Phamduethuan (2018) summarizes that PBL characteristics, such as cooperative learning, student-centeredness, life-long learning, self-directed learning, motivation, autonomy, and creativity, are highly appropriate and beneficial for language teaching and learning.

In summary, the implementation of PBL in EFL classrooms offers numerous benefits, including improved language skills, increased self-esteem, positive attitudes toward learning, and opportunities for developing confidence and independence. PBL fosters a learning environment that integrates language skills, promotes metacognitive and interpersonal skill development, and enhances motivation and autonomous learning. As a flexible and effective teaching method, PBL is well-suited to modern language education and helps prepare students for real-world communication and problem-solving.

2.2.2 The Challenges of Project-based Learning

Implementing Project-based Learning (PBL) in EFL classrooms presents several challenges, despite its numerous benefits.

Project Partner Members and Project Duration

Iosif (2009) identifies significant issues related to students' unfamiliarity with group work and the lengthy duration of some projects. Some students lost interest and motivation by the project's end, suggesting that short-term projects might be more effective for primary school learners.

Teacher Implementation Skills and Challenges

Aksela (2019) emphasizes that successful PBL implementation relies heavily on teachers' pedagogical skills, including their ability to manage time, organize projects, and facilitate learning. Zhang (2015) highlighted further challenges such as group management, student participation, assessment criteria, and time distribution, indicating a need for more research in these areas.

Resistance to Student-Driven Learning

Common barriers to effective PBL implementation include teachers' resistance to student-driven learning. Many teachers perceive this approach as relinquishing control of the classroom. Mentzer, Czerniak, and Brooks (2017) conduct a three-year case study on in-service teacher training for PBL and found that while teachers initially valued inquiry-based instruction, their teaching styles adapted slowly to this approach. Teachers with limited PBL experience often resisted allowing students to self-determine key lesson concepts. Other implementation barriers included confusion between inquiry-based instruction and hands-on activities, difficulty motivating students to work collaboratively, challenges in scaffolding instructions, developing authentic assessments, and overcoming student resistance to critical thinking. Time constraints, granting sufficient student autonomy, and integrating required curricula with PBL also posed significant challenges (Mentzer, Czerniak, & Brooks, 2017).

Instructor Guidance and Class Size

The success of PBL heavily depends on the instructor's guidance. Due to the project's authentic nature, instructors need extensive professional experience, flexibility, and a willingness to invest additional energy to help students navigate unexpected or unfamiliar problems. In large classes, multiple instructors are often necessary to share

supervisory and guidance tasks. Additionally, larger class sizes require increased funding and equipment, making PBL less suitable for such settings due to limited resources and qualified mentors (Liu, Tinga, & Chen, 2014).

In summary, despite the numerous benefits of Project-based Learning (PBL) in EFL classrooms, several challenges can hinder its effective implementation. These challenges include students' unfamiliarity with group work, the lengthy duration of projects, the need for advanced pedagogical skills among teachers, resistance to student-driven learning, and the necessity for strong instructor guidance, especially in larger classes. Addressing these issues through comprehensive teacher training, strategic project planning, and appropriate resource allocation is essential to unlocking the full potential of PBL in enhancing language skills, student motivation, and the development of essential life skills. By overcoming these barriers, educators can create a more dynamic and engaging learning environment that fosters both academic and personal growth in students.

2.3 The Learning Theories of the Foundation of PBL

2.3.1 Introduction Cooperative Learning Theory

Cooperative Learning Theory is a teaching approach based on social constructivism, emphasizing learning through group cooperation and peer support. The theory posits that students learn not only academic content but also communication, teamwork, and critical thinking skills by working together in small groups.

Key elements of Cooperative Learning Theory include:

Positive Interdependence: Group members rely on each other to achieve shared goals, and the success of each individual is tied to the success of the group as a whole.

Face-to-Face Interaction: Students engage in direct interaction, sharing ideas and resources, which fosters mutual understanding and knowledge exchange.

Individual Accountability: While working in a group, each student remains responsible for their learning, and the group's success depends on the active participation and contribution of each member.

Social Skills: Cooperative learning promotes the development of social skills such as communication, conflict resolution, and leadership, which are essential for effective collaboration.

Group Processing: Groups regularly reflect on their collaborative process, evaluating their performance and discussing ways to improve their cooperation.

Pioneers of Cooperative Learning Theory include David and Roger Johnson, who have significantly contributed to this field. They argue that cooperative learning enhances not only academic achievement but also social and emotional development.

In practice, cooperative learning involves group projects, role-playing, and task distribution, encouraging students to solve problems and complete tasks collectively.

2.3.2 Socio-Cultural Theory

The origins of Project-Based Learning (PBL) can be traced back over a century to the pioneering work of educator and philosopher John Dewey. In 1959, Dewey established the Laboratory School at the University of Chicago, where he implemented a curriculum centered around the process of inquiry. Dewey's educational philosophy emphasized that students would develop a deeper personal investment in their learning if they engaged in real, meaningful tasks and problems that mirrored the work of experts in real-world contexts. This approach was grounded in the belief that learning is most effective when it is connected to authentic experiences and practical applications.

Dewey's ideas laid the foundation for what we now recognize as PBL by advocating for an experiential learning environment where students actively construct knowledge through hands-on activities and problem-solving. He posited that such an approach not only makes learning more engaging but also helps students develop critical

thinking and problem-solving skills by challenging them to address complex, real-life issues.

This concept of learning through practical, real-world tasks is further supported by Vygotsky's socio-cultural theory. Vygotsky emphasized the role of social interaction and cultural context in cognitive development, asserting that learning is inherently a social process. According to Vygotsky, students learn best when they are actively involved in collaborative activities that reflect the practices of their culture and community. This theory complements Dewey's ideas by highlighting the importance of social collaboration and cultural relevance in the learning process.

Socio-Cultural Theory (SCT), based on Vygotskian thought, is a theory about the development of human cognitive and higher mental function. The theory argues that the development of human cognitive and higher mental function comes from social interactions and that through participation in social activities requiring cognitive and communicative functions, individuals are drawn into the use of these functions in ways that nurture and —scaffold them. —From a social-cultural perspective, children's early language learning arises from processes of meaning-making in collaborative activity with other members of a given culture (Liwei, 2010). Lantolf and Thorne (2007) defend that the principles of the SCT can also apply to Second Language Acquisition (SLA). They explain that —Learning is embedded within social events and occurring as an individual interacts with people, objects, and events in the environment (Cook, 2008).

In essence, the roots of PBL are deeply embedded in the principles established by Dewey and Vygotsky. Dewey's focus on inquiry-based learning and Vygotsky's socio-cultural theory both underscore the importance of engaging students in authentic, contextually relevant tasks to foster deeper learning and development. These foundational ideas continue to influence contemporary educational practices, reinforcing the value of PBL in creating dynamic, student-centered learning environments.

2.3.3 Constructivism Learning Theory

Constructivism is a theory of learning grounded in observation and scientific research, focusing on how individuals acquire knowledge and understanding. According to Bereiter (1994), constructivism posits that people actively construct their understanding and knowledge of the world through their experiences and reflections on those experiences. When faced with new information or experiences, individuals must reconcile these with their existing beliefs and knowledge. This process may involve modifying previous ideas, integrating new information, or dismissing it as irrelevant. In essence, individuals are seen as active creators of their knowledge.

Constructivism emphasizes that learning is not a passive absorption of information but an active, dynamic process. When encountering new concepts, learners engage in questioning, exploring, and assessing their current understanding to make sense of new experiences. This process of active inquiry and reflection helps individuals build and refine their knowledge.

In the classroom, the constructivist approach influences various teaching practices. It typically involves encouraging students to engage in active learning techniques such as experiments, real-world problem-solving, and hands-on activities. These methods enable students to generate new knowledge and then reflect on and discuss their learning experiences. Constructivist teaching practices are designed to help students connect new information to their existing knowledge and experiences, thereby fostering deeper understanding and personal relevance.

A key component of constructivist teaching is understanding students' preexisting conceptions. Teachers play a crucial role in identifying these initial ideas and guiding students through activities that address and build upon them. This process involves:

- 1) Encouraging Inquiry: Teachers foster an environment where students are encouraged to ask questions, explore various solutions, and engage in meaningful discussions about their learning experiences.

2) Facilitating Active Learning: By incorporating real-world problems, experiments, and other interactive activities, teachers help students apply and test their understanding in practical contexts.

3) Reflecting and Discussing: Students are encouraged to reflect on their learning processes and discuss how their understanding has evolved. This reflection helps solidify new knowledge and integrate it with existing concepts.

4) Building on Existing Knowledge: Teachers assess students' prior knowledge and misconceptions to design activities that challenge and expand their understanding, ensuring that new knowledge is effectively integrated.

Oliver (2000) highlights that the constructivist approach requires teachers to be attuned to their students' existing conceptions and to tailor their guidance accordingly. By doing so, educators can help students build on what they already know, leading to more meaningful and enduring learning experiences.

In summary, constructivism underscores the importance of active engagement, inquiry, and reflection in the learning process. It encourages teaching practices that involve students in creating, testing, and discussing their understanding, thereby fostering a deeper connection to the material and promoting lifelong learning skills.

2.4 Background of Project-Based Learning in Chinese Education

2.4.1 Integration of Project-based Learning (PBL) with National Curriculum Standards and its Practical Applications

Song (2023) highlights the alignment between Project-based Learning (PBL) and the National New Curriculum Standards in China. The National New Curriculum Standards, issued by the Ministry of Education of the People's Republic of China, aim to guide teaching activities and promote the holistic development of students. A core principle of these standards is to foster students' comprehensive abilities and innovative spirit through the integration of disciplinary knowledge and interdisciplinary learning.

PBL aligns with this philosophy by encouraging students to engage in real-world problems and apply their knowledge in practical contexts. The standards advocate for teaching methods that emphasize problem-solving and active participation, which are central to PBL.

PBL supports these goals by providing students with opportunities to apply their knowledge to real-world problems, thereby developing their problem-solving skills and practical abilities. Teachers can design PBL activities that integrate various curriculum standards and textbooks, covering multiple disciplinary areas and enhancing student interest and motivation through meaningful tasks. Furthermore, the National New Curriculum Standards stress reforms in assessment and evaluation, which PBL supports by offering comprehensive assessments of students' learning progress through project outcomes, presentations, and performances.

2.4.2 Applications and Effectiveness of Project-Based Learning

Qian (2022) analyzes the implementation of PBL in primary school Chinese instruction, particularly within the “Happy Reading Module.” The study highlights PBL's practical significance for enhancing both student abilities and teacher experience, suggesting that PBL contributes positively to both student learning outcomes and teacher development. Conversely, Yang (2020) identifies challenges in applying PBL in high school reading programs, such as unclear implementation effects and a lack of detailed guidance. These issues are attributed to inadequate teacher expertise and a focus on exam results rather than comprehensive learning.

Lu (2021) explores the application of PBL in college English writing, using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to assess its effectiveness. The study highlights the important role of the ADDIE framework in organizing and implementing PBL in English writing courses. Li (2020) investigates the integration of PBL with senior high school English reading instruction, demonstrating its effectiveness in increasing student engagement and improving reading abilities. The study finds that PBL enhances students' interest in English reading and positively impacts their reading skills, particularly benefiting students at the “C” level.

Shang (2007) reported on a content-based project involving business administration majors, aiming to improve both their business performance and English language skills. The project utilizes materials directly related to the culture and language being studied, leading to superior performance on the Test for English Majors Band 4 (TEM4) in 2003.

In China, various studies demonstrate the successful application of PBL in different contexts. Gu and Fang (2003) implement a PBL approach with Foreign Trade students, who investigate local resources and foreign trade services and produce written reports as solutions. The project engages students in active, authentic learning and reflective practices. Zhao (2004) conducts a PBL course for doctoral candidates at the Harbin Institute of Technology, finding that it provides a valuable context for students to use various language skills and develop collaboration abilities.

In summary, these studies collectively demonstrate that, with appropriate adaptation and creativity, PBL can be highly effective in various educational contexts, including foreign language classrooms and non-English major programs. PBL aligns well with national curriculum standards and supports comprehensive student development by fostering practical application of knowledge, enhancing student engagement, and improving various skills. Addressing implementation challenges through targeted training and support can further optimize the benefits of PBL in diverse educational settings.

2.5 Chinese schools

According to the National Education Development Statistical Bulletin issued by the Ministry of Education of China on July 5, 2024, the following statistics are reported:

Total Education Landscape

China has a total of 518,500 schools across all levels and types, serving 293 million students. The education system employs 18,803,600 full-time teachers.

Pre-Primary Education

Nationwide, there are 289,200 kindergartens, a decrease of 5,610 from the previous year, or 1.90%. Among these, there are 245,700 kindergartens in Pratt & Whitney, marking an increase of 1,033 or 0.42%. The gross enrollment rate for preschool education is 89.7%, up 1.6 percentage points from the previous year. There are 3,244,200 full-time teachers in preschool education, with 90.30% holding technical secondary education or above.

Compulsory Education

There are 201,600 schools at the compulsory education stage. This includes 34,327,700 students and 10,654,600 full-time teachers, with a consolidation rate of 95.5%. The number of ordinary primary schools is 149,100, a decrease of 5,162 or 3.35%. The number of teaching spots in primary schools is 76,900, down 6,690 from the previous year. There are 6,629,400 full-time teachers in primary education, with a student-to-teacher ratio of 16.19:1. The qualification rate of full-time teachers is 99.99%, and 74.53% hold a bachelor's degree or higher.

Junior High School

China has 52,500 junior high schools (including 8 vocational junior high schools), a decrease of 391 or 0.74% from the previous year. There are 17,313,800 students enrolled in junior high schools, an increase of 259,400 or 1.52%. The total number of students enrolled in schools is 51,206,000, up 1,021,600 or 2.04%. Graduates number 16,239,200, an increase of 367,800 or 2.32%. There are 4,025,200 full-time teachers in junior high schools, with a student-to-teacher ratio of 12.72:1. The qualification rate of full-time teachers is 99.94%, and 91.71% hold a bachelor's degree or higher.

High School

The gross enrollment rate for senior high schools is 91.6%, an increase of 0.2 percentage points from the previous year. There are 15,000 ordinary high schools, an increase of 441 or 3.02%. General high schools have 9,475,400 students enrolled, an increase of 425,900 or 4.71%. There are 2,133,200 full-time teachers in senior high schools, with a student-to-teacher ratio of 12.72:1. The qualification rate of full-time

teachers is 99.03%. There are 7,201 secondary vocational schools, 93 fewer than the previous year.

Higher Education

China has 3,013 higher education institutions. This includes 1,239 regular undergraduate schools (including 164 independent colleges), an increase of 1 from the previous year; 32 vocational schools at the undergraduate level; and 1,489 higher vocational (junior) schools, an increase of 3. There are 253 adult colleges and universities, 3 fewer than the previous year, and 234 scientific research institutions that train postgraduates. The total number of higher education students is 46.55 million, an increase of 2.25 million. The gross enrollment rate in higher education is 59.6%, up 1.8 percentage points. The average size of ordinary undergraduate schools is 16,793 students, for vocational schools at the undergraduate level is 19,487, and for higher vocational (junior) schools is 10,168. There are 1,242,500 graduate students, an increase of 66,000 or 5.61%, and 1,977,800 full-time teachers in higher education.

Private Education

China has 178,300 private schools of all levels and types, a decrease of 7,451 from the previous year. Private schools account for 34.37% of the total number of schools. There are 52,827,000 students in private schools, which is 3,460,600 fewer than the previous year, representing 18.05% of the total student population.

Special Education

There are 2,314 special education schools in China, an increase of 26 or 1.14% from the previous year. The number of special education students is 146,300, down 2,805. The total number of students enrolled in special education programs is 918,500, a decrease of 1,265 or 0.14%.

2.6 The Grounded Theory

The Grounded theory is a qualitative research methodology first introduced in 1967 by sociologists Barney Glaser and Anselm Strauss in their influential work, *The*

Discovery of Grounded Theory. This approach is characterized by an inductive process where researchers, serving as the primary instruments of data collection and analysis, derive theories and insights directly from the data itself. Unlike deductive methodologies, which test pre-existing theories, grounded theory aims to develop new theories based on empirical observations.

Data collection in grounded theory is flexible and can include interviews, observations, and various documentary materials. This methodology involves specific procedures and terminology, such as theoretical sampling and the constant comparative method, to systematically generate and refine theories.

Theoretical Sampling: In grounded theory, researchers use theoretical sampling to guide data collection. This involves iterative cycles where data collection, coding, and analysis occur simultaneously. Researchers make decisions on what data to gather next based on emerging findings, which helps in developing and refining theories. This process ensures that the data collected is relevant and contributes to the development of a grounded theory.

Constant Comparative Method: The constant comparative method is a core technique used in grounded theory. Researchers compare segments of data with each other to identify similarities and differences. This involves coding data into categories based on these comparisons, which helps in understanding patterns and relationships within the data. By continuously comparing data segments, researchers develop categories and refine their theories.

Coding Phases: The Grounded theory typically involves three main phases of coding:

- 1) **Open Coding:** This is the initial phase where researchers break down the raw data into discrete parts and examine them closely. During open coding, patterns, themes, and concepts are identified and labeled with descriptive codes. This process allows

researchers to explore the data without imposing preconceived categories, providing a detailed understanding of participants' perspectives and experiences.

2) Axial Coding: Following open coding, axial coding involves organizing and regrouping the open codes into more meaningful categories. Researchers explore the relationships among these categories to develop a more structured framework. Axial coding helps in understanding how different codes and categories are interconnected, providing a clearer view of the data's underlying structure.

3) Selective Coding: In the final phase, selective coding, researchers synthesize the axial codes to develop comprehensive conclusions. This phase involves constructing overarching categories that encapsulate the essence of the data. Selective coding aims to integrate and refine the categories developed during axial coding to form a coherent theory that explains the observed phenomena.

Overall, grounded theory provides a systematic approach to data analysis that enables researchers to build theories grounded in empirical evidence. By focusing on the iterative process of data collection and analysis, grounded theory helps uncover insights that are directly derived from the data, offering a robust framework for understanding complex social phenomena.

2.7 Related Researches

Amin and Shahna (2024) explored the benefits and challenges of online project-based learning (PBL) in their article, "The Benefits and Challenges of Online Project-Based Learning: Students and Lecturers' Perceptions." This study examined these aspects from the perspectives of students and lecturers at Universitas Jambi through a qualitative case study design. Data collection involved distributing an open-ended questionnaire via Google Forms to 45 exchange students enrolled in an Organizational Culture class as part of the Merdeka Belajar Kampus Merdeka curriculum and conducting semi-structured interviews with the lecturers.

Evendy, Zulkarnain, & Ardiansyah (2023) conducted a study titled “Exploring the Benefits and Challenges of Project-Based Learning in Higher Education.” This research investigates the advantages and difficulties associated with implementing Project-Based Learning (PBL) in higher education settings. The study employs a review methodology, utilizing various tools and software, including databases, citation management software, and data analysis tools. The study identifies several benefits of PBL, such as increased student engagement, enhanced interdisciplinary collaboration, and improved problem-solving skills. However, it also outlines key challenges, including faculty resistance and readiness, complexities in curriculum design and assessment, as well as time and resource constraints. To address these challenges, the study discusses strategies such as faculty training and support, alignment of curriculum, development of assessment rubrics, and implementation of effective project management frameworks. The findings offer valuable insights for higher education institutions across various disciplines, guiding educators, administrators, and policymakers in integrating or enhancing PBL approaches within their curricula. This study contributes to the existing body of knowledge on PBL by providing a detailed examination of its benefits and challenges, thereby bridging the gap between theoretical concepts and practical application in education.

Bhat and Dar (2023) conducted a study titled “The Benefits of Project-Based Learning in High School.” This paper explores the extensive benefits of Project-Based Learning (PBL) through a thorough review of existing literature. The study highlights several key findings: 1) Enhanced Student Engagement: PBL significantly boosts student involvement by engaging them in relevant and stimulating tasks. 2) Development of Critical Skills: It fosters critical thinking and problem-solving abilities through inquiry-based and real-world applications. 3) Improved Academic Achievement: Students participating in PBL often achieve higher scores on standardized tests compared to their peers. 4) Promotion of Collaboration and Social Skills: PBL encourages teamwork and collaboration, preparing students for professional environments. 5) Real-World Preparedness: By offering practical experiences and skills, PBL equips students with knowledge directly applicable to their future careers.

6) Equity and Inclusivity: PBL has the potential to promote equity in education by providing meaningful learning opportunities for all students.

Santiara, Hidayat, & Prabowo (2022) investigated the impact of Project-Based Learning (PBL) on eighth graders' speaking skills and their perceptions of PBL. Using a quasi-experimental design with 32 students (16 in the experimental group and 16 in the control group), the study assessed improvements in speaking skills through pre-and post-tests and evaluated perceptions via a questionnaire. The results showed that the experimental group, which engaged in PBL, experienced a significant improvement in their speaking scores (from 35.81 to 64.94) compared to the control group (from 41.00 to 50.75). Additionally, students in the experimental group rated their experience with PBL as “very high,” indicating strong benefits. The study concludes that PBL effectively enhances speaking skills and provides engaging classroom activities, making it a valuable approach for English teaching, especially in E-Learning environments.

Qian (2022) examined the implementation of project-based learning (PBL) within the “Happy Reading Module” for primary school Chinese. She assessed both theoretical and practical aspects of this approach, investigating its necessity and feasibility in applying the principles and strategies of the module. Qian's findings highlighted the significant practical value of PBL for both students and teachers. For students, PBL enhances their overall abilities, while for teachers, it provides opportunities to gain valuable teaching experience and develop a distinctive teaching style and system.

Puangpunsi (2021) examined how Project-Based Learning (PBL) impacts students' English skills and 21st-century skills. Over 15 weeks, 104 participants worked in small groups on project-based tasks. The study found that PBL significantly enhanced English proficiency and developed crucial 21st-century skills such as collaboration, teamwork, flexibility, adaptability, and responsibility. Participants reported positive feedback, noting that PBL activities fostered engagement and satisfaction in learning. The integration of PBL in English classes allowed students to achieve meaningful goals and address learning challenges effectively.

Al-Busaidi and Al-Seyabi (2021) conducted a study to assess the impact of Project-Based Learning (PBL) on the development of course design skills among 146 student-teachers at the College of Education, Sultan Qaboos University, Oman. The study found that the PBL approach was highly effective in helping these student-teachers enhance their course design competencies. Participants reported that engaging in PBL not only deepened their understanding of course design principles but also facilitated the acquisition of a range of valuable academic skills. The student-teachers expressed enthusiasm for the project-based approach, noting its practical benefits in applying theoretical concepts to real-world scenarios. They appreciated the opportunity to work collaboratively and actively on course design tasks, which contributed to a more comprehensive grasp of pedagogical strategies and course development processes. Additionally, the study highlighted that PBL enabled the student-teachers to develop critical thinking, problem-solving, and project management skills, which are essential for effective teaching and curriculum planning. Overall, the research underscores the significant positive impact of PBL on both the practical and theoretical aspects of course design education.

Yamada (2020) explored the implementation of Project-Based Learning (PBL) in a Japanese high school setting, focusing on value-centered team learning. Over a year, 19 teachers and 73 students participated in the project. Data was collected through quantitative and qualitative questionnaires, revealing that value-centered team learning effectively created a dynamic learning environment. Students reported significant skill development and engagement, while teachers highlighted six key learnings from their experience. The study concluded that this approach fosters mutual learning and collaboration among participants, enhancing the overall educational experience.

Quoc and Phan (2020) aimed to investigate EFL high school students' attitudes towards Project-Based Learning (PBL) when it was implemented using new English textbooks at Bui Thi Xuan High School in Vietnam. The study involved 155 EFL high school students who completed a questionnaire, and 40 students who participated in semi-structured interviews. Quantitative data were analyzed using SPSS, focusing on descriptive statistics such as means, standard deviations, and frequencies, while

qualitative data were analyzed through content analysis. The findings revealed that the EFL high school students had positive attitudes towards PBL, encompassing cognitive, affective, and behavioral dimensions.

Yang (2020) identified several issues with the implementation of project-based learning (PBL) in high school literature courses. Despite having a clear teaching purpose and some foundational applications, the effectiveness of PBL in teaching entire books was found to be less than ideal. Yang noted that while the implementation process was well-defined, there was a lack of guidance on how to execute it effectively. Additionally, although some positive teaching results were achieved, practical difficulties remained. The study attributed these problems to several factors: insufficient professional quality and experience of teachers in providing application guidance, a focus on utilitarian reading that prioritizes outcomes over process, and an emphasis on preparing students for college entrance exams rather than on holistic learning.

Aksela (2019) investigated the views of active teachers on the advantages and challenges of Project-Based Learning (PBL) through a qualitative study involving 99 teachers from early childhood to secondary education. The study utilized an e-survey with open-ended questions, analyzing data through content analysis. Teachers reported that PBL enhances student and teacher motivation, fosters collaboration and community, supports student-centered learning, and offers instructional versatility. However, challenges included project organization, technical issues, resource constraints, student-related difficulties, and collaboration. To improve PBL implementation, the study suggests enhancing teachers' pedagogical content knowledge through collaborative learning among students, teachers, and other participants.

Thuan (2018) explores Project-Based Learning (PBL) in the context of English as a Foreign Language (EFL) by addressing key aspects such as definitions, features, implementation processes, benefits, and challenges. The paper highlights PBL's characteristics, including cooperative learning, student-centeredness, lifelong learning, self-direction, motivation, autonomy, and creativity, which are well-suited for language teaching. It provides practical project ideas for teaching English to lower-level students

and encourages teachers to experiment with PBL despite its limitations. The review aims to support educators in integrating PBL into their EFL classrooms effectively.

Collier (2017) investigates the use of a Project-Based Language Learning (PBLL) approach in high school Spanish classrooms through an action research study involving four Spanish 3 classes. Two classes were taught using the PBLL approach for a thematic unit, while the other two continued with the traditional method. The study aimed to assess the impact of PBLL on students' grammar and vocabulary achievement, writing performance, and overall preference compared to traditional teaching methods. Results indicated that PBLL may have improved grammar and vocabulary achievement but did not significantly affect writing performance. The study also outlines effective steps for implementing PBLL and identifies potential obstacles, offering recommendations for overcoming these challenges and further research.

Mentzer, Czerniak, & Brooks (2017) identified several common barriers to the effective implementation of Project-Based Learning (PBL). Key challenges included teachers' resistance to relinquishing control, confusion between inquiry-based instruction and hands-on activities, and difficulties in motivating students for collaborative work. Other issues involved providing adequate scaffolding, developing authentic assessments, and addressing student resistance to critical thinking. Time constraints, balancing student autonomy with curriculum requirements, and integrating PBL with existing curricula also pose significant obstacles.

Zhang (2015) conducted a study titled "Project-Based Learning in Chinese College English Listening and Speaking Courses," which explored the implementation of PBL to enhance English language skills. The study identified several challenges associated with PBL in this context, including difficulties in group management, varying levels of student participation, and issues with assessment and criteria development. Additionally, time management emerged as a significant concern. Zhang's findings suggested that while PBL holds the potential for improving language skills, these areas required further investigation to optimize the effectiveness of PBL in college English

courses. The study underscored the need for additional research to address these challenges and refine PBL strategies to better support student learning outcomes.

Al-Balushi and Al-Aamri (2014) conducted a quasi-experimental study with 62 11th-grade female students (equivalent to Year 12 in the UK) in Oman to investigate the impact of environmental science projects on students' environmental knowledge and attitudes toward science. The study involved randomly assigning two classes to either an experimental group or a control group. Results showed that the experimental group significantly outperformed the control group on both the Environmental Knowledge Test and the Science Attitudes Survey. However, the authors noted that the observed improvements could be partly attributed to a novelty effect, as the students in the experimental group were enthusiastic about using new technology for their projects, which might have contributed to the more positive outcomes in the post-tests.

Boubouka and Papanikolaou (2013) investigated the impact of project-based learning (PBL) on student outcomes and found that while PBL did not significantly affect overall student achievement, it had a statistically positive influence on students' self-perceived learning performances. This suggests that although PBL might not lead to measurable improvements in academic performance, students felt more confident about their learning and believed they were performing better due to their involvement in PBL activities. The study highlights the potential of PBL to enhance students' self-efficacy and perception of their learning, even if it does not directly translate into higher achievement scores.

Barak and Asad (2012) examined project-based learning within the STEM (science, technology, engineering, and mathematics) curriculum for female senior high school students in Taiwan. Their study revealed that this approach led to improvements in students' enjoyment, engagement with the project, and their ability to integrate theory with practice effectively. Lou, Liu, Shih, & Tseng (2011) conducted an in-depth investigation involving 84 students, focusing on their cognition, behavioral intentions, and attitudes in a project-based STEM environment. The research utilized text analysis and questionnaire surveys as the primary data collection methods.

Fragoulis (2009) examined the implementation of PBL in Greek primary schools. The study highlighted three main advantages of PBL: it fostered students' confidence and independence, improved their self-esteem and attitudes towards learning, and enhanced their language skills. However, the study also identified two significant challenges. Initially, students' unfamiliarity with group work led to issues such as unequal participation and the use of their native language instead of English. Additionally, some students found the project duration too lengthy, which affected their motivation and interest. The study suggested that shorter projects might be more effective for primary school students and that teachers needed to adjust their roles to facilitate rather than direct learning.

Hernández-Ramos and De La Paz (2009) had eighth-grade students in the US, equivalent to Year 9 in the UK, create multimedia mini-documentaries as part of a six-week history unit. Students who participated in the project-based learning curriculum exhibited positive affective benefits and showed significant improvements in content knowledge and historical thinking skills compared to those who received traditional instruction.

2.8 Conclusion

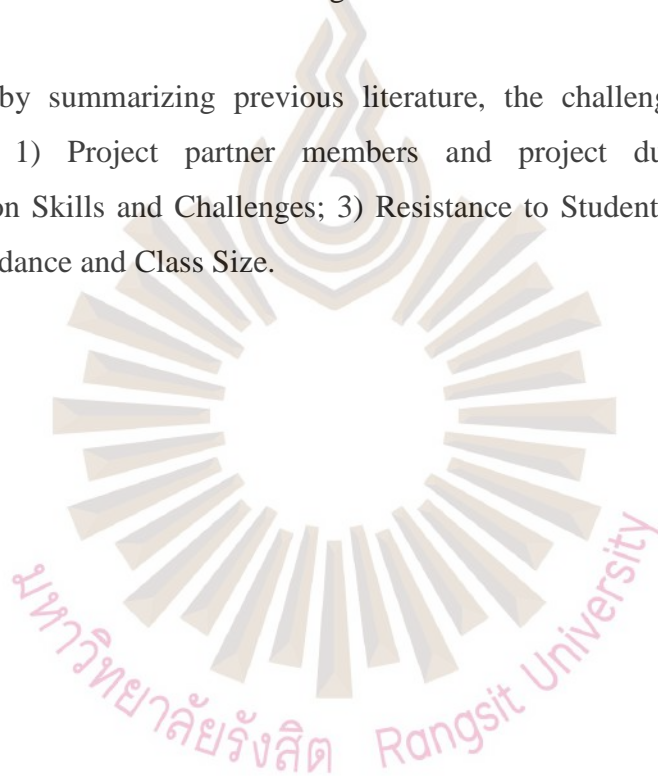
Firstly, by summarizing previous literature, PBL is defined in this study as a constructivist educational approach that emphasizes student-centered and active learning through projects. These projects often tackle real-world problems, allowing students to develop critical thinking, creativity, and essential soft skills while working collaboratively and independently. The role of the teacher in PBL is to facilitate and guide students through the learning process, ensuring they have the resources needed to succeed.

Secondly, by summarizing previous literature, the process of the implementation of PBL is 1) Theme Agreement; 2) Outcome Determination; 3) Project Structuring; 4) Language Preparation for Information Gathering; 5) Information Gathering; 6) Language Preparation for Data Analysis; 7) Data Compilation and Analysis; 8)

Language Preparation for the Culminating Activity; 8) Final Product Presentation; 9) Project Evaluation.

Thirdly, by summarizing previous literature, the benefits of project-based learning are 1) Integration of Language Skills; 2) Development of Metacognitive and Interpersonal Skills; 3) Positive Attitudes and Increased Motivation; 4) Language Skill Improvement and Assessment; 5) Enhanced Oral Production and Lexical Competence; 6) Motivation and Autonomous Learning.

Finally, by summarizing previous literature, the challenges of project-based learning are 1) Project partner members and project duration; 2) Teacher Implementation Skills and Challenges; 3) Resistance to Student-Driven Learning; 4) Instructor Guidance and Class Size.



Chapter 3

Methodology

This chapter describes the research design, population, and sample, as well as the research instrument. Furthermore, it describes the research process of data collection and data analysis. The present study seeks to investigate Chinese high school teachers' perceptions of PBL teaching practice and to explore the challenges and benefits in the implementation of PBL to better promote the application of PBL in practice.

3.1 Research Design

This study employed qualitative research, interviews were used to collect qualitative data as a qualitative instrument, and the collected data were analyzed with the Grounded Theory.

We can never attain a fully 'scientific' understanding of the human world. Instead, the most we can achieve is a truth that creates meaningful change and expands possibilities for understanding (McLeod, 2001, p. 4). This study adopts a qualitative methodological framework, specifically employing the grounded theory approach. Rather than testing existing theories or hypotheses, grounded theory emphasizes conceptual thinking and theory development (Glaser & Strauss, 1967).

This study aimed to investigate high school English teachers' perceptions of PBL teaching practice and to explore the challenges and benefits of the implementation of PBL in teaching and learning English. The following table illustrates the plan of this study. While qualitative data were analyzed from semi-structured interviews conducted with 12 high school English teachers.

Table 3.1 Research Design

Research Question	Research Instrument	Research Participants	Data Collection	Data Analysis
What are the Chinese high school teachers' perceptions of PBL teaching practice?	Semi-structured interview		WeChat and QQ	The Grounded theory
What are the challenges in the implementation of PBL in teaching and learning English?	Semi-structured interview	12 high school teachers	WeChat and QQ	The Grounded theory
What are the benefits in the implementation of PBL in teaching and learning English?	Semi-structured interview		WeChat and QQ	The Grounded theory

3.2 Research Site

Nanning is the capital city of Guangxi province, with a developed economy, the largest population, and strong educational strength. This study selected 12 high schools in Nanning city for investigation.

3.3 Research Population

Sample in semi-structure interviews:

For the interview sample, purposive sampling will be used for selecting the interviewees. Purposive Sampling selection by judging sample elements based on typical or representative criteria could help researchers collect more representative

information, especially for information on attitudes (Ary, Jacobs, Irvine, & Walker, 2018). So, in this study, 12 high school teachers will be selected teachers by using purposive sampling, representing a range of age groups, high school environments, and residential areas, showcasing diversity in their professional and demographic attributes.

Table 3.2 Details of the teacher interviewed:

Name	School	Grade	Gender	Age	Teaching experience	Teaching experience with PBL
A	Guangxi Hope High School	G10	Woman	30	8 years	6 years
B	Edward School	G11	Man	37	14years	5 years
C	Da Jia Future schools	G12	Man	26	4 years	3 years
D	Nanning Sanya School	G10	Woman	28	6years	3 years
E	Nanning ASEAN Middle School	G10	Woman	27	4 years	3 years
F	Nanning Ying Hua School	G11	Man	28	5 years	3 years
G	Nanning oriental foreign language school	G12	Woman	30	6 years	4 years
H	Nanning No. 1 Middle School	G10	Man	25	3 years	2 years
I	Nanning No. 2 Middle School	G11	Woman	29	6 years	4 years
J	Nanning No. 4 Middle School	G12	Woman	34	10 years	6 years
K	Nanning No. 36 Middle School	G10	Woman	28	5 years	3 years

3.4 Research Instruments

Semi-structured interviews

In this study, it was recommended to conduct a semi-structured interview as it allows researchers to incorporate prepared questions while remaining open to emerging ideas and insights from participants. This approach helps in capturing detailed perspectives of the subjects (Drever, 1995). The semi-structured interview includes a set of questions to guide the conversation and themes to be explored (Cohen, Manion, & Morrison, 2017). By using this method, researchers can maintain consistency in question sequencing while also being flexible enough for new questions to arise during the interview (Fahd Aljuhaish, Othman, & Senom, 2020). Participants were encouraged to share their experiences freely, and the interviews were recorded, transcribed, and analyzed following standard qualitative research practices. The interview questions were designed for high school teachers, as follows:

- 1) Can you tell me about your experiences using PBL in your teaching?
- 2) What do you think about PBL?
- 3) What are the difficulties you face in your teaching when you use PBL in teaching English?
- 4) What are the advantages of PBL in teaching English?

3.5 Data Collection

12 high school teachers were selected to participate in a semi-structured interview. The purpose of the interview was to derive from each participant's views on the teaching practice of project-based learning. Participants participated in an online interview via Voov meeting. Data collection for semi-structured interviews was completed in November 2024. It lasted a week. Each interview will last about 40-60 minutes.

3.6 Data Analysis

The semi-structured interviews were transcribed and subject to a coding procedure consisting of open coding, axial coding, and selective coding. According to Chayanuvat (2015), open coding was the process of breaking down: comparing, conceptualizing, and categorizing data (single words/line by line/ sentences/ paragraphs and entire documents). Axial coding was a set of procedures whereby data are put back together in new ways by making connections between categories (a classification of concepts). Selective coding was the process of selecting the themes/concepts that emerged from axial coding, systematically relating them, and validating their relationship.

Table 3.3 The Three-step Coding Process (Example from Teacher A Interview)

Selective Coding	Axial Coding	Open Coding
Experience of teacher	6 years experience	1. Yes, I have been using project-based learning (PBL) in my English classrooms for 6 years
	High school English teaching experience.	3. My experience with project-based learning has mainly been in high school English classrooms
The Benefits of Project-Based Learning for Teachers and Students	PBL is beneficial for both teachers and students	2. I find it beneficial for both teachers and students.
	PBL is flexible	8. I believe project-based learning (PBL) is very flexible,
	Improving language skills	11. While improving their language skills
	Develop important 21st-century skills (critical thinking, creativity, collaboration, and communication)	12. Students also develop important 21st-century skills such as critical thinking, creativity, collaboration, and communication.

Table 3.3 The Three-step Coding Process (Example from Teacher A Interview) (cont.)

Selective Coding	Axial Coding	Open Coding
	PBL is flexible	13. I find project-based learning (PBL) to be incredibly flexible
	Create meaningful and engaging learning experiences	15. Allowing teachers to take on the role of designers who create meaningful and engaging learning experiences.
	Improve language skills	17. This not only helps them improve their language skills
	Develop important 21st-century skills (critical thinking, creativity, collaboration, and communication)	18. But also fosters the development of 21st-century skills such as collaboration, communication, critical thinking, and creativity.
	Improve teamwork skills	20. They had to solve problems, negotiate tasks within their group, and creatively present their information, which helped them improve their teamwork and communication skills.
	PBL is beneficial for both teachers	7. I believe that project-based learning is highly beneficial for English teaching.
	PBL is interesting	4. I find it very interesting
	Improve communication skills	21. They had to solve problems, negotiate tasks within their group, and creatively present their information, which helped them improve their teamwork and communication skills.

Table 3.3 The Three-step Coding Process (Example from Teacher A Interview) (cont.)

Selective Coding	Axial Coding	Open Coding
	Developed creativity skills	22. But they also developed their creativity and problem-solving skills as they interpreted the text, designed costumes, and rehearsed their performance.
	Developed problem-solving skills	23. But they also developed their creativity and problem-solving skills as they interpreted the text, designed costumes, and rehearsed their performance.
	Increase engagement	25. PBL empowers students to take ownership of their learning, and I've seen firsthand how it boosts their motivation and engagement.
	create meaningful and engaging learning experiences	26. By integrating real-world tasks into the curriculum, students can practice their language skills in meaningful contexts while also building essential life skills that will help them succeed beyond the classroom.
	Increase motivation	24. PBL empowers students to take ownership of their learning, and I've seen firsthand how it boosts their motivation and engagement.
Example of PBL	Example of PBL	5. I once had my students perform Shakespeare's A Midsummer Night's Dream, which was a major three-month project.

Table 3.3 The Three-step Coding Process (Example from Teacher A Interview) (cont.)

Selective Coding	Axial Coding	Open Coding
	Example of PBL	19. For example, in one of my projects, I had students research and present on global festivals. This activity required them to work together in groups, plan their presentation, and use English to communicate their findings.
	Example of PBL	6. I also incorporate shorter projects under each unit theme—some are completed in three days, while others take a week.
The Challenges of Project-Based Learning for Students and Teachers	Challenges (The project duration is long.)	27. Using project-based learning (PBL) in Chinese high school classrooms presents several challenges. One significant issue is the scale and length of some projects
	Large projects are difficult to manage	28. For example, large-scale projects like a three-month production of A Midsummer Night's Dream can be difficult to manage.
	Large projects are difficult to manage. (Students cannot stay engaged all the time.)	30. Finding ways to keep all students consistently engaged throughout a long project can be quite challenging.
	Large projects are difficult to manage (Teachers have limited energy.)	31. Additionally, managing large class sizes adds another layer of complexity. In a class with many students, it's hard for a single teacher to provide enough individual support and guidance.

Table 3.3 The Three-step Coding Process (Example from Teacher A Interview) (cont.)

Selective Coding	Axial Coding	Open Coding
	Large projects are difficult to manage (Teachers have limited energy.)	32. More teachers are needed to follow up with each group and ensure everyone stays on track, but this requires additional resources, collaboration, and planning.
	Assessing students' contributions is challenging.	33. Another significant challenge is assessment. Evaluating student performance in PBL is complex, especially in larger classes where it's difficult to assess each student's contribution to a group project. Ensuring that the evaluation is fair, balanced, and reflects each student's effort and learning can be a time-consuming process, requiring thoughtful planning and possibly even involving multiple teachers
	The difficulty of time management (Students cannot stay engaged all the time.)	29. Some students struggle with time management; they work too slowly during the initial stages, leaving them scrambling to complete the project towards the end.
The Role of the Teacher	Teachers act more as designers in PBL	14. Allowing teachers to take on the role of designers who create meaningful and engaging learning experiences.
	Teachers act more as designers in PBL	9. Allowing teachers to act more as designers of the learning experience.

Table 3.3 The Three-step Coding Process (Example from Teacher A Interview) (cont.)

Selective Coding	Axial Coding	Open Coding
The Role of the Student	Students become active learners.	10. This approach allows students to take initiative and be more active in their learning process
	Students become active learners	16. In a PBL classroom, students aren't just passive receivers of knowledge; instead, they actively participate in the learning process.
Teacher A	33	

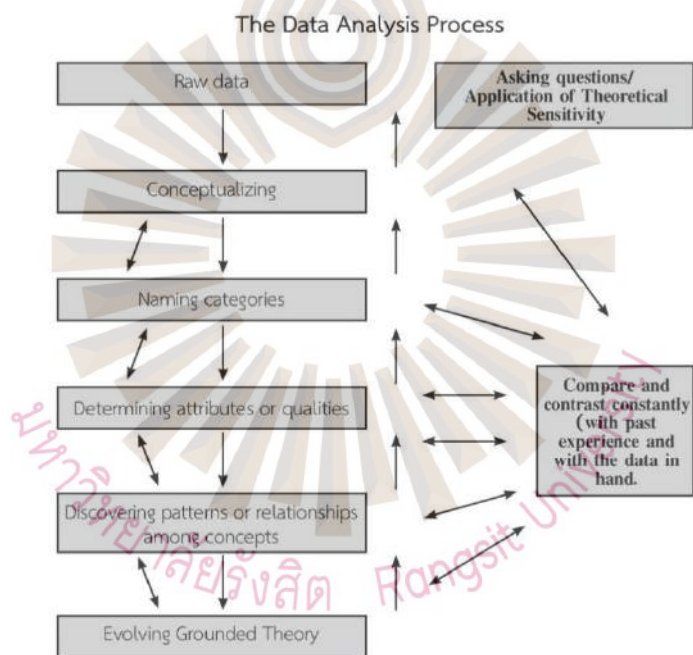


Figure 3.1 Grounded Theory

Source: Chayanuvat, 2015

3.7 Ethical Considerations

Ethical considerations of the study include:

1) The research proposal was approved by the Ethics Review Committee of Rangsit University for permission to conduct the study, the approval certificate is attached in Appendix G.

2) The researcher got permission from the NanNing District Education Bureau to conduct the study at the top 5 schools in NanNing (See Appendix H). Privacy and anonymity will be for respondents. In this study, the questionnaire was designed by the researcher and did not require a name that would lead to the identity of the respondents. In addition, if participants are willing, they have the right to withdraw from the study at any stage.

3) The researcher asked the interviewees to fill in the consent forms to participate in the study.

4) The researcher promises to keep the privacy and anonymity of the research participants at the maximum level at all times.



Chapter 4

Research Results

4.1 Introduction

This chapter presented the results of the study. Which aimed to analyze high school English teachers' experiences with Project-Based Learning (PBL), exploring their perceptions, the challenges they faced, and the advantages of PBL. Through the results of semi-structured interviews, we utilized grounded theory coding methods to analyze the data. By analyzing the data from interviews, this study provided insights into Chinese high school English teachers' perceptions of Project-Based Learning and identified the challenges and advantages of using Project-Based Learning in high school English classrooms. The three research questions that aimed to find these answers were as follows:

- 1) What are the high school English teachers' perceptions of their PBL teaching practices?
- 2) What are the challenges in the implementation of PBL in teaching English?
- 3) What are the benefits of the implementation of PBL in teaching English?

4.1.1 Case1: Teacher A

Teacher A is a 30-year-old teacher at Guangxi Hope High School, currently teaching grade 10 students. With her dedication and passion for education, she strives to create an engaging and supportive learning environment for her students. She has extensive project-based teaching experience in English classes. She believes that in a project-based classroom, the role of the teacher shifts from being an authority figure in a traditional classroom to a designer, while students are no longer passive memorization machines but become active participants in their learning.

“Yes, I have been using project-based learning (PBL) in my English classrooms for 6 years.” (Teacher A, personal communication, November 3, 2024)

“My experience with project-based learning has mainly been in high school English classrooms” (Teacher A, personal communication, November 3, 2024)

Teachers act more as designers in PBL

“Allowing teachers to take on the role of designers who create meaningful and engaging learning experiences.” (Teacher A, personal communication, November 3, 2024)

“Allowing teachers to act more as designers of the learning experience.” (Teacher A, personal communication, November 3, 2024)

Students become active learners

“This approach allows students to take initiative and be more active in their learning process.” (Teacher A, personal communication, November 3, 2024)

“In a PBL classroom, students aren’t just passive receivers of knowledge; instead, they actively participate in the learning process.” (Teacher A, personal communication, November 3, 2024)

The Benefits of Project-Based Learning for Teachers and Students

Project-based learning (PBL) is highly beneficial for both teachers and students. It is flexible, engages students, and improves their language skills. Through PBL, students not only develop critical 21st-century skills such as creativity, collaboration, critical

thinking, and communication but also enhance their teamwork and problem-solving abilities. PBL creates meaningful, real-world learning experiences that increase motivation, boost engagement, and foster creativity. It empowers students to take ownership of their learning and supports both academic and personal growth.

PBL is beneficial for both teachers and students

“I find it beneficial for both teachers and students.” (Teacher A, personal communication, November 3, 2024)

PBL is flexible

“I believe project-based learning (PBL) is very flexible.” (Teacher A, personal communication, November 3, 2024)

“I find project-based learning (PBL) to be incredibly flexible.” (Teacher A, personal communication, November 3, 2024)

Improving language skills

“While improving their language skills.” (Teacher A, personal communication, November 3, 2024)

“This not only helps them improve their language skills” (Teacher A, personal communication, November 3, 2024)

Develop important 21st-century skills

“Students also develop important 21st-century skills such as critical thinking, creativity, collaboration, and communication.” (Teacher A, personal communication, November 3, 2024)

“But also fosters the development of 21st-century skills such as collaboration, communication, critical thinking, and creativity.” (Teacher A, personal communication, November 3, 2024)

Create meaningful and engaging learning experiences

“Allowing teachers to take on the role of designers who create meaningful and engaging learning experiences.” (Teacher A, personal communication, November 3, 2024)

Improve teamwork skills

“They had to solve problems, negotiate tasks within their group, and creatively present their information, which helped them improve their teamwork and communication skills.” (Teacher A, personal communication, November 3, 2024)

PBL is beneficial for both teachers

“I believe that project-based learning is highly beneficial for English teaching.” (Teacher A, personal communication, November 3, 2024)

PBL is interesting

“I find it very interesting.” (Teacher A, personal communication, November 3, 2024)

Improve communication skills

They had to solve problems, negotiate tasks within their group, and creatively present their information, which helped them improve their teamwork and communication skills. (Teacher A, personal communication, November 3, 2024)

Developed creativity skills

“They also developed their creativity and problem-solving skills as they interpreted the text, designed costumes, and rehearsed their performance.”

(Teacher A, personal communication, November 3, 2024)

Increase engagement

“PBL empowers students to take ownership of their learning, and I’ve seen firsthand how it boosts their motivation and engagement.” (Teacher

A, personal communication, November 3, 2024)

Create meaningful and engaging learning experiences

“By integrating real-world tasks into the curriculum, students can practice their language skills in meaningful contexts while also building essential life skills that will help them succeed beyond the classroom.”(Teacher A, personal communication, November 3, 2024)

Increase motivation

“PBL empowers students to take ownership of their learning, and I’ve seen firsthand how it boosts their motivation and engagement.” (Teacher

A, personal communication, November 3, 2024)

The Challenges of Project-Based Learning for Students and Teachers

Using project-based learning (PBL) in Chinese high school classrooms presents several challenges. One major issue is the long duration of some projects, which can be difficult to manage, especially large-scale projects like a three-month production of *A Midsummer Night's Dream*. Keeping students engaged throughout the project and managing large class sizes is also challenging, as teachers have limited energy and

resources. In addition, assessing individual contributions in group projects can be complex and time-consuming. Time management is another struggle, with some students working too slowly in the beginning and rushing at the end to complete the project. More teachers and careful planning are often needed to address these challenges.

The project duration is long

“Using project-based learning (PBL) in Chinese high school classrooms presents several challenges. One significant issue is the scale and length of some projects.” (Teacher A, personal communication, November 3, 2024)

Large projects are difficult to manage

“For example, large-scale projects like a three-month production of *A Midsummer Night's Dream* can be difficult to manage.”(Teacher A, personal communication, November 3, 2024)

“Finding ways to keep all students consistently engaged throughout a long project can be quite challenging.”(Teacher A, personal communication, November 3, 2024)

Teachers have limited energy

“Additionally, managing large class sizes adds another layer of complexity. In a class with many students, it’s hard for a single teacher to provide enough individual support and guidance.”(Teacher A, personal communication, November 3, 2024)

“More teachers are needed to follow up with each group and ensure everyone stays on track, but this requires additional resources, collaboration, and planning.” (Teacher A, personal communication,

November 3, 2024)

Assessing students' contributions is challenging.

“Another significant challenge is assessment. Evaluating student performance in PBL is complex, especially in larger classes where it’s difficult to assess each student’s contribution to a group project. Ensuring that the evaluation is fair, balanced, and reflects each student’s effort and learning can be a time-consuming process, requiring thoughtful planning and possibly even involving multiple teachers.”(Teacher A, personal communication, November 3, 2024)

The difficulty of time management

“Some students struggle with time management; they work too slowly during the initial stages, leaving them scrambling to complete the project towards the end.” (Teacher A, personal communication, November 3, 2024)

4.1.2 Case2 Teacher B

Teacher B is a 37-year-old teacher at Edward School, currently teaching grade 11 students. With his experience and passion for teaching, he is dedicated to fostering a positive and engaging learning environment. He has extensive experience in project-based learning (PBL) and believes it is an exceptionally effective teaching method for language acquisition. In his perspective, PBL is a student-centered approach that shifts the focus from traditional teacher-led instruction to active, hands-on learning. Through this method, students are not merely passive recipients of knowledge, but rather, they become active participants who take ownership of their learning. By engaging in projects, students are allowed to use language in authentic, real-world contexts.

PBL is an effective way to learn a language

“I believe PBL has a greater impact on students' long-term language development. They often walk away with a deeper understanding of how to use English in practical, real-life situations, which is harder to achieve through traditional methods.” (Teacher B, personal communication, November 3, 2024)

“I think PBL is a powerful teaching approach, especially for language learning.” (Teacher B, personal communication, November 3, 2024)

Students become active learners.

“It shifts the focus from passive learning, where students just listen and memorize, to active learning, where they engage in real-world tasks that require them to use the language in meaningful ways. I find that it helps students become more motivated because they see the direct relevance of what they're learning.” (Teacher B, personal communication, November 3, 2024)

“One major advantage of PBL is that it shifts the classroom to a more student-centered environment. Instead of me doing most of the talking, students take on more responsibility for their learning.” (Teacher B, personal communication, November 3, 2024)

“Absolutely! One of the biggest advantages of using PBL in my classroom is that it fosters active learning. Students are not just passively absorbing information.” (Teacher B, personal communication, November 3, 2024)

The Benefits of Project-Based Learning for Teachers and Students

Project-based learning (PBL) offers numerous benefits for students. It significantly boosts their confidence, particularly in speaking and collaborating with peers. PBL also

improves students' pronunciation, fluency, and overall language skills by engaging them in authentic tasks like creating websites or developing proposals. This hands-on approach leads to higher levels of engagement and motivation, as students feel more in control of their learning process. Unlike traditional methods, PBL encourages teamwork, problem-solving, critical thinking, and creativity, helping students develop practical skills and the ability to apply their language skills in real-world contexts. Furthermore, PBL fosters collaboration and communication, as students work together to research, negotiate, and present their ideas, all of which are essential life skills.

Students are more confident

“I noticed their confidence growing, especially in speaking and collaborating with their peers.” (Teacher B, personal communication, November 3, 2024)

Students' pronunciation and confidence have improved.

“The final podcasts were quite impressive, and I could see clear improvements in their fluency and pronunciation.” (Teacher B, personal communication, November 3, 2024)

Create authentic learning scenarios.

“It allows students to explore English more authentically and practically.” (Teacher B, personal communication, November 3, 2024)

“When I compare PBL to more traditional methods, like direct instruction or textbook-based teaching, the differences are quite significant. In a traditional approach, lessons are often teacher-centered, with a clear focus on grammar drills, vocabulary exercises, or comprehension activities. While these methods can be useful for building foundational skills, they often lack the real-world application that PBL

provides.” (Teacher B, personal communication, November 3, 2024)

“They’re applying it in meaningful ways. This active engagement often leads to higher levels of understanding and retention. For example, when students work on a project like creating a website or developing a community proposal, they have to use their language skills to research, write, and present their ideas, which helps solidify what they’ve learned.” (Teacher B, personal communication, November 3, 2024)

Increase engagement

“They collaborate, research, and make decisions throughout the project. This autonomy often leads to higher engagement because students feel more in control of their learning process.” (Teacher B, personal communication, November 3, 2024)

Develop practical skills

“They also develop practical skills like teamwork and problem-solving, which traditional methods don’t always emphasize.” (Teacher B, personal communication, November 3, 2024)

Improve teamwork skills

“Another advantage is that PBL encourages collaboration and communication. In traditional settings, students often work individually, but PBL projects usually require teamwork. This allows students to practice their English with each other in a more natural, conversational way. They learn to express their opinions, negotiate, and resolve conflicts—all-important communication skills that extend beyond the classroom.” (Teacher B, personal communication, November 3, 2024)

Developed problem-solving skills

“PBL also promotes critical thinking and problem-solving. Instead of simply following instructions, students have to figure out how to approach a task, research solutions, and think creatively about how to present their work. This develops their ability to think independently and make decisions, which is crucial in language learning and life. (Teacher B, personal communication, November 3, 2024)

Developed creativity skills

“PBL also promotes critical thinking and problem-solving. Instead of simply following instructions, students have to figure out how to approach a task, research solutions, and think creatively about how to present their work. This develops their ability to think independently and make decisions, which is crucial in language learning and life.”(Teacher B, personal communication, November 3, 2024)

Increase motivation

“Lastly, PBL is great for building motivation. Because projects are often based on real-world issues or student interests, learners feel a stronger sense of ownership over their work.” (Teacher B, personal communication, November 3, 2024)

The Challenges of Project-Based Learning for Students and Teachers

While project-based learning (PBL) offers many benefits, it also comes with several challenges. One major issue is that students may initially struggle with open-ended tasks and self-directed learning, particularly if they are not familiar with collaboration or time management. Classroom management can also be difficult, as PBL often leads to chaotic situations, especially in the early stages of a project. Teachers

must provide constant monitoring and support to ensure that students stay on track and manage their time effectively.

Another challenge is assessing students' contributions. Unlike traditional methods, where students are evaluated through quizzes or tests, PBL requires a more holistic approach that takes into account the process as well as the final product. This can be difficult in systems where assessment is heavily focused on exams. Additionally, many parents may not understand the value of PBL and may prefer traditional methods that result in tangible grades.

The traditional educational system in China, with its emphasis on rote learning and teacher-centered instruction, can make the shift to PBL difficult. Teachers may not be fully trained in PBL methodologies, and time constraints in the curriculum further complicate the implementation of long-term projects. Without sufficient support and resources, these obstacles can hinder the successful integration of PBL into the classroom.

The students are not familiar with the task

“At first, some students were hesitant because they weren't used to such an open-ended task.” (Teacher B, personal communication, November 3, 2024)

“Some students may lack the necessary skills for effective collaboration and self-directed learning. For instance, they may struggle with time management or may not be used to taking the initiative in their learning. This can lead to uneven participation within project groups, where some students take on more responsibility than others.” (Teacher B, personal communication, November 3, 2024)

Classroom management.

“However, PBL comes with its challenges. One of the biggest is classroom management. In a traditional setup, everything is structured and predictable.” (Teacher B, personal communication, November 3, 2024)

Time management

“With PBL, things can get a bit chaotic, especially in the early stages of a project. Students might struggle with time management, or some groups may not divide the workload evenly. It requires a lot of monitoring and support from me to make sure everyone stays on track.” (Teacher B, personal communication, November 3, 2024)

Assessing students' individual contributions is challenging

“Another challenge is assessment. In a traditional setting, it’s easier to assess students based on quizzes, tests, or assignments. With PBL, assessing students’ progress is more complex. I have to evaluate not just the final product but also the process—how well they worked in groups, how much effort they put into research, and how effectively they communicated their ideas. This requires a different kind of rubric and a more holistic approach to grading.” (Teacher B, personal communication, November 3, 2024)

“In many Chinese schools, assessment is heavily focused on exams and standardized tests. This can make it difficult to incorporate PBL, as traditional grading methods may not accurately reflect students' learning and contributions during projects. Teachers often feel pressured to prepare students for these exams, which can conflict with the open-ended nature of PBL.” (Teacher B, personal communication, November 3, 2024)

Parents' misunderstanding

“China often has high expectations regarding academic performance and may not fully understand the benefits of PBL. They might be more supportive of traditional methods that lead to tangible grades and test scores, making it harder for teachers to gain buy-in for PBL approaches. (Teacher B, personal communication, November 3, 2024)

Traditional beliefs are deeply ingrained

“The traditional education system in China often emphasizes rote learning and teacher-centered instruction. Many students are accustomed to passive learning, where they listen to lectures and take notes. Shifting to PBL, which requires active participation and collaboration, can be a challenge for both students and teachers who are not used to this style of learning.” (Teacher B, personal communication, November 3, 2024)

Time Constraints

“PBL typically requires more time than traditional lessons. In the Chinese education system, where there are strict curricula and limited time, it can be challenging to allocate sufficient time for in-depth projects. Teachers may struggle to fit projects into their schedules without sacrificing other required content.” (Teacher B, personal communication, November 3, 2024)

Teacher Training and Support

“Not all teachers are trained in PBL methodologies. Many educators may feel unsure about how to facilitate projects effectively or how to assess student learning in a PBL context. Without proper training and institutional support, it can be challenging to implement PBL

successfully.” (Teacher B, personal communication, November 3, 2024)

4.1.3 Case3 Teacher C

Teacher c a dedicated and experienced educator at da Jia Future Schools, is currently teaching 12th grade (grade 12). At 26 years old, Mr. C brings a fresh perspective and enthusiasm to his teaching, combining modern educational methods with a passion for fostering student growth and development. His approach is both innovative and student-centered, aiming to create an engaging learning environment for his students. Although he has had unsuccessful experiences in implementing project-based learning, he firmly believes that project-based learning is a powerful method for language acquisition.

PBL is an effective way to learn a language

“I believe there are many benefits to using project-based learning in English classes.” (Teacher C, personal communication, November 4, 2024)

The Benefits of Project-Based Learning for Teachers and Students

Project-based learning (PBL) provides authentic learning experiences by involving students in real-world tasks, such as writing articles, conducting interviews, and designing a magazine. This approach enhances language proficiency, especially in writing and oral communication, while boosting confidence. PBL also fosters critical 21st-century skills, including problem-solving, collaboration, and critical thinking. For Chinese high school students, it improves hands-on skills and communication abilities. The flexibility of PBL allows teachers to design engaging, student-driven projects that encourage active participation. Through PBL, students apply English in real-life contexts, strengthening their speaking, writing, listening, and reading skills.

Create authentic learning scenarios.

“Each student contributed articles, conducted interviews, and worked on the magazine's design, resulting in a meaningful learning experience that enhanced both their language proficiency and teamwork abilities.” (Teacher C, personal communication, November 4, 2024)

“The real-world relevance of the task made the learning experience meaningful and engaging, while the final magazine served as a tangible product showcasing their hard work.” (Teacher C, personal communication, November 4, 2024)

Boost confidence

“Students reported improved confidence in their English skills, particularly in writing and oral communication.” (Teacher C, personal communication, November 4, 2024)

Develop important 21st-century skills

“They also developed critical thinking, collaboration, and problem-solving abilities as they worked through challenges during the project.” (Teacher C, personal communication, November 4, 2024)

“For Chinese high school students, project-based learning can enhance their hands-on skills, problem-solving abilities, and communication skills.” (Teacher C, personal communication, November 4, 2024)

PBL is flexible

“For teachers, project-based learning does not require a rigid lecture format. They can design specific questions based on the topic, allowing for student participation, which makes the approach quite flexible. From the beginning of the project, I was filled with anticipation, and when the

students completed the project, their results surprised me.” (Teacher C, personal communication, November 4, 2024)

Improve language skills

“While also improving their spoken and written English.” (Teacher C, personal communication, November 4, 2024)

“PBL encourages students to use English in real-world contexts, improving their speaking, writing, listening, and reading skills through practical application.” (Teacher C, personal communication, November 4, 2024)

Although project-based learning presents many Benefits, Teacher C also faced some difficulties while implementing it. He particularly emphasized that time management was a significant challenge when organizing large-scale projects, and he felt considerable pressure in managing the timeline.

Negative experience (Time Management)

“I find time management very challenging in project-based learning, especially for larger projects. I once had a project fail because of poor time control—students didn’t follow the plan from the beginning, which led to the project being incomplete by the deadline.” (Teacher C, personal communication, November 4, 2024)

4.1.4 Case4 Teacher D

Teacher D, a passionate and dedicated educator at Nanning Sanya School, is currently teaching 10th grade (Grade 10). He believes that project-based learning is highly practical for high school English, as the curriculum is organized around themes. In this flexible teaching approach, the roles of both teachers and students undergo

significant changes. Teachers are no longer seen as authority figures, and students are no longer passive recipients of knowledge.

“During the first and second years of high school, I often used larger projects, such as English drama performances, English speeches, and English interviews. In the third year, because students need to prepare for the college entrance examination, I assign more exam-related projects for the students to complete, allowing them to solve problems on their own.” (Teacher D, personal communication, November 3, 2024)

Teachers act more as designers in PBL

“Because the role of the teacher shifts from being a transmitter of knowledge to being a facilitator and designer. I am a teacher who enjoys challenges, and I like this kind of challenge” (Teacher D, personal communication, November 4, 2024)

Students become active learners.

“For Chinese students, the learning environment is constantly changing, and they become the leaders of the classroom rather than passive recipients of information, showing more enthusiasm and interest.” (Teacher D, personal communication, November 4, 2024)

The Benefits of Project-Based Learning for Teachers and Students

Teacher D believes that project-based learning (PBL) offers significant flexibility, especially for experienced educators. This teaching method allows for a more adaptable approach to lessons, benefiting both teachers and students. Despite the challenges students may face during the process, completing a project boosts their confidence and gives them a sense of accomplishment. Moreover, PBL not only enhances students'

English skills but also leads to notable improvements in their academic performance and grades.

PBL is flexible

“First, I would like to discuss the benefits of project-based learning. For teachers, especially those with rich experience, this teaching method is particularly flexible.” (Teacher D, personal communication, November 4, 2024)

Boost confidence

“Although students may encounter various problems during this process, completing a project gives them more confidence and a sense of accomplishment.” (Teacher D, personal communication, November 4, 2024)

Improve grades

“In addition, students’ English abilities improve significantly, and their grades follow suit.” (Teacher D, personal communication, November 3, 2024)

4.1.5 Case5 Teacher E

Teacher E, a passionate and dedicated educator at Nanning ASEAN Middle School, taught 10th grade (Grade 10). In an interview, she shared that she had three years of experience with project-based learning. She particularly enjoyed designing projects around the themes in the textbook, as it allowed for a more dynamic and engaging learning experience. Teacher E valued this approach because it shifted the teacher’s role from being an authority figure to that of a guide and facilitator, fostering a more collaborative and interactive classroom environment.

“I will design projects based on the themes of the textbook. For example, the topic of Unit 2 for the first year of high school is about tourism, so I designed a project activity themed 'My Ideal Trip. If you're interested, I can show you more details.” (Teacher E, personal communication, November 8, 2024)

Teachers act more as collaborators rather than authority figures

“My students and I enjoy this learning method. In a traditional classroom, I am the knowledge provider with absolute authority, and the students tend to fear me. However, in a project-based learning English class, I am more like a friend to them. They are willing to share their genuine thoughts with me, and we become more like collaborators.” (Teacher E, personal communication, November 8, 2024)

The Benefits of Project-Based Learning for Teachers and Students

Teacher E highlighted that project-based learning not only significantly improves students' English skills and academic performance but also helps them develop essential communication, problem-solving, and organizational abilities. She also noted that this approach fosters closer teacher-student relationships, as she views herself more as a collaborator than an authority figure. Witnessing her students' success in completing tasks brings her a great sense of pride.

Enhance language skills and Improve grades

The students' English skills have also significantly improved. (Teacher E, personal communication, November 8, 2024)

Develop their communication skills, problem-solving abilities, organizational skills

“For the students, they can develop their communication skills, problem-solving abilities, organizational skills.” (Teacher E, personal communication, November 3, 2024)

Teacher-student relationships are closer

“I mentioned earlier that, for teachers, I am more like a collaborator with the students. My relationship with the students has become noticeably closer, and when I see them complete tasks, I feel very proud.” (Teacher E, personal communication, November 8, 2024)

The Challenges of Project-Based Learning for Students and Teachers

Teacher E identified two main challenges in project-based learning: the assessment method, which must ensure fairness and reasonableness, and classroom management. With 50 students per class and two classes to manage, it becomes difficult to keep track of all the projects. Some students, instead of focusing on their work, may use the time for distractions like playing games.

Assessment difficulties

“I think the most challenging part is the assessment method, as it needs to consider fairness and reasonableness.” (Teacher E, personal communication, November 8, 2024)

Classroom management

“Another difficulty is that I have too many students; each class has 50 students, and I have two classes. It’s quite challenging to keep track of the projects because not all students dedicate their time to completing them. Some students take the opportunity to play games or do other things instead of focusing on the project.”(Teacher E, Personal

communication, November 8, 2024)

4.1.6 Case6 Teacher F

Teacher F, a passionate and experienced educator at Nanning Ying Hua School, taught 11th grade (Grade 11). He had extensive experience in project-based learning and believed that implementing this approach in English classrooms offered numerous benefits for both teachers and students. He mentioned that he and the students thoroughly enjoyed this teaching method. At the same time, he shared that when designing projects for high school English classes, he enjoys creating projects based on relevant themes.

“My students and I both enjoy this teaching approach.” (Teacher F, personal communication, November 8, 2024)

“I prefer to design projects around the course themes, such as the first unit theme for the second year is 'Festivals and Celebrations. I have set up a project activity themed 'Global Festivals Fair' with a completion time of two weeks, The theme of Unit 2 is 'Morals and Virtues.' I have designed a project titled 'Moral Story Creation,' with a completion time of one week. The third unit is 'Diverse Cultures.' I will design a project titled 'International Food Festival,' where students will work in groups to portray people from different countries, prepare various traditional foods, and present and introduce them in English.” (Teacher F, personal communication, November 8, 2024)

The Benefits of Project-Based Learning for Teachers and Students

Teacher F believed that project-based learning (PBL) enhanced student engagement by actively involving them in the learning process, which boosted their motivation and participation. It also promoted critical thinking, as students were required to analyze problems, develop solutions, and apply their knowledge to real-life situations. Additionally, PBL helped improve language skills by providing authentic

contexts in which students could use English, while also developing communication and teamwork skills through collaborative projects.

He valued the flexibility of PBL, as it allowed him to tailor projects to students' interests and needs. This approach also enabled him to better understand students' abilities, learning styles, and preferences, facilitating personalized instruction. Moreover, PBL created dynamic and engaging learning scenarios that enriched the classroom environment, fostering students' overall competence, including their critical thinking, problem-solving, and social skills.

Increased Engagement

“Project-based learning typically involves students actively participating and interacting, which can enhance their motivation and sense of involvement in learning.” (Teacher F, personal communication, November 8, 2024)

Enhanced Critical Thinking

“Students need to analyze problems, develop solutions, and apply what they have learned in practice, which helps improve their critical thinking skills.” (Teacher F, personal communication, November 8, 2024)

Improve language skills

“Through real projects, students can use English in authentic contexts, enhancing their language proficiency and communication skills.” (Teacher F, personal communication, November 3, 2024)

Cooperative and communication skills.

“Many projects require teamwork, helping students learn cooperative

and communication skills.” (Teacher F, personal communication, November 8, 2024)

PBL is flexible

“Project-based learning provides diverse teaching approaches, allowing teachers to design different projects based on students' interests and needs.” (Teacher F, personal communication, November 3, 2024)

Teaching according to student's abilities

“Through projects, teachers can better understand students' abilities, interests, and learning styles, enabling personalized instruction.” (Teacher F, personal communication, November 3, 2024)

Create authentic learning scenarios

“Project-based learning is often more dynamic and interesting, allowing teachers to create rich and colorful learning experiences that enhance the classroom atmosphere.” (Teacher F, personal communication, November 8, 2024)

Develop critical thinking, problem-solving abilities, and social skills

“Teachers can help students develop critical thinking, problem-solving abilities, and social skills through projects, fostering their overall competence.” (Teacher F, personal communication, November 8, 2024)

The Challenges of Project-Based Learning for Students and Teachers

Teacher F identified several challenges in project-based learning. One issue was time management, as projects often required a significant amount of time to complete,

and students sometimes struggled to balance project work with other subjects. He also noted that student engagement could be uneven, with some students not participating actively in group activities, which led to an unequal distribution of work and impacted the overall quality of the project.

Another challenge was resource accessibility, as students sometimes had difficulty finding the necessary information or resources during their research, particularly when exploring specific cultures or themes. Additionally, establishing clear and fair assessment criteria for projects was difficult, as teachers needed to ensure that all students' contributions were evaluated fairly. Lastly, Teacher F emphasized the importance of teacher guidance—providing either too much or too little support could negatively affect students' learning experiences.

Time Management

“Projects often require a significant amount of time to complete, and students may struggle to manage their time effectively, balancing project work with other subjects.” (Teacher F, personal communication, November 8, 2024)

Student Engagement

“Some students may not participate actively in group activities, leading to an uneven distribution of work and affecting the overall quality of the project.” (Teacher F, personal communication, November 8, 2024)

Resource Accessibility

“Students may find it challenging to locate the necessary information or resources during their research, especially when exploring specific cultures or themes. (Teacher F, personal communication, November 8, 2024)

Assessment Criteria

“Establishing clear and fair assessment criteria for projects can be challenging, as teachers need to ensure that all students' contributions are evaluated appropriately.” (Teacher F, personal communication, November 8, 2024)

Teacher Guidance

“Teachers need to provide adequate guidance throughout the project; too much or too little support can negatively affect students' learning experiences.” (Teacher F, personal communication, November 8, 2024)

4.1.7 Case7 Teacher G

Teacher G, a dedicated and experienced educator at Nanning Oriental Foreign Language School, taught 12th grade (Grade 12). She enjoyed designing projects based on the English textbook and believed that this approach could transform traditional lecture-based learning. In this model, both the teacher and the students acted more as collaborators. She emphasized that this is a powerful method for learning a language.

“Project-based learning (PBL) has emerged as a transformative approach in English language classrooms, significantly enhancing the learning experience and outcomes for students.” (Teacher F, personal communication, November 8, 2024)

PBL is an effective way to learn a language

“By emphasizing real-world applications and collaborative efforts, PBL aligns well with the fundamental principles of effective language instruction, fostering an environment where students can actively engage with the language.” (Teacher F, personal communication, November 8, 2024)

Students become active learners.

“For Chinese students, the learning environment is constantly changing, and they become the leaders of the classroom rather than passive recipients of information, showing more enthusiasm and interest.” (Teacher F, personal communication, November 8, 2024)

Teachers act more as designers in PBL

“Because the role of the teacher shifts from being a transmitter of knowledge to being a facilitator and designer. I am a teacher who enjoys challenges, and I like this kind of challenge.” (Teacher F, personal communication, November 8, 2024)

The benefits of project-based learning for teachers and students

Teacher F highlighted the numerous benefits of project-based learning (PBL) for students. Through authentic learning scenarios, PBL provides a practical context for developing essential language skills, such as speaking, listening, reading, and writing. Collaborative projects, like group presentations or debates, enhance students' fluency and confidence in spoken English, while research and writing tasks improve reading comprehension and writing abilities. PBL also fosters critical thinking and problem-solving skills, preparing students for real-world challenges. As a result, students not only improve their English proficiency but also see better academic performance, with increased test scores and a deeper appreciation for the language.

Create authentic learning scenarios

“Moreover, project-based learning provides a practical context for developing essential language skills. Through collaborative projects, students engage in meaningful communication, which enhances their listening and speaking abilities.” (Teacher F, personal communication,

November 8, 2024)

Improve language skills

For example, when working on a group presentation or a debate, students practice articulating their thoughts and responding to peers, thereby improving their fluency and confidence in spoken English. Additionally, projects often require research and writing components, which foster reading comprehension and writing skills. Students learn to synthesize information, organize their thoughts, and express ideas clearly, all of which are critical for academic success.” (Teacher F, personal communication, November 8, 2024)

Critical thinking and problem-solving, skills

“Furthermore, PBL encourages critical thinking and problem-solving, skills that are increasingly important in today’s world. As students navigate projects, they must analyze information, make decisions, and collaborate effectively with their peers. This process not only reinforces their language skills but also equips them with competencies that are valuable beyond the classroom.” (Teacher F, personal communication, November 8, 2024)

Improving academic abilities

“As they engage in projects that require the application of language skills, many students see a marked improvement in their English proficiency and test scores.” (Teacher F, personal communication, November 8, 2024)

Fostering a deeper experience with English

“The holistic nature of PBL not only prepares students for assessments but also cultivates a deeper understanding and appreciation of the English language.” (Teacher F, personal communication, November 8, 2024)

The Challenges of Project-Based Learning for Students and Teachers

While project-based learning (PBL) offers numerous benefits, it also presents several challenges for both students and teachers. From time management to classroom dynamics, implementing PBL effectively requires careful planning and consideration of various factors. Teacher F discusses some of the key difficulties faced in high school English classrooms when using this teaching method, highlighting concerns related to time constraints, student participation, classroom management, parental expectations, and the design of appropriate projects.

Time Management

“One of the most pressing challenges is time management. High school curricula are often densely packed, leaving little room for extended projects. PBL typically requires substantial planning, collaboration, and execution time, which can be difficult to fit into an already busy schedule.” (Teacher F, personal communication, November 8, 2024)

Difficulty in student task division

“Another concern is student commitment. In group settings, some students may take a more passive role, contributing minimally to the project while relying on more motivated peers to carry the load. This issue of uneven participation can lead to frustration among dedicated group members and diminish the overall quality of the project. Additionally, when students perceive projects as mere assignments rather than valuable learning experiences, their engagement wanes, leading to a superficial approach to the task.” (Teacher F, personal

communication, November 8, 2024)

Difficulties in classroom management

“Class size also poses a significant challenge in managing PBL effectively. Large classes can complicate collaboration and supervision, making it difficult for teachers to monitor each group’s progress and provide individualized support. In a crowded classroom, some students may feel lost or overlooked, which can negatively impact their learning experience. Teachers must develop strategies to facilitate effective group work and ensure that all students remain engaged and accountable, which requires careful planning and resource allocation.” (Teacher F, personal communication, November 8, 2024)

Parents’ concerns

“Parental concerns can further complicate the implementation of PBL in high school English classes. Some parents worry that the time and energy devoted to projects might detract from their children’s preparation for final exams.” (Teacher F, personal communication, November 8, 2024)

Project difficulty design

“If students perceive a project as too difficult or time-consuming, they may become discouraged, leading to a lack of engagement and a negative attitude toward the learning process. Teachers need to carefully design projects that are appropriately challenging yet manageable within the students’ broader commitments.” (Teacher F, personal communication, November 8, 2024)

4.1.8 Case 8 Teacher H

Teacher H, a dedicated educator at Nanning Oriental Foreign Language School, teaches 12th grade (Grade 12). With rich experience in project-based learning, she believes that this approach offers numerous benefits for both students and teachers. In China, a country with a deep respect for teachers and tradition, project-based learning (PBL) is an innovative approach. In this model, teachers take on the role of designers, while students become active learners, engaging in meaningful, hands-on experiences that promote collaboration and critical thinking.

“My experience with project-based learning has mainly been in high school English classrooms, and I find it very interesting. I once had my students perform Shakespeare's *A Midsummer Night's Dream*, a major three-month project. I also incorporate shorter projects under each unit theme—some are completed in three days, while others take a week. I believe that project-based learning is highly beneficial for English teaching.” (Teacher H, personal communication, November 7, 2024)

Students become active learners.

“This approach gives students the opportunity to take initiative and be more active in their learning process.” (Teacher H, personal communication, November 7, 2024)

Teachers to act more as designers

“Allowing teachers to act more as designers of the learning experience.”
(Teacher H, personal communication, November 7, 2024)

The Benefits of Project-Based Learning for Teachers and Students

Teacher G believed that project-based learning (PBL) was an incredibly flexible teaching method that provided students with the opportunity to develop a wide range of skills. Not only did it enhance their language proficiency, but it also equipped them with essential 21st-century skills such as critical thinking, creativity, collaboration, and

communication. By engaging in real-world projects, students were able to strengthen both their academic abilities and their readiness for future challenges.

PBL is very flexible.

“I believe project-based learning (PBL) is very flexible.” (Teacher H, personal communication, November 7, 2024)

Develop important 21st-century skills

“While improving their language skills, students also develop important 21st-century skills such as critical thinking, creativity, collaboration, and communication.” (Teacher H, personal communication, November 7, 2024)

The Challenges of Project-Based Learning for Students and Teachers

“While project-based learning (PBL) offers numerous benefits, it also comes with its own set of challenges that can make implementation difficult. Both students and teachers may struggle with maintaining consistent engagement, managing large class sizes, and ensuring fair assessment. These challenges require careful planning and creative solutions to ensure that PBL remains an effective and enriching experience for everyone involved.” (Teacher H, personal communication, November 7, 2024)

It is difficult to maintain continuous involvement in large projects.

“Some students struggle with time management; they work too slowly during the initial stages, leaving them scrambling to complete the project towards the end. Others may start with enthusiasm but lose interest over time, which can negatively affect the final outcome. Finding ways to

keep all students consistently engaged throughout a long project can be quite challenging” (Teacher H, personal communication, November 7, 2024)

Teachers have limited energy

“Furthermore, handling large class sizes introduces an additional challenge. With so many students, it becomes difficult for one teacher to offer sufficient personalized attention and guidance to each individual”. (Teacher H, personal communication, November 7, 2024)

Assessment Criteria

“Another significant challenge is assessment. Evaluating student performance in PBL is complex, especially in larger classes where it’s difficult to assess each student’s contribution to a group project. Ensuring that the evaluation is fair, balanced, and reflects each student’s effort and learning can be a time-consuming process, requiring thoughtful planning and possibly even involving multiple teachers.” (Teacher H, personal communication, November 7, 2024)

4.1.9 Case 9 Teacher I

Teacher I is a teacher at Nanning No. 1 Middle School, teaching Grade 10. He is 25 years old and really enjoys using Project-Based Learning in his teaching. He often incorporates Project-Based Learning into his English classes because the high school English textbooks are organized by themes, which makes it easier to implement project-based teaching.

“I enjoy using Project-Based Learning in my teaching.”

“I often use Project-Based Learning in my English classes because high school English textbooks are organized by themes, which is very

conducive to implementing project-based teaching”. (Teacher I, personal communication, November 6, 2024)

The Challenges of Project-Based Learning for Students and Teachers

Unexpected situations are difficult to handle

“I face several challenges when implementing Project-Based Learning in my classroom. For instance, I often encounter unexpected issues that require my immediate attention, which can disrupt the flow of the project.” (Teacher I, personal communication, November 6, 2024)

The Benefits of Project-Based Learning for Teachers and Students

Project-Based Learning (PBL) is a dynamic and student-centered teaching approach that has gained increasing attention for its ability to foster deeper learning and develop essential 21st-century skills. Teacher H, a Grade 10 English educator at Nanning No. 1 Middle School, emphasizes the power of PBL to enhance students' English proficiency while simultaneously cultivating critical thinking, problem-solving, and collaboration skills. According to Teacher H, PBL encourages students to solve real-world problems in collaborative groups with minimal teacher guidance, enabling them to apply their language skills in meaningful, authentic contexts. This experiential approach not only boosts students' confidence in using English but also promotes a deeper understanding of the language and enhances their overall abilities, preparing them for the challenges of the future. Through engaging in projects, students gain not only language fluency but also essential 21st-century skills such as communication, leadership, and independent thinking.

Student-centered

“Project-based learning (PBL) is a student-centered teaching approach that encourages students to solve real-world problems in collaborative

groups with limited guidance from the teacher, aiming to develop higher-order thinking skills.” (Teacher I, personal communication, November 6, 2024)

Create an authentic learning scenario

“Project-based learning enhances students' English skills by allowing them to apply their language abilities in real-world contexts. Through engaging in authentic projects, students have the opportunity to actively use and practice their English in meaningful situations.”(Teacher I, personal communication, November 6, 2024)

Enhance students' deep understanding of the language.

“This experiential learning not only boosts their confidence in language use but also fosters a deeper understanding of the language, as they communicate, collaborate, and present their ideas effectively.” (Teacher I, personal communication, November 6, 2024)

Boost students' confidence in learning the language.

“Project-based learning not only improves students' language skills but also boosts their confidence in learning English.” (Teacher H, personal communication, November 7, 2024)

Enhance overall abilities. (21st-century skills)

“Through engaging in projects, students develop essential problem-solving abilities and independent thinking skills. Additionally, they enhance their communication skills and leadership qualities as they collaborate with peers, present their ideas, and take on various roles within their projects. This holistic approach to learning equips students

with a well-rounded skill set that goes beyond language proficiency.”
(Teacher I, personal communication, November 6, 2024)

4.1.10 Case 10 Teacher I

Teacher I is a 29-year-old teacher at Nanning No. 2 Middle School, teaching Grade 11 students. She has been using project-based learning (PBL) in her English classroom for four years and enjoys this teaching method. She believes that PBL allows her to learn new things alongside her students, creating a more collaborative and dynamic classroom environment. Rather than acting as an authority figure, she sees herself as a guide, supporting and facilitating her students' learning experiences.

“I have been using project-based learning in my English classroom for four years, and I enjoy this teaching method because it allows me to learn new things alongside my students. I'm no longer an authority figure; instead, I act as a guide.” (Teacher I, personal communication, November 6, 2024)

She explained that since the high school English textbooks were organized by themes, using project-based learning fit perfectly with the curriculum. She successfully designed many projects based on these themes. For example, in Unit 2 of the People's Education Press Senior High School English Textbook, which focused on wildlife protection, she created a project titled “Save Endangered Wildlife.”

“Since the high school English textbooks are organized by themes, using project-based learning fits perfectly. I have successfully designed many projects based on these themes. For example, in Unit 2 of the People's Education Press Senior High School English Textbook, which focuses on wildlife protection, I created a project titled 'Save Endangered Wildlife.’” (Teacher I, personal communication, November 6, 2024)

She believed that although there were many challenges during the implementation of the project, the students still learned many valuable skills, especially teamwork and collaboration skills.

Collaboration skills

“Despite these challenges, the project was a success in the end. The students not only improved their research and collaboration skills but also learned valuable lessons about wildlife protection.” (Teacher I, personal communication, November 6, 2024)

The Challenges of Project-Based Learning for Students and Teachers

Teacher I shared some of the challenges she encountered while implementing the “Save Endangered Wildlife” project with her students. Despite the benefits of project-based learning, she faced several obstacles that required her to adjust her approach. One of the main challenges was resource accessibility, as some students had difficulty finding reliable information for their research. Additionally, the language barrier posed issues, with many students struggling to communicate in English during the collaborative process. Group dynamics also proved difficult, with uneven participation and communication problems within some teams. Time management became another concern, as some groups underestimated the time needed for their tasks, requiring her to adjust the schedule. Finally, while most students were engaged with the topic of wildlife protection, a few showed less interest, which made it harder to maintain their motivation. To address these challenges, Teacher I provided extra guidance, mediated group discussions, and found ways to make the project more personally relevant for all students.

Resource Accessibility

“While implementing the “Save Endangered Wildlife” project, I faced a few challenges. First, I realized that some of my students had trouble

accessing reliable resources for their research. Finding detailed information about certain endangered species was more difficult than anticipated, so I had to spend extra time guiding them to appropriate sources and helping them understand the materials.” (Teacher I, personal communication, November 6, 2024)

Language barrier

“Because I require students to communicate in English during the collaborative process, most students find it challenging to communicate in English.” (Teacher I, personal communication, November 6, 2024)

Team task division

“Group work also presented some difficulties. In several groups, not all students contributed equally, and there were issues with collaboration and communication. I had to step in and mediate between group members to ensure that everyone was participating and that the workload was balanced.” (Teacher I, personal communication, November 6, 2024)

Time management

“Time management became a concern as well. Some groups underestimated the amount of time needed for research or creating their posters, which made it hard to keep everything within the two-week timeframe. I had to adjust the schedule and allow more time for certain tasks.” (Teacher I, personal communication, November 6, 2024)

Students' level of engagement

“Lastly, while most of the students were enthusiastic about the topic, I noticed that a few had less interest in wildlife protection. This made it

challenging to keep them fully engaged, so I tried to find ways to connect the project to their interests to spark more motivation.” (Teacher I, personal communication, November 6, 2024)

4.1.11 Case 11 Teacher J

Teacher J is a 34-year-old teacher at Nanning No. 4 Middle School, teaching Grade 12 students. She has been using project-based teaching in her English classes for many years and enjoys implementing both short-term projects related to the texts for first- and second-year students, as well as some long-term projects. When students reach their third year, she shifts her focus to exam-related content, assigning key topics for students to research. Throughout the process, she provides a great deal of feedback and summaries to support her students' learning.

“I have been using project-based teaching in my English classes for many years. I enjoy implementing short-term projects related to the texts for first and second-year students, as well as some long-term projects. By the time students reach their third year, I focus on exam-related content, assigning key topics for students to research. I also provide a lot of feedback and summaries throughout the process.” (Teacher J, personal communication, November 6, 2024)

The Benefits of Project-Based Learning for Teachers and Students

Teacher J strongly believed in the benefits of project-based learning (PBL) for developing critical 21st-century skills. She explained that through PBL, students could cultivate essential skills such as critical thinking, collaboration, and communication, which are crucial in today's society. Additionally, this approach fostered students' ability to learn independently, making them feel more engaged and accomplished in their learning process. Teacher J also highlighted the significant advantages of PBL for English learners, noting that it created an authentic language environment. Unlike traditional education in China, which often relied on rote memorization and teacher-

centered instruction, PBL encouraged active engagement and real-world application of language skills, moving beyond passive memorization of vocabulary and grammar rules.

Develop critical thinking, collaboration, and communication skills

“Through project-based learning, students can develop critical thinking, collaboration, and communication skills, which are essential in today’s society.” (Teacher J, personal communication, November 6, 2024)

Foster students' independence

“Additionally, this approach fosters students' ability to learn independently, making them feel more engaged and accomplished in their learning process.” (Teacher J, personal communication, November 6, 2024)

Create an authentic language environment

Compared to traditional education in China, which often emphasizes rote memorization and teacher-centered instruction, project-based learning offers significant advantages, especially for English learners. It encourages active engagement and real-world application of language skills, moving beyond the passive memorization of vocabulary and grammar rules. (Teacher J, personal communication, November 6, 2024)

Teacher J acknowledged that implementing project-based learning (PBL) came with certain challenges. One of the main difficulties she faced was the amount of curriculum content that needed to be covered, which often made time quite tight. She also mentioned the challenge of managing large classes, where it was difficult for teachers to closely monitor and support every student's progress. These time constraints and the need for individualized attention were significant factors that required careful planning and adjustment in her teaching approach.

The Challenges of Project-Based Learning for Students and Teachers

Teacher J believed that there were two obvious challenges in implementing the project: time management and the teacher's energy. She mentioned that if students were required to complete all tasks within a set time frame, the teacher would need to invest a lot of time following up on the project, and this would be difficult to achieve in large classes.

Time constraints

“Implementing project-based learning does come with certain challenges. One difficulty is the amount of curriculum content that needs to be covered, which can make time quite tight.” (Teacher J, personal communication, November 6, 2024)

Teachers' energy

“Another challenge is managing large classes, where it can be difficult for teachers to closely monitor and support every student’s progress.” (Teacher J, personal communication, November 6, 2024)

4.1.12 Case 12 Teacher K

Teacher K is a 28-year-old teacher at Nanning No. 36 Middle School, teaching Grade 10 students. She really enjoys using project-based learning in her teaching because she believes it not only stimulates students' interest but also helps them apply what they've learned in real-life situations.

“Yes, I really enjoy project-based learning because it not only stimulates students' interest but also helps them apply what they've learned in real-life situations.” (Teacher K, personal communication, November 5, 2024)

The Benefits of Project-Based Learning for Teachers and Students

According to Teacher K, PBL helps students cultivate critical thinking, collaboration, and communication skills, all of which are vital in today's society. Furthermore, it encourages independence, fosters a more authentic language learning environment, and improves overall language proficiency. This approach contrasts with traditional educational methods, particularly in the context of China, where rote memorization and teacher-centered instruction are more common. Through real-world application and active engagement, project-based learning offers students the opportunity to practice English in meaningful, practical contexts, enhancing their communication, critical thinking, and problem-solving abilities.

Develop critical thinking, collaboration, and communication skills

“Through project-based learning, students can develop critical thinking, collaboration, and communication skills, which are essential in today's society.” (Teacher K, personal communication, November 5, 2024)

Foster students' independence

“Additionally, this approach fosters students' ability to learn independently, making them feel more engaged and accomplished in their learning process.” (Teacher K, personal communication, November 5, 2024)

Create an authentic language environment

“Compared to traditional education in China, which often emphasizes rote memorization and teacher-centered instruction, project-based learning offers significant advantages, especially for English learners. It encourages active engagement and real-world application of language skills, moving beyond the passive memorization of vocabulary and grammar rules.” (Teacher K, personal communication, November 5, 2024)

Communication, critical thinking, and problem-solving skills

“By participating in projects, students practice English in authentic contexts, which helps improve their communication, critical thinking, and problem-solving skills. Additionally, project-based learning fosters creativity and collaboration, offering students more opportunities to engage in meaningful discussions and use English in practical, everyday scenarios.” (Teacher K, personal communication, November 5, 2024)

Improving language skills

“While traditional education tends to focus on exam preparation, project-based learning supports the development of fluency and confidence in using English, making it a more holistic approach for language learners.” (Teacher K, personal communication, November 5, 2024)

The Challenges of Project-Based Learning for Students and Teachers

Teacher K highlighted that managing time effectively during project implementation can be difficult. Balancing the need to cover all textbook content while ensuring the completion of the project often feels like a significant challenge. Additionally, the energy required from teachers to ensure students stay on track can be overwhelming. Teacher K noted that to meet deadlines and help students complete tasks on time, a considerable amount of time and effort is needed for follow-up, making the process quite demanding.

Time constraints

“I found it difficult to manage time while implementing the project. She felt that it was challenging to cover all the content in the textbook if she wanted to complete the project as well.” (Teacher K, personal communication, November 5, 2024)

Teachers' energy

“If I want my students to complete the tasks on time, I need to spend a lot of time following up on the project, which I find very challenging.”

(Teacher K, personal communication, November 5, 2024)

4.2 The Grounded Theory’s Three-step Coding Process

Participants gave the interviews which were framed by the four prompt.

questions: 1) Can you tell me about your experiences using PBL in your teaching? 2) What do you think about PBL? 3) What are the difficulties you face in your teaching when you use PBL in teaching English? 4) What are the advantages of PBL in teaching English? The interview was conducted in Chinese on WeChat, and the entire process was recorded through audio. The interview data were analyzed manually. According to Roulston and Choi (2018, p.73), “Manual coding was used to allow the researcher’s actual language”. In this study, the researcher interviewed 12 teachers, so manual coding is believed to be more advantageous. The researcher was already in the study by her research work. Besides, the interview data from the one-time interview of each teacher were manageable. Rossman and Rallis (2016, p. 73) state “Meaning was given to qualitative data through the process of immersion, organization, and immersion.”

A total of 12 teachers were interviewed over three days, resulting in 12 sets of raw data. The specific data can be found in the appendix, Table 4.1 shows the number of thought units present in each research participant’s interviews in the open coding step.

Table 4.1 The Number of Categories in the Open Coding Step

Participants	Interview (No. of all categories)	Total number of categories from 12 Participants
Teacher1	28	183
Teacher2	13	
Teacher3	11	

Table 4.1 The Number of Categories in the Open Coding Step (cont.)

Participants	Interview (No. of all categories)	Total number of categories from 12 Participants
Teacher4	8	
Teacher5	16	
Teacher6	14	
Teacher7	10	
Teacher8	33	
Teacher9	16	
Teacher10	9	
Teacher11	15	
Teacher12	10	

During the Axial Coding stage, the 183 initial concepts from Open Coding were reorganized. Concepts that were completely unrelated to the themes were removed, and the remaining data was repeatedly compared. Related concepts were then grouped, resulting in 48 concepts. Table 4.2 shows the number of thought units in the Axial Coding Step.

Table 4.2 The Number of Categories in the Axial Coding Step

Axial Coding
Experiences (16)
PBL is beneficial for both teachers and students (2)
PBL is flexible (6)
Improving language skills (7)
Develop important 21st-century skills (5)
Create an authentic language environment (6)
PBL is interesting (1)
Improve communication skills (4)
Developed creativity skills (5)
Developed problem-solving skills (1)

Table 4.2 The Number of Categories in the Axial Coding Step (cont.)

Increase engagement (2)
Create authentic learning scenarios (11)
Develop practical skills (1)
Increase motivation (2)
Example of PBL (11)
Large projects are difficult to manage (5)
Assessing students' contributions is difficult (5)
Time management (9)
Teachers act more as designers in PBL (6)
Students become active learners (8)
Improve teamwork skills (1)
The students are not familiar with the task (5)
Classroom management (2)
Parents' misunderstanding (2)
Traditional beliefs are deeply ingrained (1)
Teacher Training and support (2)
PBL is an effective way to learn a language (4)
The process of project-based learning (2)
Boost confidence (5)
Improve grades (2)
Teachers need to prepare a lot of work in advance (1)
Develop their communication skills, problem-solving abilities, and organizational skills (2)
Teacher-student relationships are closer (1)
Enjoy the teaching approach of PBL (1)
Teaching according to student's abilities (1)
Develop critical thinking, problem-solving abilities, and social skills. (1)
Teachers' energy (5)
Fostering a deeper experience with English (2)
Teacher skill development (1)

Table 4.2 The Number of Categories in the Axial Coding Step (cont.)

Resource Availability (2)
Unexpected situations are difficult to handle (1)
Language barrier (1)
Team task division (2)
Communication, critical thinking, and problem-solving skills (2)
Teacher Training (2)
Project difficulty design (1)
Student-centered (2)
PBL was especially suitable for high school English classrooms (5)
Total number 48

In the Selective Coding Step, researchers integrate the categories and focus on developing a core category that explains the main theme or issue identified in the research. Table 4.3 shows the number of thought units in the Selective Coding Step.

Table 4.3 The Number of the Selective Coding Step

Selective Coding	Central concept
1. The Benefits of Project-Based Learning for Teachers and Students	Teachers' perceptions of their PBL teaching practice
2. The Challenges of Project-Based Learning for Students and Teachers	
3. Experience reflection	

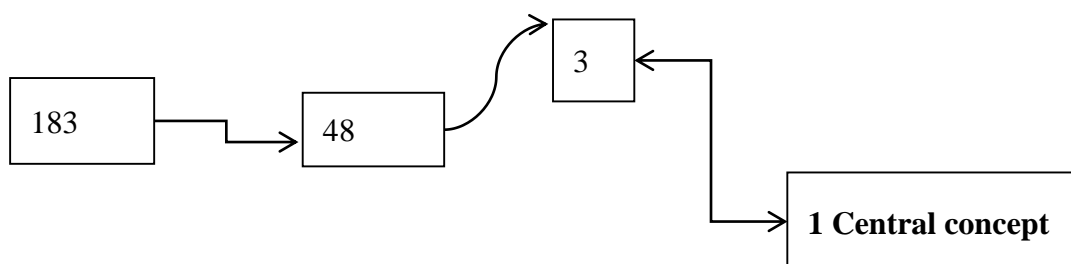


Figure 4.1 The Number of Categories from the Three-step Coding Process

4.3 Coding analysis

Through data analysis, teachers generally believed that project-based learning was an effective teaching method with many benefits for high school English classrooms. The application of PBL prompted teachers to deeply examine their teaching concepts and strategies and to continuously strengthen the pedagogical benefits of PBL through role transformation and adaptation to a student-centered classroom structure. In the process, teachers face multiple challenges, such as classroom management, time allocation, assessment complexity, and parental expectations, which have a profound impact on the effectiveness of teaching and students' learning experience. Especially in the context of traditional conceptions of education, there are still culturally adapted barriers to the effective implementation of PBL. Nonetheless, the unique value that PBL brings in terms of students' critical thinking, teamwork, self-directed learning, and motivation to learn fully highlights its role in students' comprehensive literacy enhancement. Figure 4.3 shows the coding result.



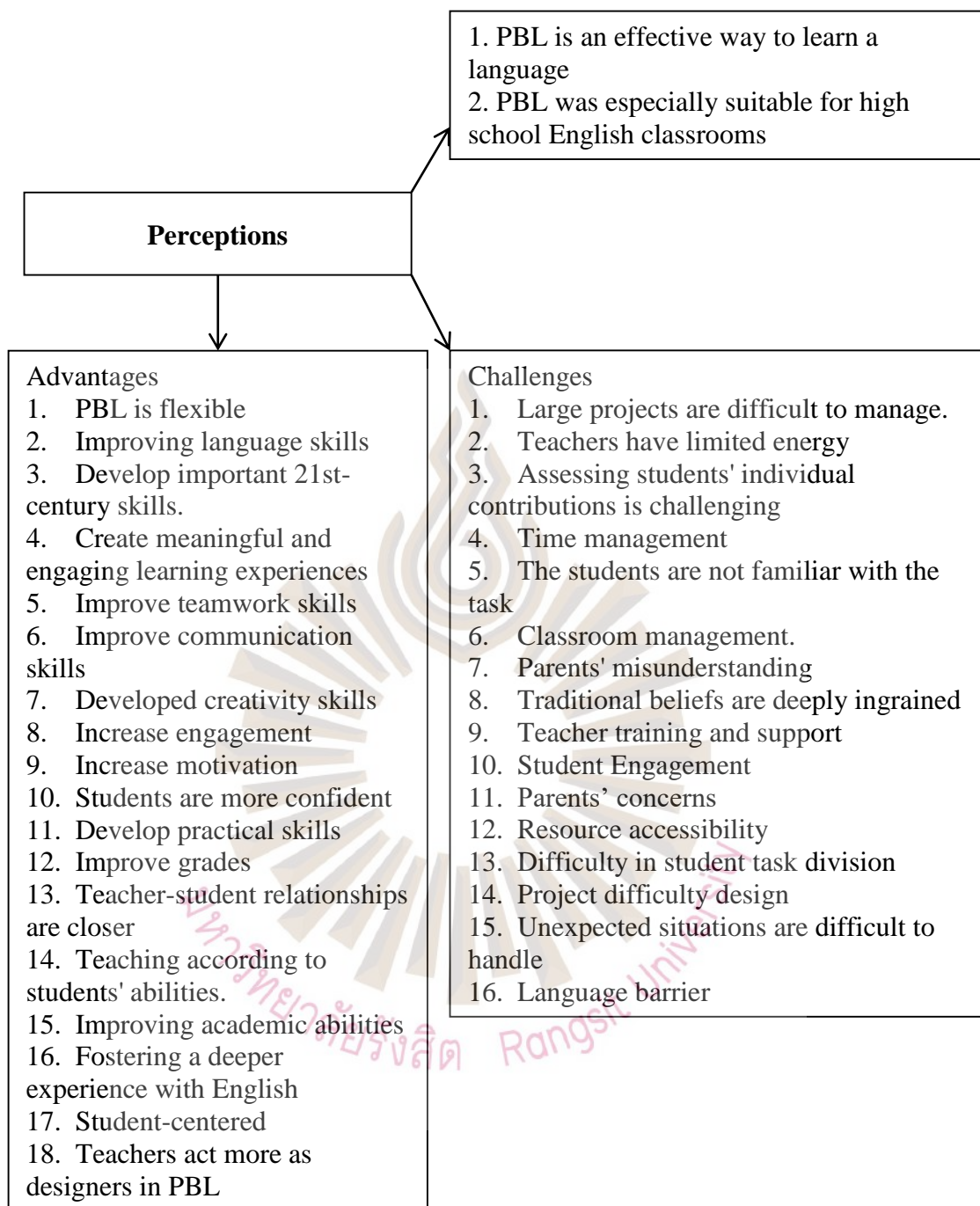


Figure 4.2 The Coding results

Chapter 5

Conclusion, Discussion, and Recommendations

This Chapter concludes and discusses the results of this study, which is based on the 3 research questions.

- 1) What are the high school English teachers' perceptions of their PBL teaching practice?
- 2) What are the challenges in the implementation of PBL in teaching English?
- 3) What are the benefits of the implementation of PBL in teaching English?

5.1 Conclusion

This study employed a qualitative approach to investigate high school English teachers' perceptions of project-based learning (PBL) teaching practice, and to explore the challenges and benefits in the implementation of PBL to better promote its application in teaching and learning English. The 12 teachers interviewed for this study are all experienced practitioners of project-based learning, with rich practical experience. Based on the results of Chapter 4 (Figure 4.3 The Coding results) , this chapter provides a more detailed summary.

5.1.1 Teachers' perceptions of their PBL teaching practice

Although there were many challenges in implementing Project-based Learning (PBL), teachers believed that this approach was particularly suitable for high school English teaching. They considered it to be an effective method for language learning, as it not only helped students engage with the language in a practical, real-world context but also aligned well with the themes and structure of high school English textbooks. Throughout the process of practicing PBL, teachers found that it allowed for more dynamic and meaningful interactions with the material, making it a valuable tool in their

teaching strategies. Although the teachers designed projects based on the textbook content, each project they created was interesting and unique in its own way. Some teachers preferred to design long-term projects, while others preferred short-term ones.

PBL is an effective way to learn a language

“I believe PBL has a greater impact on students' long-term language development. They often walk away with a deeper understanding of how to use English in practical, real-life situations, which is harder to achieve through traditional methods.” (Teacher B, personal communication, November 3, 2024)

“I think PBL is a powerful teaching approach, especially for language learning.” (Teacher B, personal communication, November 3, 2024)

“I believe there are many benefits to using project-based learning in English classes.” (Teacher C, personal communication, November 3, 2024)

“Project-based learning (PBL) has emerged as a transformative approach in English language classrooms, significantly enhancing the learning experience and outcomes for students.” (Teacher F, personal communication, November 3, 2024)

“Yes, I enjoy project-based learning because it not only stimulates students' interest but also helps them apply what they've learned in real-life situations.” (Teacher K, personal communication, November 3, 2024)

PBL was especially suitable for high school English classrooms

“I prefer to design projects around the course themes, such as the first unit theme for the second year is 'Festivals and Celebrations. I have set

up a project activity themed 'Global Festivals Fair' with a completion time of two weeks. The theme of Unit 2 is 'Morals and Virtues.' I have designed a project titled 'Moral Story Creation,' with a completion time of one week. The third unit is 'Diverse Cultures.' I will design a project titled 'International Food Festival,' where students will work in groups to portray people from different countries, prepare various traditional foods, and present and introduce them in English.” (Teacher F, personal communication, November 3, 2024)

“My experience with project-based learning has mainly been in high school English classrooms, and I find it very interesting. I once had my students perform Shakespeare's *A Midsummer Night's Dream*, a major three-month project. I also incorporate shorter projects under each unit theme—some are completed in three days, while others take a week. I believe that project-based learning is highly beneficial for English teaching.” (Teacher G, personal communication, November 3, 2024)

“I often use Project-Based Learning in my English classes because high school English textbooks are organized by themes, which is very conducive to implementing project-based teaching”. (Teacher H, personal communication, November 3, 2024)

“I have been using project-based learning in my English classroom for four years, and I enjoy this teaching method because it allows me to learn new things alongside my students. I'm no longer an authority figure; instead, I act as a guide.” (Teacher I, personal communication, November 3, 2024)

“I have been using project-based teaching in my English classes for many years. I enjoy implementing short-term projects related to the texts for first and second-year students, as well as some long-term projects. By the time students reach their third year, I focus on exam-related content,

assigning key topics for students to research. I also provide a lot of feedback and summaries throughout the process.” (Teacher J, personal communication, November 3, 2024)

Different experiences

“I once had my students perform Shakespeare's *A Midsummer Night's Dream*, a major three-month project.” (Teacher A, personal communication, November 3, 2024)

“One of my most successful experiences was a project where students had to create their podcasts in English. They worked in groups, chose topics that interested them, and over several weeks, they researched, scripted, and recorded their episodes.” (Teacher B, personal communication, November 3, 2024)

“I have previously organized a project called 'Creating a Community Magazine. This project involved students creating a magazine focused on local issues, culture, and events, aimed at improving their English skills through collaborative work.” (Teacher C, personal communication, November 4, 2024)

“During the first and second years of high school, I often used larger projects, such as English drama performances, English speeches, and English interviews. In the third year, because students need to prepare for the college entrance examination, I assign more exam-related projects for the students to complete, allowing them to solve problems on their own.” (Teacher D, personal communication, November 4, 2024)

“I will design projects based on the themes of the textbook. For example, the topic of Unit 2 for the first year of high school is about tourism, so I designed a project activity themed 'My Ideal Trip. If you're interested, I

can show you more details.” (Teacher E, personal communication, November 8, 2024)

“I prefer to design projects around the course themes, such as the first unit theme for the second year is 'Festivals and Celebrations. I have set up a project activity themed 'Global Festivals Fair' with a completion time of two weeks. The theme of Unit 2 is 'Morals and Virtues.' I have designed a project titled 'Moral Story Creation,' with a completion time of one week. The third unit is 'Diverse Cultures.' I will design a project titled 'International Food Festival,' where students will work in groups to portray people from different countries, prepare various traditional foods, and present and introduce them in English.” (Teacher F, personal communication, November 8, 2024)

“My experience with project-based learning has mainly been in high school English classrooms, and I find it very interesting. I once had my students perform Shakespeare's *A Midsummer Night's Dream*, a major three-month project. I also incorporate shorter projects under each unit theme—some are completed in three days, while others take a week. I believe that project-based learning is highly beneficial for English teaching” (Teacher H, personal communication, November 8, 2024)

“Since the high school English textbooks are organized by themes, using project-based learning fits perfectly. I have successfully designed many projects based on these themes. For example, in Unit 2 of the People’s Education Press Senior High School English Textbook, which focuses on wildlife protection, I created a project titled 'Save Endangered Wildlife.” (Teacher I, personal communication, November 6, 2024)

5.1.2 The challenges in the implementation of PBL in teaching English

In Chapter 4, through a thorough analysis of the data, we identified a total of 16 significant challenges that arise when implementing project-based learning (PBL).

These challenges are not only rooted in the students' and teachers' experiences but are also influenced by broader Socio-Cultural factors. Each of these difficulties contributes to the complexity of effectively carrying out PBL, highlighting the multifaceted nature of the approach and the need for careful consideration of various internal and external elements that impact the learning process. Analyzing and organizing these challenges allowed practitioners to have a certain level of foresight, helping teachers better incorporate project-based learning into their English classrooms.

Large projects are difficult to manage

“For example, large-scale projects like a three-month production of *A Midsummer Night's Dream* can be difficult to manage.” (Teacher A, personal communication, November 3, 2024)

“Finding ways to keep all students consistently engaged throughout a long project can be quite challenging.” (Teacher A, personal communication, November 3, 2024)

“Some students struggle with time management; they work too slowly during the initial stages, leaving them scrambling to complete the project towards the end. Others may start with enthusiasm but lose interest over time, which can negatively affect the outcome. Finding ways to keep all students consistently engaged throughout a long project can be quite challenging” (Teacher G, personal communication, November 3, 2024)

Teachers have limited energy

Additionally, managing large class sizes adds another layer of complexity. In a class with many students, it's hard for a single teacher to provide enough individual support and guidance. (Teacher A, personal communication, November 3, 2024)

More teachers are needed to follow up with each group and ensure everyone stays on track, but this requires additional resources, collaboration, and planning. (Teacher A, personal communication, November 3, 2024)

“Furthermore, handling large class sizes introduces an additional challenge. With so many students, it becomes difficult for one teacher to offer sufficient personalized attention and guidance to each individual.” (Teacher G, personal communication, November 3, 2024)

“Another challenge is managing large classes, where it can be difficult for teachers to closely monitor and support every student’s progress.” (Teacher J, personal communication, November 3, 2024)

“If I want my students to complete the tasks on time, I need to spend a lot of time following up on the project, which I find very challenging.” (Teacher K, personal communication, November 3, 2024)

Assessing students' individual contributions is challenging

“Another significant challenge is assessment. Evaluating student performance in PBL is complex, especially in larger classes where it’s difficult to assess each student’s individual contribution to a group project. Ensuring that the evaluation is fair, balanced, and reflects each student’s effort and learning can be a time-consuming process, requiring thoughtful planning and possibly even involving multiple teachers.” (Teacher A, personal communication, November 3, 2024)

“Another challenge is assessment. In a traditional setting, it’s easier to assess students based on quizzes, tests, or assignments. With PBL, assessing students’ progress is more complex. I have to evaluate not just the final product but also the process—how well they worked in groups,

how much effort they put into research, and how effectively they communicated their ideas. This requires a different kind of rubric and a more holistic approach to grading.” (Teacher B, personal communication, November 3, 2024)

“In many Chinese schools, assessment is heavily focused on exams and standardized tests. This can make it difficult to incorporate PBL, as traditional grading methods may not accurately reflect students' learning and contributions during projects. Teachers often feel pressured to prepare students for these exams, which can conflict with the open-ended nature of PBL.” (Teacher B, personal communication, November 3, 2024)

“I think the most challenging part is the assessment method, as it needs to consider fairness and reasonableness.” (Teacher E, personal communication, November 3, 2024)

“Establishing clear and fair assessment criteria for projects can be challenging, as teachers need to ensure that all students' contributions are evaluated appropriately.” (Teacher F, personal communication, November 3, 2024)

“Another significant challenge is assessment. Evaluating student performance in PBL is complex, especially in larger classes where it's difficult to assess each student's contribution to a group project. Ensuring that the evaluation is fair, balanced, and reflects each student's effort and learning can be a time-consuming process, requiring thoughtful planning and possibly even involving multiple teachers.” (Teacher G, personal communication, November 3, 2024)

Time management

“Some students struggle with time management; they work too slowly during the initial stages, leaving them scrambling to complete the project towards the end.” (Teacher A, personal communication, November 3, 2024)

“With PBL, things can get a bit chaotic, especially in the early stages of a project. Students might struggle with time management, or some groups may not divide the workload evenly. It requires a lot of monitoring and support from me to make sure everyone stays on track.” (Teacher B, personal communication, November 3, 2024)

“PBL typically requires more time than traditional lessons. In the Chinese education system, where there are strict curricula and limited time, it can be challenging to allocate sufficient time for in-depth projects. Teachers may struggle to fit projects into their schedules without sacrificing other required content.” (Teacher B, personal communication, November 3, 2024)

“Projects often require a significant amount of time to complete, and students may struggle to manage their time effectively, balancing project work with other subjects”. (Teacher F, personal communication, November 3, 2024)

“One of the most pressing challenges is time management. High school curricula are often densely packed, leaving little room for extended projects. PBL typically requires substantial planning, collaboration, and execution time, which can be difficult to fit into an already busy schedule.” (Teacher F, personal communication, November 3, 2024)

“Time management became a concern as well. Some groups underestimated the amount of time needed for research or creating their posters, which made it hard to keep everything within the two-week time

frame. I had to adjust the schedule and allow more time for certain tasks.” (Teacher I, personal communication, November 3, 2024)

“Implementing project-based learning does come with certain challenges. One difficulty is the amount of curriculum content that needs to be covered, making time quite tight.” (Teacher J, personal communication, November 3, 2024)

“I found it difficult to manage time while implementing the project. She felt that it was challenging to cover all the content in the textbook if she wanted to complete the project as well.” (Teacher K, personal communication, November 3, 2024)

The students are not familiar with the task

“At first, some students were hesitant because they weren’t used to such an open-ended task.” (Teacher B, personal communication, November 3, 2024)

“Some students may lack the necessary skills for effective collaboration and self-directed learning. For instance, they may struggle with time management or may not be used to taking the initiative in their learning. This can lead to uneven participation within project groups, where some students take on more responsibility than others”. (Teacher B, personal communication, November 3, 2024)

Classroom management.

“However, PBL comes with its challenges. One of the biggest is classroom management. In a traditional setup, everything is structured and predictable.” (Teacher B, personal communication, November 3, 2024)

“Another difficulty is that I have too many students; each class has 50 students, and I have two classes. It’s quite challenging to keep track of the projects because not all students dedicate their time to completing them. Some students take the opportunity to play games or do other things instead of focusing on the project.” (Teacher E, personal communication, November 3, 2024)

“Class size also poses a significant challenge in managing PBL effectively. Large classes can complicate collaboration and supervision, making it difficult for teachers to monitor each group’s progress and provide individualized support. In a crowded classroom, some students may feel lost or overlooked, which can negatively impact their learning experience. Teachers must develop strategies to facilitate effective group work and ensure that all students remain engaged and accountable, which requires careful planning and resource allocation.” (Teacher F, personal communication, November 3, 2024)

Parents’ misunderstanding

“China often has high expectations regarding academic performance and may not fully understand the benefits of PBL. They might be more supportive of traditional methods that lead to tangible grades and test scores, making it harder for teachers to gain buy-in for PBL approaches.” (Teacher B, personal communication, November 3, 2024)

Traditional beliefs are deeply ingrained

“The traditional education system in China often emphasizes rote learning and teacher-centered instruction. Many students are accustomed to passive learning, where they listen to lectures and take notes. Shifting to PBL, which requires active participation and collaboration, can be a challenge for both students and teachers who are not used to this style of

learning.” (Teacher B, personal communication, November 3, 2024)

Teacher training and support

“Not all teachers are trained in PBL methodologies. Many educators may feel unsure about how to facilitate projects effectively or how to assess student learning in a PBL context. Without proper training and institutional support, it can be challenging to implement PBL successfully.” (Teacher B, personal communication, November 3, 2024)

Student Engagement

“Some students may not participate actively in group activities, leading to an uneven distribution of work and affecting the overall quality of the project.” (Teacher F, personal communication, November 3, 2024)

“Lastly, while most of the students were enthusiastic about the topic, I noticed that a few had less interest in wildlife protection. This made it challenging to keep them fully engaged, so I tried to find ways to connect the project to their interests to spark more motivation.” (Teacher I, personal communication, November 3, 2024)

Parents' concerns

“Parental concerns can further complicate the implementation of PBL in high school English classes. Some parents worry that the time and energy devoted to projects might detract from their children's preparation for final exams.” (Teacher F, personal communication, November 3, 2024)

Resource accessibility

“Students may find it challenging to locate the necessary information or

resources during their research, especially when exploring specific cultures or themes.” (Teacher F, personal communication, November 3, 2024)

Difficulty in student task division

“Another concern is student commitment. In group settings, some students may take a more passive role, contributing minimally to the project while relying on more motivated peers to carry the load. This issue of uneven participation can lead to frustration among dedicated group members and diminish the overall quality of the project. Additionally, when students perceive projects as mere assignments rather than valuable learning experiences, their engagement wanes, leading to a superficial approach to the task.” (Teacher F, personal communication, November 3, 2024)

“Group work also presented some difficulties. In several groups, not all students contributed equally, and there were issues with collaboration and communication. I had to step in and mediate between group members to ensure that everyone was participating and that the workload was balanced.” (Teacher I, personal communication, November 3, 2024)

Project difficulty design

“If students perceive a project as too difficult or time-consuming, they may become discouraged, leading to a lack of engagement and a negative attitude toward the learning process. Teachers need to carefully design projects that are appropriately challenging yet manageable within the students’ broader commitments.” (Teacher F, personal communication, November 3, 2024)

Unexpected situations are difficult to handle

“I face several challenges when implementing Project-Based Learning in my classroom. For instance, I often encounter unexpected issues that require my immediate attention, which can disrupt the flow of the project.” (Teacher H, personal communication, November 3, 2024)

Language barrier

“Because I require students to communicate in English during the collaborative process, most students find it challenging to communicate in English.” (Teacher I, personal communication, November 3, 2024)

5.1.3 The benefits of the implementation of PBL in teaching English

Based on the data analysis in Chapter 4, we identified 19 benefits of implementing project-based learning in high school classrooms. The identification of these advantages provided practitioners with some confidence when implementing project-based learning. Project-based learning (PBL) offers numerous advantages that enhance both the learning experience and student outcomes. It was a flexible approach that adapted to students' individual needs and abilities, fostering a student-centered environment. PBL helped improve language skills and academic abilities while developing essential 21st-century skills like teamwork, communication, and creativity. By engaging students in meaningful, real-world projects, PBL increased motivation, boosted confidence, and encouraged a deeper connection with the subject matter, especially in English. This approach also strengthened teacher-student relationships, as teachers shifted from traditional instruction to acting more as facilitators and designers of the learning process. As a result, students gained practical skills, improved their grades, and became more engaged in their education.

PBL is flexible

“I believe project-based learning (PBL) is very flexible.” (Teacher A, personal communication, November 3, 2024)

“I find project-based learning (PBL) to be incredibly flexible.” (Teacher A, personal communication, November 3, 2024)

“For teachers, project-based learning does not require a rigid lecture format. They can design specific questions based on the topic, allowing for student participation, which makes the approach quite flexible. From the beginning of the project, I was filled with anticipation, and when the students completed the project, their results surprised me.” (Teacher C, personal communication, November 3, 2024)

“First, I would like to discuss the benefits of project-based learning. For teachers, especially those with rich experience, this teaching method is particularly flexible.” (Teacher D, personal communication, November 3, 2024)

“Project-based learning provides diverse teaching approaches, allowing teachers to design different projects based on students' interests and needs.” (Teacher F, personal communication, November 3, 2024)

“I believe project-based learning (PBL) is very flexible.” (Teacher G, personal communication, November 3, 2024)

Improving language skills

“While improving their language skills.” (Teacher A, personal communication, November 3, 2024)

“This not only helps them improve their language skills.” (Teacher A, personal communication, November 3, 2024)

“While also improving their spoken and written English.” (Teacher C, personal communication, November 3, 2024)

“PBL encourages students to use English in real-world contexts, improving their speaking, writing, listening, and reading skills through practical application.” (Teacher C, personal communication, November 3, 2024)

“The student's English skills have also significantly improved.” (Teacher E, personal communication, November 3, 2024)

“Through real projects, students can use English in authentic contexts, enhancing their language proficiency and communication skills.” (Teacher F, personal communication, November 3, 2024)

“For example, when working on a group presentation or a debate, students practice articulating their thoughts and responding to peers, thereby improving their fluency and confidence in spoken English. Additionally, projects often require research and writing components, which foster reading comprehension and writing skills. Students learn to synthesize information, organize their thoughts, and express ideas clearly, all of which are critical for academic success.” (Teacher F, personal communication, November 3, 2024)

“While traditional education tends to focus on exam preparation, project-based learning supports the development of fluency and confidence in using English, making it a more holistic approach for language learners.” (Teacher K, personal communication, November 3, 2024)

Develop important 21st-century skills

“Students also develop important 21st-century skills such as critical thinking, creativity, collaboration, and communication.” (Teacher A, personal communication, November 3, 2024)

“But also fosters the development of 21st-century skills such as collaboration, communication, critical thinking, and creativity.” (Teacher A, personal communication, November 3, 2024)

“They also developed critical thinking, collaboration, and problem-solving abilities as they worked through challenges during the project.” (Teacher C, personal communication, November 3, 2024)

“For Chinese high school students, project-based learning can enhance their hands-on skills, problem-solving abilities, and communication skills.” (Teacher C, personal communication, November 3, 2024)

“While improving their language skills, students also develop important 21st-century skills such as critical thinking, creativity, collaboration, and communication”. (Teacher G, personal communication, November 3, 2024)

“Through engaging in projects, students develop essential problem-solving abilities and independent thinking skills. Additionally, they enhance their communication skills and leadership qualities as they collaborate with peers, present their ideas, and take on various roles within their projects. This holistic approach to learning equips students with a well-rounded skill set that goes beyond language proficiency”. (Teacher H, personal communication, November 3, 2024)

“Through project-based learning, students can develop critical thinking, collaboration, and communication skills, which are essential in today’s society.” (Teacher J, personal communication, November 3, 2024)

Create meaningful and engaging learning experiences

“Allowing teachers to take on the role of designers who create

meaningful and engaging learning experiences.” (Teacher A, personal communication, November 3, 2024)

“By integrating real-world tasks into the curriculum, students can practice their language skills in meaningful contexts while also building essential life skills that will help them succeed beyond the classroom.” (Teacher A, personal communication, November 3, 2024)

“It allows students to explore English more authentically and practically.” (Teacher B, personal communication, November 3, 2024)

“When I compare PBL to more traditional methods, like direct instruction or textbook-based teaching, the differences are quite significant. In a traditional approach, lessons are often teacher-centered, with a clear focus on grammar drills, vocabulary exercises, or comprehension activities. While these methods can be useful for building foundational skills, they often lack the real-world application that PBL provides.” (Teacher B, personal communication, November 3, 2024)

“They’re applying it in meaningful ways. This active engagement often leads to higher levels of understanding and retention. For example, when students work on a project like creating a website or developing a community proposal, they have to use their language skills to research, write, and present their ideas, which helps solidify what they’ve learned.” (Teacher B, personal communication, November 3, 2024)

“Each student contributed articles, conducted interviews, and worked on the magazine's design, resulting in a meaningful learning experience that enhanced both their language proficiency and teamwork abilities.” (Teacher C, personal communication, November 3, 2024)

“The real-world relevance of the task made the learning experience

meaningful and engaging, while the final magazine served as a tangible product showcasing their hard work.” (Teacher C, personal communication, November 3, 2024)

“Moreover, project-based learning provides a practical context for developing essential language skills. Through collaborative projects, students engage in meaningful communication, which enhances their listening and speaking abilities.” (Teacher F, personal communication, November 3, 2024)

“Project-based learning enhances students' English skills by allowing them to apply their language abilities in real-world contexts. Through engaging in authentic projects, students have the opportunity to actively use and practice their English in meaningful situations.” (Teacher H, personal communication, November 3, 2024)

“Compared to traditional education in China, which often emphasizes rote memorization and teacher-centered instruction, project-based learning offers significant advantages, especially for English learners. It encourages active engagement and real-world application of language skills, moving beyond the passive memorization of vocabulary and grammar rules.” (Teacher K, personal communication, November 3, 2024)

Improve teamwork skills

“They had to solve problems, negotiate tasks within their group, and creatively present their information, which helped them improve their teamwork and communication skills.” (Teacher A, personal communication, November 3, 2024)

“Another advantage is that PBL encourages collaboration and

communication. In traditional settings, students often work individually, but PBL projects usually require teamwork. This allows students to practice their English with each other in a more natural, conversational way. They learn to express their opinions, negotiate, and resolve conflicts—all-important communication skills that extend beyond the classroom.” (Teacher B, personal communication, November 3, 2024)

Improve communication skills

“They had to solve problems, negotiate tasks within their group, and creatively present their information, which really helped them improve their teamwork and communication skills.” (Teacher A, personal communication, November 3, 2024)

“Many projects require teamwork, helping students learn cooperative and communication skills.” (Teacher F, personal communication, November 3, 2024)

“Despite these challenges, the project was a success in the end. The students not only improved their research and collaboration skills but also learned valuable lessons about wildlife protection.” (Teacher I, personal communication, November 3, 2024)

“By participating in projects, students practice English in authentic contexts, which helps improve their communication, critical thinking, and problem-solving skills. Additionally, project-based learning fosters creativity and collaboration, offering students more opportunities to engage in meaningful discussions and use English in practical, everyday scenarios.” (Teacher K, personal communication, November 3, 2024)

Developed creativity skills

“PBL also promotes critical thinking and problem-solving. Instead of simply following instructions, students have to figure out how to approach a task, research solutions, and think creatively about how to present their work. This develops their ability to think independently and make decisions, which is crucial in language learning and life.” (Teacher B, personal communication, November 3, 2024)

“Through project-based learning, students can develop critical thinking, collaboration, and communication skills, which are essential in today’s society.” (Teacher J, personal communication, November 3, 2024)

Increase engagement

“PBL empowers students to take ownership of their learning, and I’ve seen firsthand how it boosts their motivation and engagement.” (Teacher A, personal communication, November 3, 2024)

“They collaborate, research, and make decisions throughout the project. This autonomy often leads to higher engagement because students feel more in control of their learning process.” (Teacher B, personal communication, November 3, 2024)

“Project-based learning typically involves students actively participating and interacting, which can enhance their motivation and sense of involvement in learning.” (Teacher F, personal communication, November 3, 2024)

Increase motivation

“PBL empowers students to take ownership of their learning, and I’ve seen firsthand how it boosts their motivation and engagement” (Teacher A, personal communication, November 3, 2024)

“Lastly, PBL is great for building motivation. Because projects are often based on real-world issues or student interests, learners feel a stronger sense of ownership over their work.” (Teacher B, personal communication, November 3, 2024)

Students are more confident

“I noticed their confidence growing, especially in speaking and collaborating with their peers.”(Teacher B, personal communication, November 3, 2024)

“Students reported improved confidence in their English skills, particularly in writing and oral communication.” (Teacher C, personal communication, November 3, 2024)

“Although students may encounter various problems during this process, completing a project gives them more confidence and a sense of accomplishment.” (Teacher D, personal communication, November 3, 2024)

“Project-based learning not only improves students' language skills but also boosts their confidence in learning English.” (Teacher H, personal communication, November 3, 2024)

Develop practical skills

“They also develop practical skills like teamwork and problem-solving, which traditional methods don't always emphasize.”(Teacher B, personal communication, November 3, 2024)

Foster students' independence

“Additionally, this approach fosters students' ability to learn independently, making them feel more engaged and accomplished in their learning process.” (Teacher K, personal communication, November 3, 2024)

Improve grades

“In addition, students' English abilities improve significantly, and their grades follow suit.” (Teacher D, personal communication, November 3, 2024)

Teacher-student relationships are closer

“I mentioned earlier that, for teachers, I am more like a collaborator with the students. My relationship with the students has become noticeably closer, and when I see them complete tasks, I feel very proud.” (Teacher E, personal communication, November 3, 2024)

Teaching according to student's abilities

“Through projects, teachers can better understand students' abilities, interests, and learning styles, enabling personalized instruction.” (Teacher F, personal communication, November 3, 2024)

Improving academic abilities

“As they engage in projects that require the application of language skills, many students see a marked improvement in their English proficiency and test scores.” (Teacher F, personal communication, November 3, 2024)

Fostering a deeper experience with English

“The holistic nature of PBL not only prepares students for assessments but also cultivates a deeper understanding and appreciation of the English language.” (Teacher F, personal communication, November 3, 2024)

“This experiential learning not only boosts their confidence in language use but also fosters a deeper understanding of the language, as they communicate, collaborate, and present their ideas effectively.” (Teacher H, personal communication, November 3, 2024)

Student-centered

“Project-based learning (PBL) is a student-centered teaching approach that encourages students to solve real-world problems in collaborative groups with limited guidance from the teacher, aiming to develop higher-order thinking skills.” (Teacher H, personal communication, November 3, 2024).

This approach allows students to take initiative and be more active in their learning process. (Teacher A, personal communication, November 3, 2024)

In a PBL classroom, students aren't just passive receivers of knowledge; instead, they actively participate in the learning process. (Teacher A, personal communication, November 3, 2024)

It shifts the focus from passive learning, where students just listen and memorize, to active learning, where they engage in real-world tasks that require them to use the language in meaningful ways. I find that it helps students become more motivated because they see the direct relevance of what they're learning. (Teacher B, personal communication, November 3, 2024)

One major advantage of PBL is that it shifts the classroom to a more student-centered environment. Instead of me doing most of the talking, students take on more responsibility for their learning. (Teacher B, personal communication, November 3, 2024)

Absolutely! One of the biggest advantages of using PBL in my classroom is that it fosters active learning. Students are not just passively absorbing information. (Teacher B, personal communication, November 3, 2024)

For Chinese students, the learning environment is constantly changing, and they become the leaders of the classroom rather than passive recipients of information, showing more enthusiasm and interest. (Teacher D, personal communication, November 3, 2024)

By emphasizing real-world applications and collaborative efforts, PBL aligns well with the fundamental principles of effective language instruction, fostering an environment where students can actively engage with the language. (Teacher F, personal communication, November 3, 2024)

For Chinese students, the learning environment is constantly changing, and they become the leaders of the classroom rather than passive recipients of information, showing more enthusiasm and interest. (Teacher F, personal communication, November 3, 2024)

This approach allows students to take initiative and be more active in their learning process. (Teacher G, personal communication, November 3, 2024)

Teachers act more as designers in PBL

“Allowing teachers to take on the role of designers who create

meaningful and engaging learning experiences.” (Teacher A, personal communication, November 3, 2024)

“Allowing teachers to act more as designers of the learning experience.” (Teacher A, personal communication, November 3, 2024)

“Because the role of the teacher shifts from being a transmitter of knowledge to being a facilitator and designer. I am a teacher who enjoys challenges, and I like this kind of challenge” (Teacher D, personal communication, November 3, 2024)

“Because the role of the teacher shifts from being a transmitter of knowledge to being a facilitator and designer. I am a teacher who enjoys challenges, and I like this kind of challenge.” (Teacher F, personal communication, November 3, 2024)

“This approach allows students to take initiative and be more active in their learning process.” (Teacher G, personal communication, November 3, 2024)

In summary, according to the data, there are many benefits of project-based learning, which can be categorized into four dimensions, figure 5.1 shows the main benefits of project-based learning.

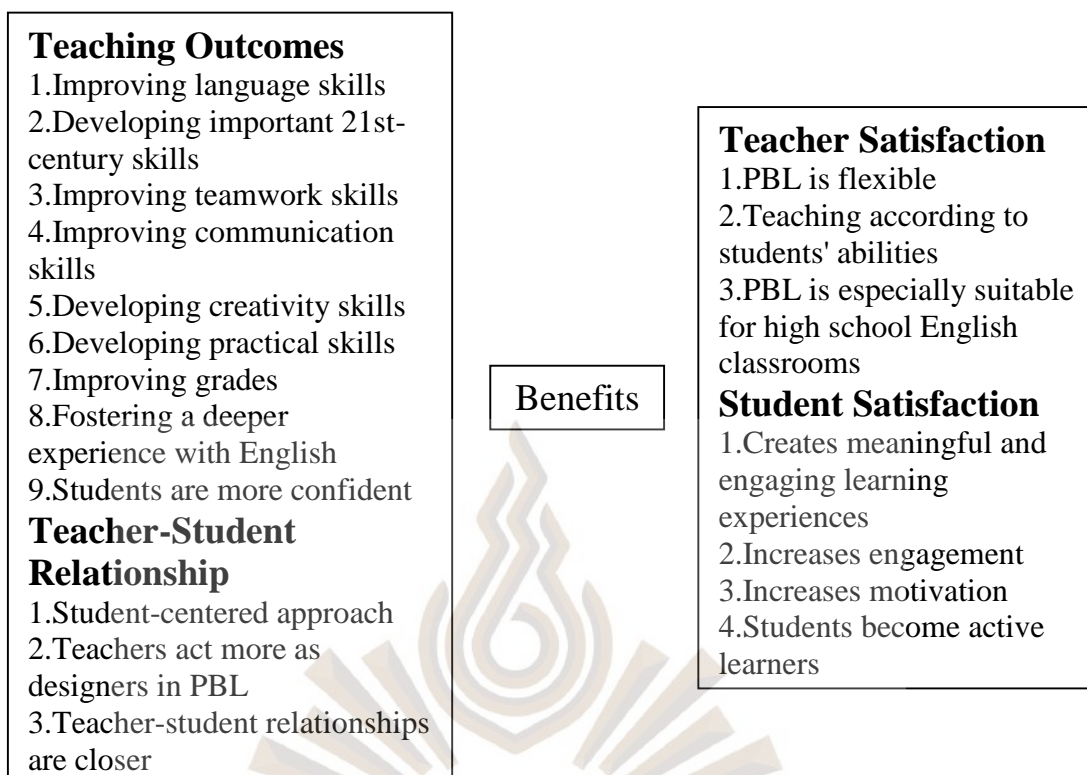


Figure 5.1 The main benefits of project-based learning.

Based on data analysis, despite the benefits of Project-Based Learning (PBL), there are several challenges faced by both teachers and students, as well as external factors that impact its effectiveness: Table 4.1 shows the implementation of project-based learning primarily faces challenges in three dimensions.

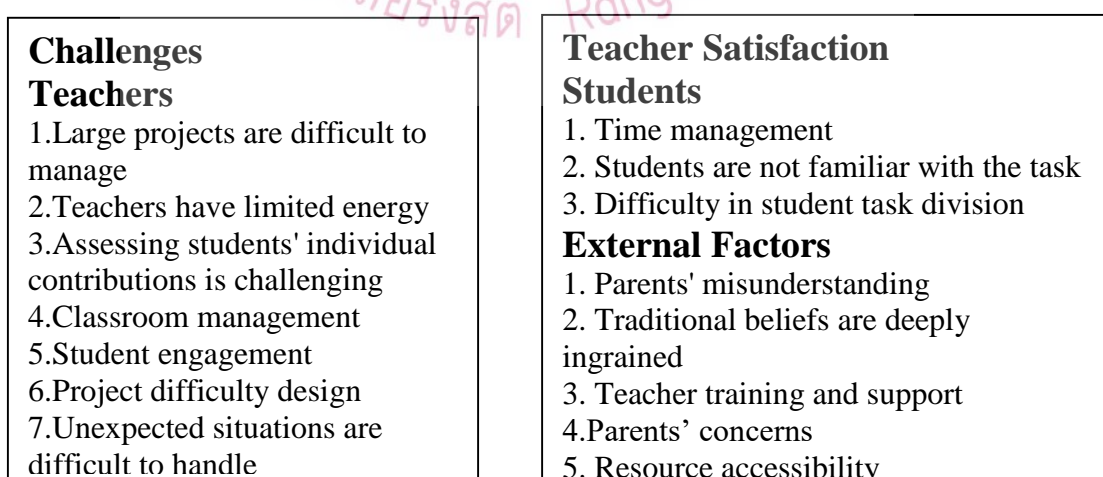


Figure 5.2 The implementation of project-based learning primarily faces challenges in three dimensions

5.2 Discussion

5.2.1 Discussion on Teachers' perceptions of their PBL teaching practices

The research findings showed that teachers believed project-based learning allowed students to become active learners. According to the literature review in Chapter 2, the most prominent advantage of project-based learning was that it centered around projects and students, allowing students to take a leading role in their learning and become active participants in the learning process. According to Allen (2004) Project-based learning (PBL) is grounded in constructivist learning principles, promoting student-oriented and active learning experiences, fostering interactions among students and between students and teachers, and addressing real-world problems .

Teachers believed that project-based learning transformed them from traditional authorities into designers and facilitators of the classroom. According to David (2008), the core idea of PBL is that real-world problems capture students' interest and provoke serious thinking as they acquire and apply new knowledge in a problem-solving context. Teachers, acting as facilitators, work with students to frame worthwhile questions, structuring meaningful tasks, coach both knowledge development and social skills and assess what students have learned from the experience.

Teachers believe that project-based learning is an effective way to learn a language. According to Moss & Van Duzer (1998), as an effective realization of Communicative Language Teaching (CLT), PBL creates essential conditions for language learning, including exposure to authentic materials, opportunities for language use, and increased motivation. This method not only enhances student motivation but also helps learners develop a variety of skills through goal-oriented and authentic activities.

In addition, teachers demonstrated through practice that project-based learning was highly suitable for high school English classrooms, as the textbooks were very conducive to project design.

Overall, the research highlighted that teachers saw project-based learning as an effective and engaging method for teaching high school English.

5.2.2 Discussion on the challenges in the implementation of PBL in teaching English

The challenges identified in this study regarding project-based learning overlap with some of the viewpoints discussed in the literature review in Chapter 2. Aksela (2019) emphasizes that successful PBL implementation relies heavily on teachers' pedagogical skills, including their ability to manage time, organize projects, and facilitate learning. Zhang (2015) highlights further challenges such as group management, student participation, assessment criteria, and time distribution, indicating a need for more research in these areas. Iosif Fragoulis (2009) identifies significant issues related to students' unfamiliarity with group work and the lengthy duration of some projects. Some students lost interest and motivation by the project's end, suggesting that short-term projects might be more effective for primary school learners.

The success of PBL heavily depends on the instructor's guidance. Due to the project's authentic nature, instructors need extensive professional experience, flexibility, and a willingness to invest additional energy to help students navigate unexpected or unfamiliar problems. In large classes, multiple instructors are often necessary to share supervisory and guidance tasks. Additionally, larger class sizes require increased funding and equipment, making PBL less suitable for such settings due to limited resources and qualified mentors (Liu et al., 2014)

The results of this study also indicated that in the unique cultural context of China, external factors outside of the school played a role in the successful implementation of project-based learning. For example, parental expectations regarding grades and the influence of traditional cultural values under the exam-oriented education system were factors that required more communication between schools and teachers.

5.2.3 Discussion on the benefits of the implementation of PBL in teaching English

This study confirmed 18 benefits of project-based learning in the classroom, most of which were mentioned in the literature review in Chapter 2. Zhang (2015) explores the necessity and implementation of PBL in Chinese college English listening and speaking classes. The study showed that PBL enhanced students' motivation and autonomy, improving their ability to acquire, analyze, and synthesize information. Phamducthuan (2018) summarizes that PBL characteristics, such as cooperative learning, student-centeredness, life-long learning, self-directed learning, motivation, autonomy, and creativity, are highly appropriate and beneficial for language teaching and learning.

Considering the unique education system in China, project-based learning was found to be highly suitable for high school English classrooms. Research indicated that, in addition to improving academic performance, project-based learning could significantly enhance students' motivation and social skills. By engaging in real-world projects, students were able to apply their knowledge in practical contexts, fostering deeper learning and a stronger sense of achievement. Moreover, through collaborative work, they developed better communication and teamwork abilities, which are essential for both academic success and future career opportunities. Song (2023) “highlights the alignment between Project-Based Learning (PBL) and the National New Curriculum Standards in China. The National New Curriculum Standards, issued by the Ministry of Education of the People's Republic of China, aim to guide teaching activities and promote the holistic development of students. A core principle of these standards is to foster students' comprehensive abilities and innovative spirit through the integration of disciplinary knowledge and interdisciplinary learning. PBL aligns with this philosophy by encouraging students to engage in real-world problems and apply their knowledge in practical contexts. The standards advocate for teaching methods that emphasize problem-solving and active participation, which are central to PBL.”

5.3 Limitation

Data collection in this study primarily relied on a semi-structured interview, However, limiting data collection to a single interview may have constrained the depth

and breadth of the insights gained. To provide a more comprehensive understanding of Chinese teachers' experiences in implementing project-based learning, future research could benefit from incorporating a wider range of data collection methods.

5.4 Recommendation

There are three groups of people addressed in this section: teachers, schools and future researchers.

5.4.1 To Teachers

In this project, I was both the researcher and a high school teacher. By collecting data from 12 experienced teachers from different schools, I gained a deeper understanding of the advantages and disadvantages of project-based learning in practice. Based on this, I would like to offer three suggestions to teachers: The benefits of project-based learning were quite evident. When parents questioned it, teachers could actively communicate with them. Project-based learning had to have a clear teaching plan. Teachers needed to manage time effectively and ensure all course content was covered. Teachers should have placed full trust in students and provided them with more encouragement.

5.4.2 To Schools

Schools Should Actively Encourage teachers to integrate project-based learning (PBL) methods into their teaching practices, recognizing the positive impact it can have on student engagement and learning outcomes. To ensure successful implementation, schools need to provide teachers with comprehensive professional development opportunities, including workshops and training sessions focused on PBL strategies. Moreover, schools should offer adequate support in terms of resources, such as teaching materials, technology, and collaborative spaces, as well as financial assistance to cover project-related costs. By investing in both teacher development and necessary resources, schools can create a more conducive environment for effective project-based learning, ultimately benefiting both teachers and students.

5.4.3 To Future Researchers

This study adopts a grounded theory approach to explore the experiences of Chinese teachers teaching English in high school project-based learning practices. The research aims to understand how these teachers use project-based learning to improve English teaching effectiveness and analyze the challenges and gains they encounter in the practical teaching process. The findings provide valuable insights for teachers engaging in similar educational projects in the future and offer a theoretical basis for the implementation and development of project-based learning in the field of education. Based on the limitations of this study, three recommendations are made for future researchers. First, research instruments should be expanded. Future studies could use multiple data collection methods to ensure the validity and reliability of the data. Second, researchers could adopt mixed methods. By combining qualitative and quantitative research methods, a more comprehensive understanding of the experiences of high school English teachers could be gained. Data from interviews, observation, student achievement indicators, or surveys of local educators and administrators could be used to supplement the data. Furthermore, future studies could consider comparative research across different regions or countries to reveal the differences in the implementation of project-based learning in various educational environments. Through these methods, future research will be able to more comprehensively analyze teachers' teaching experiences and professional development, providing deeper theoretical support for the global promotion of project-based learning.

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STC.4800/0490.1

10 October 2024

Subject: Invitation to be our IOC (Item Objective Congruence) expert

Dear Assistant Professor Dr. Pairin Srisinthorn,

Miss Wei Jianjiao student number 6406898, a student in the Master of Education (Bilingual Education) who has already completed her coursework and thesis proposal defense on 27 September 2024. Her research is entitled "Inservice Chinese high school English Teachers' Perceptions of Benefits and Challenges in Implementing a Project Based Learning Approach". Currently, she is in the stage of collecting and analyzing data Asst. Prof. Dr. Anchalee Chayanuvat is her advisor.

Miss Wei Jianjiao has finished designing her research instruments. Thus, the college would like to invite you to validate these instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

Sincerely yours,



Assistant Professor Anchalee Chayanuvat, Ed.D.

Program Director of Bilingual Education

Suryadhep Teachers College

Rangsit University



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STC.4800/0490.2

10 October 2024

Subject: Invitation to be our IOC (Item Objective Congruence) expert

Dear Dr. Mongkol Sodachan,

Miss Wei Jianjiao student number 6406898, a student in the Master of Education (Bilingual Education) who has already completed her coursework and thesis proposal defense on 27 September 2024. Her research is entitled "Inservice Chinese high school English Teachers' Perceptions of Benefits and Challenges in Implementing a Project Based Learning Approach". Currently, she is in the stage of collecting and analyzing data Asst. Prof. Dr. Anchalee Chayanuvat is her advisor.

Miss Wei Jianjiao has finished designing her research instruments. Thus, the college would like to invite you to validate these instruments. The package has been attached herewith.

I truly appreciate your kind support in this matter and hope that you will accept my invitation.

Sincerely yours,

A handwritten signature in black ink that reads 'Anchalee Chayanuvat'. The signature is written in a cursive style.

Assistant Professor Anchalee Chayanuvat, Ed.D.

Program Director of Bilingual Education

Suryadhep Teachers College

Rangsit University



Memorandum

STC.4800/0490.3

10 October 2024

Subject: Invitation to be our IOC (Item Objective Congruence) expert

Dear Assistant Professor Dr. Panidnad Chulerk,

Miss Wei Jianjiao student number 6406898, a student in the Master of Education (Bilingual Education) who has already completed her coursework and thesis proposal defense on 27 September 2024. Her research is entitled "Inservice Chinese high school English Teachers' Perceptions of Benefits and Challenges in Implementing a Project Based Learning Approach". Currently, she is in the stage of collecting and analyzing data. Asst. Prof. Dr. Anchalee Chayanuvat is her advisor.

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I truly appreciate your kind support in this matter and hope that you will accept my invitation.

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Assistant Professor Anchalee Chayanuvat, Ed.D.

Program Director of Bilingual Education

Suryadhep Teachers College

Rangsit University



APPENDIX B

INTERVIEW QUESTIONNAIRE

มหาวิทยาลัยรังสิต Rangsit University

Interview Question for the teachers

用于采访老师的问题

No	Semi-Structured Interviews
1	Can you tell me about your experiences using PBL in your teaching? 您在教学中使用项目式学习（PBL）有哪些经验？
2	What do you think about PBL? 您如何看待项目式学习（PBL）？
3	What are the difficulties you face in your teaching when you use PBL in teaching English? 在使用项目式学习（PBL）进行英语教学时，您遇到了哪些困难？
4	What are the advantages of PBL in teaching English? 项目式学习（PBL）在英语教学中有哪些优势？





**The Item Objective Congruence (IOC) form for the Structured
Interview by Experts**

Objectives: This form is used to conduct interviews on experiences of Chinese teachers teaching English at high schools in their project-based learning practices.

<p>Directions:</p> <p>Please tick only \surdone in the appropriate blank according to your consideration.</p> <p>The score = +1: If experts definitely have the feeling that an item is a measure of an objective.</p> <p>The score =0: If experts are not sure whether the item is a measure of an objective.</p> <p>The score =-1: If experts definitely have the feeling that an item is not a measure of an objective.</p>				
No	Semi-Structured Interviews	Score		
		+1	0	-1
1	Can you tell me about your experiences using PBL in your teaching?	×		
2	What do you think about PBL?	×		
3	What are the difficulties you face in your teaching when you use PBL in teaching English?	×		
4	What are the advantages of PBL in teaching English?	×		

The image features a large, faint watermark of the Rangsit University logo in the background. The logo consists of a central flame-like symbol above a semi-circular arrangement of radiating lines, resembling a sunburst or a fan. The text 'มหาวิทยาลัยรังสิต Rangsit University' is written in a semi-circle below the radiating lines.

APPENDIX D

**CERTIFICATE OF APPROVAL BY ETHICS REVIEW BOARD OF
RANGSIT UNIVERSITY**

มหาวิทยาลัยรังสิต Rangsit University

COA. No. RSUERB2024-219



**Certificate of Approval
By
Ethics Review Board of Rangsit University**

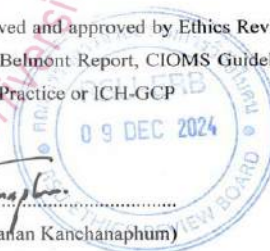
COA. No.	COA. No. RSUERB2024-219
Protocol Title	EXPERIENCES OF CHINESE TEACHERS TEACHING ENGLISH AT HIGH SCHOOLS IN THEIR PROJECT-BASED LEARNING PRACTICES: A GROUNDED THEORY APPROACH
Principle Investigator	Jianjiao Wei
Affiliation	Suryadhep Teachers College, Rangsit University
How to review	Expedited Review
Approval includes	1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan
Date of Approval:	9 December 2024
Date of Expiration:	9 December 2026
Date of Renewal:	within 9 November 2026

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature.....

Panan Kanchanaphum
(Associate Professor Dr. Panan Kanchanaphum)

Chairman, Ethics Review Board for Human Research





APPENDIX E

OPEN CODING

มหาวิทยาลัยรังสิต Rangsit University

Open Coding

1. Yes, I have been using project-based learning (PBL) in my English classrooms for 6 years	6 years' experience
2. I find it beneficial for both teachers and students.	PBL is beneficial for both teachers and students
3. My experience with project-based learning has mainly been in high school English classrooms	High school English teaching experience.
4. I find it very interesting	PBL is interesting
5. I once had my students perform Shakespeare's A Midsummer Night's Dream, which was a major three-month project.	Example of PBL
6. I also incorporate shorter projects under each unit theme—some are completed in three days, while others take a week.	Example of PBL
7. I believe that project-based learning is highly beneficial for English teaching.	PBL is beneficial for both teachers
8. I believe project-based learning (PBL) is very flexible,	PBL is flexible
9. Allowing teachers to act more as designers of the learning experience.	teachers act more as designers in PBL
10. This approach gives students the opportunity to take initiative and be more active in their learning process	Students become active learners.
11. While improving their language skills	improving language skills
12. students also develop important 21st-century skills such as critical thinking, creativity, collaboration, and communication.	develop important 21st-century skills (critical thinking, creativity, collaboration, and communication)
13. I find project-based learning (PBL) to be incredibly flexible	PBL is flexible

14.allowing teachers to take on the role of designers who create meaningful and engaging learning experiences.	teachers act more as designers in PBL
15. allowing teachers to take on the role of designers who create meaningful and engaging learning experiences.	create meaningful and engaging learning experiences
16.In a PBL classroom, students aren't just passive receivers of knowledge; instead, they actively participate in the learning process.	Students become active learners.
17.This not only helps them improve their language skills	improve language skills
18.but also fosters the development of 21st-century skills such as collaboration, communication, critical thinking, and creativity.	develop important 21st-century skills (critical thinking, creativity, collaboration, and communication)
19.For example, in one of my projects, I had students research and present on global festivals. This activity required them to work together in groups, plan their presentation, and use English to communicate their findings.	Example of PBL
20.They had to solve problems, negotiate tasks within their group, and creatively present their information, which really helped them improve their teamwork and communication skills.	improve teamwork skills
21.They had to solve problems, negotiate tasks within their group, and creatively present their information, which really helped them improve their teamwork and communication skills.	improve communication skills
22.but they also developed their creativity and problem-solving skills as they interpreted the text,	Developed creativity skills

designed costumes, and rehearsed their performance.	
23.but they also developed their creativity and problem-solving skills as they interpreted the text, designed costumes, and rehearsed their performance.	Developed problem-solving skills
24.PBL empowers students to take ownership of their learning, and I've seen firsthand how it boosts their motivation and engagement.	Increase motivation
25.PBL empowers students to take ownership of their learning, and I've seen firsthand how it boosts their motivation and engagement.	Increase engagement
26.By integrating real-world tasks into the curriculum, students can practice their language skills in meaningful contexts while also building essential life skills that will help them succeed beyond the classroom.	create meaningful and engaging learning experiences
27.Using project-based learning (PBL) in Chinese high school classrooms presents several challenges. One significant issue is the scale and length of some projects	Challenges (The project duration is long.)
28.For example, large-scale projects like a three-month production of A Midsummer Night's Dream can be difficult to manage.	Large projects are difficult to manage.
29.Some students struggle with time management; they work too slowly during the initial stages, leaving them scrambling to complete the project towards the end.	The difficulty of time management (Students cannot stay engaged all the time.)
30.Finding ways to keep all students consistently engaged throughout a long project can be quite challenging.	Large projects are difficult to manage.

	(Students cannot stay engaged all the time.)
31. Additionally, managing large class sizes adds another layer of complexity. In a class with many students, it's hard for a single teacher to provide enough individual support and guidance	Large projects are difficult to manage (Teachers have limited energy.)
32. More teachers are needed to follow up with each group and ensure everyone stays on track, but this requires additional resources, collaboration, and planning.	Large projects are difficult to manage (Teachers have limited energy.)
33. Another significant challenge is assessment. Evaluating student performance in PBL is complex, especially in larger classes where it's difficult to assess each student's individual contribution within a group project. Ensuring that the evaluation is fair, balanced, and reflects each student's effort and learning can be a time-consuming process, requiring thoughtful planning and possibly even involving multiple teachers	Assessing students' individual contributions is challenging.
Teacher 8(A)	33 thought units
34. Sure! I've been using Project-Based Learning (PBL) in my English classes for about five years now	5 years' experience
35. One of my most successful experiences was a project where students had to create their own podcasts in English. They worked in groups, chose topics that interested them, and over the course of several weeks, they researched, scripted, and recorded their episodes.	Example of PBL
36. At first, some students were hesitant because they weren't used to such an open-ended task.	The students are not familiar with the task

37. I noticed their confidence growing, especially in speaking and collaborating with their peers	Students are more confident.
38. The final podcasts were quite impressive, and I could see clear improvements in their fluency and pronunciation.	Students' pronunciation and confidence have improved.
39. It allows students to explore English in a more authentic and practical way.	Create authentic learning scenarios.
40. However, it did take some adjustment at the beginning, both for me and the students.	The students are not familiar with the task
41. I think PBL is a powerful teaching approach, especially for language learning.	PBL is a powerful teaching approach for language learning.
42. It shifts the focus from passive learning, where students just listen and memorize, to active learning, where they engage in real-world tasks that require them to use the language in meaningful ways. I find that it helps students become more motivated because they see the direct relevance of what they're learning.	Students become active learners.
43. When I compare PBL to more traditional methods, like direct instruction or textbook-based teaching, the differences are quite significant. In a traditional approach, lessons are often teacher-centered, with a clear focus on grammar drills, vocabulary exercises, or comprehension activities. While these methods can be useful for building foundational skills, they often lack the real-world application that PBL provides.	Create authentic learning scenarios.
44. One major advantage of PBL is that it shifts the classroom to a more student-centered environment. Instead of me doing most of the	Students become active learners.

talking, students take on more responsibility for their learning.	
45.They collaborate, research, and make decisions throughout the project. This autonomy often leads to higher engagement because students feel more in control of their learning process	Increase engagement
46.They also develop practical skills like teamwork and problem-solving, which traditional methods don't always emphasize.	develop practical skills (teamwork \ problem-solving)
47.However, PBL comes with its challenges. One of the biggest is classroom management. In a traditional setup, everything is structured and predictable.	classroom management.
48.With PBL, things can get a bit chaotic, especially in the early stages of a project. Students might struggle with time management, or some groups may not divide the workload evenly. It requires a lot of monitoring and support from me to make sure everyone stays on track.	time management
49.Another challenge is assessment. In a traditional setting, it's easier to assess students based on quizzes, tests, or assignments. With PBL, assessing students' progress is more complex. I have to evaluate not just the final product but also the process—how well they worked in groups, how much effort they put into research, and how effectively they communicated their ideas. This requires a different kind of rubric and a more holistic approach to grading.	Assessing students' individual contributions is challenging.
50.I believe PBL has a greater impact on students' long-term language development. They often walk	PBL is An effective way to learn a language

<p>away with a deeper understanding of how to use English in practical, real-life situations, which is harder to achieve through traditional methods.</p>	
<p>51. Absolutely! One of the biggest advantages of using PBL in my classroom is that it fosters active learning. Students are not just passively absorbing information.</p>	<p>Students become active learners.</p>
<p>52. they're applying it in meaningful ways. This active engagement often leads to higher levels of understanding and retention. For example, when students work on a project like creating a website or developing a community proposal, they have to use their language skills to research, write, and present their ideas, which helps solidify what they've learned.</p>	<p>Create authentic learning scenarios.</p>
<p>53. Another advantage is that PBL encourages collaboration and communication. In traditional settings, students often work individually, but PBL projects usually require teamwork. This gives students the opportunity to practice their English with each other in a more natural, conversational way. They learn to express their opinions, negotiate, and resolve conflicts—all important communication skills that extend beyond the classroom.</p>	<p>improve teamwork skills</p>
<p>54. PBL also promotes critical thinking and problem-solving. Instead of simply following instructions, students have to figure out how to approach a task, research solutions, and think creatively about how to present their work. This develops their ability to</p>	<p>Developed problem-solving skills Developed creativity skills</p>

think independently and make decisions, which is crucial in language learning and in life.	
55.Lastly, PBL is great for building motivation. Because projects are often based on real-world issues or student interests, learners feel a stronger sense of ownership over their work.	Increase motivation
56.China often have high expectations regarding academic performance and may not fully understand the benefits of PBL. They might be more supportive of traditional methods that lead to tangible grades and test scores, making it harder for teachers to gain buy-in for PBL approaches.	Parents' misunderstanding
57.The traditional education system in China often emphasizes rote learning and teacher-centered instruction. Many students are accustomed to passive learning, where they listen to lectures and take notes. Shifting to PBL, which requires active participation and collaboration, can be a challenge for both students and teachers who are not used to this style of learning	Traditional beliefs are deeply ingrained.
58.In many Chinese schools, assessment is heavily focused on exams and standardized tests. This can make it difficult to incorporate PBL, as traditional grading methods may not accurately reflect students' learning and contributions during projects. Teachers often feel pressured to prepare students for these exams, which can conflict with the open-ended nature of PBL	Assessment difficulties
59.PBL typically requires more time than traditional lessons. In the Chinese education system, where there are strict curricula and limited	Time Constraints

<p>time, it can be challenging to allocate sufficient time for in-depth projects. Teachers may struggle to fit projects into their schedules without sacrificing other required content.</p>	
<p>60. Not all teachers are trained in PBL methodologies. Many educators may feel unsure about how to facilitate projects effectively or how to assess student learning in a PBL context. Without proper training and institutional support, it can be challenging to implement PBL successfully.</p>	Teacher Training and Support
<p>61. Some students may lack the necessary skills for effective collaboration and self-directed learning. For instance, they may struggle with time management or may not be used to taking the initiative in their learning. This can lead to uneven participation within project groups, where some students take on more responsibility than others</p>	The students are not familiar with the task
Teacher(B) 1	28
<p>62. I have three years of experience with project-based learning</p>	3 years' experience
<p>63. I have previously organized a project called 'Creating a Community Magazine. This project involved students creating a magazine focused on local issues, culture, and events, aimed at improving their English skills through collaborative work.</p>	Example of PBL
<p>64. Each student contributed articles, conducted interviews, and worked on the magazine's design, resulting in a meaningful learning experience that</p>	Create authentic learning scenarios.

<p>enhanced both their language proficiency and teamwork abilities.</p>	
<p>65. My project consists of six main steps.</p> <p>1. Topic Selection: Students brainstormed and researched relevant community issues or cultural topics they wanted to write about. They were encouraged to focus on subjects that resonated with them personally, enhancing engagement.</p> <p>2. Team Assignments: Students were divided into groups, with each team responsible for different sections of the magazine (e.g., news, opinion pieces, feature stories, interviews, creative writing).</p> <p>3. Research and Interviews: To gather material, students conducted interviews with local community members, experts, or fellow students, practicing their listening and speaking skills in authentic contexts.</p> <p>4. Writing and Editing: Each student drafted articles for their section. In doing so, they improved their writing skills, focusing on structure, grammar, and coherence. Peer editing was also emphasized, giving students the chance to critique and improve each other's work.</p> <p>5. Design and Layout: Once the articles were finalized, the students worked on the magazine's layout and design, learning how to organize information visually and make it appealing to readers.</p> <p>Presentation and Distribution: After completing the magazine, students presented their work to the class, and it was shared with the wider school</p>	<p>The process of project-based learning</p>

community. This final step helped students practice their public speaking and gain a sense of accomplishment by showcasing their project	
66. Students reported improved confidence in their English skills, particularly in writing and oral communication.	Boost confidence
67. They also developed critical thinking, collaboration, and problem-solving abilities as they worked through challenges during the project.	develop important 21st-century skills (critical thinking, creativity, collaboration, and communication)
68. The real-world relevance of the task made the learning experience meaningful and engaging, while the final magazine served as a tangible product showcasing their hard work.	Create authentic learning scenarios.
69.I believe there are many benefits to using project-based learning in English classes.	PBL is An effective way to learn a language
70.For teachers, project-based learning does not require a rigid lecture format. They can design specific questions based on the topic, allowing for student participation, which makes the approach quite flexible. From the beginning of the project, I was filled with anticipation, and when the students completed the project, their results surprised me.	PBL is flexible
71.For Chinese high school students, project-based learning can enhance their hands-on skills, problem-solving abilities, and communication skills	develop important 21st-century skills (hands-on skills, problem-solving abilities, and communication skills)
72. while also improving their spoken and written English.	improve language skills
73.I find time management very challenging in project-based learning, especially for larger	Negative experience (Time Management)

<p>projects. I once had a project fail because of poor time control—students didn't follow the plan from the beginning, which led to the project being incomplete by the deadline.</p>	
<p>74.PBL encourages students to use English in real-world contexts, improving their speaking, writing, listening, and reading skills through practical application.</p>	<p>improve language skills</p>
<p>Teacher(C) 2</p>	<p>13</p>
<p>75.I have 6 years of experience in project-based learning.</p>	<p>6 years' experience</p>
<p>76.During the first and second years of high school, I often used larger projects, such as English drama performances, English speeches, and English interviews. In the third year, because students need to prepare for the college entrance examination, I assign more exam-related projects for the students to complete, allowing them to solve problems on their own.</p>	<p>Example of PBL</p>
<p>77.First, I would like to discuss the benefits of project-based learning. For teachers, especially those with rich experience, this teaching method is particularly flexible</p>	<p>PBL is flexible</p>
<p>78.because the role of the teacher shifts from being a transmitter of knowledge to being a facilitator and designer. I am a teacher who enjoys challenges, and I really like this kind of challenge.</p>	<p>teachers act more as designers in PBL</p>
<p>79.For Chinese students, the learning environment is constantly changing, and they become the leaders of the classroom rather than passive</p>	<p>Students become active learners.</p>

recipients of information, showing more enthusiasm and interest.	
80. Although students may encounter various problems during this process, completing a project gives them more confidence and a sense of accomplishment.	Boost confidence
81. In addition, students' English abilities improve significantly, and their grades follow suit	Improved performance
82. For teachers, this means that they need to do a lot of preparation work before starting a project, and they will encounter many unexpected issues during the project process.	Teachers need to prepare a lot of work in advance.
83. Additionally, the assessment methods need to be very rigorous, as this is not an exam and there are no standard answers	Assessment difficulties
84. For students, some children have a poor sense of time, which requires a lot of time to complete the projects.	time management
Teacher (D)3	11
85. I have three years of experience with project-based learning	3years' experience
86. I will design projects based on the themes of the textbook. For example, the topic of Unit 2 for the first year of high school is about tourism, so I designed a project activity themed 'My Ideal Trip. If you're interested, I can show you more details.	Example of PBL
87. My students and I really enjoy this learning method. In a traditional classroom, I am the knowledge provider with absolute authority, and the students tend to fear me. However, in a project-based learning English class, I am more	Teachers act more as collaborators rather than authority figures.

like a friend to them. They are willing to share their genuine thoughts with me, and we become more like collaborators.	
88.I think the most challenging part is the assessment method, as it needs to consider fairness and reasonableness	Assessment difficulties
89.Another difficulty is that I have too many students; each class has 50 students, and I have two classes. It's quite challenging to keep track of the projects because not all students dedicate their time to completing them. Some students take the opportunity to play games or do other things instead of focusing on the project.	Classroom management
90.I mentioned earlier that, for teachers, I am more like a collaborator with the students. My relationship with the students has become noticeably closer, and when I see them successfully complete tasks, I feel very proud	Teacher-student relationships are closer.
91.For the students, they can develop their communication skills, problem-solving abilities, organizational skills	develop their communication skills, problem-solving abilities, organizational skills
92.The students' English skills have also significantly improved.	Enhance language skills and performance.
Teacher(E) 4	8
92.I have rich experience in project-based learning, and I believe that using project-based learning in English classrooms offers many benefits for both teachers and students.	High school English teaching experience
93.I prefer to design projects around the course themes, such as the first unit theme for the second	Example of PBL

<p>year is 'Festivals and Celebrations. I have set up a project activity themed 'Global Festivals Fair' with a completion time of two weeks, The theme of Unit 2 is 'Morals and Virtues.' I have designed a project titled 'Moral Story Creation,' with a completion time of one week. The third unit is 'Diverse Cultures.' I will design a project titled 'International Food Festival,' where students will work in groups to portray people from different countries, prepare various traditional foods, and present and introduce them in English.</p>	
<p>94. My students and I both really enjoy this teaching approach.</p>	<p>Enjoy teaching approach of PBL</p>
<p>95. Projects often require a significant amount of time to complete, and students may struggle to manage their time effectively, balancing project work with other subjects</p>	<p>Time Management</p>
<p>96. Some students may not participate actively in group activities, leading to an uneven distribution of work and affecting the overall quality of the project.</p>	<p>Student Engagement</p>
<p>97. Students may find it challenging to locate the necessary information or resources during their research, especially when exploring specific cultures or themes.</p>	<p>Resource Accessibility</p>
<p>98. Establishing clear and fair assessment criteria for projects can be challenging, as teachers need to ensure that all students' contributions are evaluated appropriately.</p>	<p>Assessment Criteria</p>
<p>99. Teachers need to provide adequate guidance throughout the project; too much or too little</p>	<p>Teacher Guidance</p>

support can negatively affect students' learning experiences.	
100. Project-based learning typically involves students actively participating and interacting, which can enhance their motivation and sense of involvement in learning	Increased Engagement
101. Students need to analyze problems, develop solutions, and apply what they have learned in practice, which helps improve their critical thinking skills.	Enhanced Critical Thinking
102. Through real projects, students can use English in authentic contexts, enhancing their language proficiency and communication skills.	Improve language skills
103. Many projects require teamwork, helping students learn cooperative and communication skills.	cooperative and communication skills.
104. Project-based learning provides diverse teaching approaches, allowing teachers to design different projects based on students' interests and needs.	PBL is flexible
105. Through projects, teachers can better understand students' abilities, interests, and learning styles, enabling personalized instruction.	Teaching according to students' abilities
106. Project-based learning is often more dynamic and interesting, allowing teachers to create rich and colorful learning experiences that enhance the classroom atmosphere	Create authentic learning scenarios
107. Teachers can help students develop critical thinking, problem-solving abilities, and social skills through projects, fostering their overall competence.	develop critical thinking, problem-solving abilities, and social skills

Teacher (F)5	16
108. Project-based learning (PBL) has emerged as a transformative approach in English language classrooms, significantly enhancing the learning experience and outcomes for students.	Using project-based positive experiences
109. By emphasizing real-world applications and collaborative efforts, PBL aligns well with the fundamental principles of effective language instruction, fostering an environment where students can actively engage with the language	PBL is an effective way to learn a language
110. One of the most significant advantages of project-based learning is its ability to stimulate student motivation. Traditional methods of language teaching often rely on rote memorization and isolated exercises, which can lead to disengagement. In contrast, PBL encourages students to explore topics that interest them, allowing them to take ownership of their learning. This intrinsic motivation is crucial for language acquisition, as students are more likely to invest time and effort when they are genuinely interested in the material.	Students become active learners.
111. Moreover, project-based learning provides a practical context for developing essential language skills. Through collaborative projects, students engage in meaningful communication, which enhances their listening and speaking abilities.	Create authentic learning scenarios
112. For example, when working on a group presentation or a debate, students practice articulating their thoughts and responding to peers, thereby improving their fluency and	Improve language skills

<p>confidence in spoken English. Additionally, projects often require research and writing components, which foster reading comprehension and writing skills. Students learn to synthesize information, organize their thoughts, and express ideas clearly, all of which are critical for academic success.</p>	
<p>113. Furthermore, PBL encourages critical thinking and problem-solving, skills that are increasingly important in today's world. As students navigate projects, they must analyze information, make decisions, and collaborate effectively with their peers. This process not only reinforces their language skills but also equips them with competencies that are valuable beyond the classroom.</p>	<p>critical thinking and problem-solving, skills</p>
<p>114. As they engage in projects that require the application of language skills, many students see a marked improvement in their English proficiency and test scores</p>	<p>Improving academic abilities</p>
<p>115. The holistic nature of PBL not only prepares students for assessments but also cultivates a deeper understanding and appreciation of the English language.</p>	<p>Fostering a deeper experience with English</p>
<p>116. One of the most pressing challenges is time management. High school curricula are often densely packed, leaving little room for extended projects. PBL typically requires substantial planning, collaboration, and execution time, which can be difficult to fit into an already busy schedule.</p>	<p>Time Management</p>

<p>117. Another concern is student commitment. In group settings, some students may take a more passive role, contributing minimally to the project while relying on more motivated peers to carry the load. This issue of uneven participation can lead to frustration among dedicated group members and diminish the overall quality of the project. Additionally, when students perceive projects as mere assignments rather than valuable learning experiences, their engagement wanes, leading to a superficial approach to the task.</p>	<p>Difficulty in student task division</p>
<p>118. Class size also poses a significant challenge in managing PBL effectively. Large classes can complicate collaboration and supervision, making it difficult for teachers to monitor each group's progress and provide individualized support. In a crowded classroom, some students may feel lost or overlooked, which can negatively impact their learning experience. Teachers must develop strategies to facilitate effective group work and ensure that all students remain engaged and accountable, which requires careful planning and resource allocation</p>	<p>Difficulties in classroom management</p>
<p>119. Parental concerns can further complicate the implementation of PBL in high school English classes. Some parents worry that the time and energy devoted to projects might detract from their children's preparation for final exams.</p>	<p>Parents' concerns</p>
<p>120. Finally, the complexity and duration of some projects can overwhelm students. High school students often juggle multiple responsibilities,</p>	<p>Time Management</p>

including extracurricular activities and part-time jobs, which can make it challenging to dedicate sufficient time and effort to extensive projects	
121.If students perceive a project as too difficult or time-consuming, they may become discouraged, leading to a lack of engagement and a negative attitude toward the learning process. Teachers need to carefully design projects that are appropriately challenging yet manageable within the students' broader commitments.	Project difficulty design
Teacher (G)6	14
122.Yes, I have been using project-based learning (PBL) in my English classrooms for 6 years	6 years' experience
123. I find it beneficial for both teachers and students.	Good experience
124.My experience with project-based learning has mainly been in high school English classrooms, and I find it very interesting. I once had my students perform Shakespeare's A Midsummer Night's Dream, which was a major three-month project. I also incorporate shorter projects under each unit theme—some are completed in three days, while others take a week. I believe that project-based learning is highly beneficial for English teaching.	Example of PBL
125.I believe project-based learning (PBL) is very flexible.	PBL is very flexible.
126.allowing teachers to act more as designers of the learning experience.	teachers to act more as designers

127.This approach gives students the opportunity to take initiative and be more active in their learning process.	Students become active learners.
128.While improving their language skills, students also develop important 21st-century skills such as critical thinking, creativity, collaboration, and communication.	develop important 21st-century skills (Critical thinking, creativity, collaboration, and communication.)
129.Some students struggle with time management; they work too slowly during the initial stages, leaving them scrambling to complete the project towards the end. Others may start with enthusiasm but lose interest over time, which can negatively affect the final outcome. Finding ways to keep all students consistently engaged throughout a long project can be quite challenging.	It is difficult to maintain continuous involvement in large projects.
130.Additionally, managing large class sizes adds another layer of complexity. In a class with many students, it's hard for a single teacher to provide enough individual support and guidance.	Teachers have limited energy
131.Another significant challenge is assessment. Evaluating student performance in PBL is complex, especially in larger classes where it's difficult to assess each student's individual contribution within a group project. Ensuring that the evaluation is fair, balanced, and reflects each student's effort and learning can be a time-consuming process, requiring thoughtful planning and possibly even involving multiple teachers.	Assessment Criteria
Teacher (H)7	10

132.I really enjoy using Project-Based Learning in my teaching.	Good experience
133.I often use Project-Based Learning in my English classes because high school English textbooks are organized by themes, which is very conducive to implementing project-based teaching	High school English teaching experience
134.Project-Based Learning (PBL) is a student-centered teaching approach that encourages students to solve real-world problems in collaborative groups with limited guidance from the teacher, aiming to develop higher-order thinking skills.	Students become active learners.
135.Project-Based Learning is an innovative, student-centered learning method that enhances students' interdisciplinary knowledge, collaboration, problem-solving skills, communication, critical thinking, and self-directed learning.	Student-centered
136.Implementing Project-Based Learning can be time-consuming, as projects often require more class time than traditional lessons. Balancing the curriculum and ensuring all necessary content is covered can be a challenge.	Time Constraints
137.Some projects may require specific resources, materials, or technology that may not be readily available in all classrooms, making it difficult to execute certain ideas effectively	Resource Availability
138.While many students thrive in a collaborative environment, some may struggle with group	Student Engagement

<p>dynamics or become disengaged, which can affect the overall success of the project.</p>	
<p>139. Yes, the assessment of Project-Based Learning (PBL) is indeed more complex compared to traditional exams, because it typically focuses on students' overall abilities, such as problem-solving, collaboration, innovation, and practical application, rather than just the mastery of theoretical knowledge. Therefore, when assessing PBL, multiple dimensions need to be considered, and fair and reasonable assessment criteria must be established. This does take more time and effort than traditional written exams or multiple-choice tests.</p>	<p>Assessment difficulties</p>
<p>140. Not all teachers may feel adequately prepared or trained to implement Project-Based Learning effectively, leading to inconsistent application in the classroom</p>	<p>Teacher Training</p>
<p>141. I face several challenges when implementing Project-Based Learning in my classroom. For instance, I often encounter unexpected issues that require my immediate attention, which can disrupt the flow of the project</p>	<p>Unexpected situations are difficult to handle.</p>
<p>142. Additionally, managing a large class can be overwhelming, as my time and energy are limited in addressing each student's needs effectively. Balancing these demands while ensuring that all students are engaged and learning can be quite challenging for me as an educator.</p>	<p>Teachers have limited energy/time.</p>

<p>143. Project-Based Learning enhances students' English skills by allowing them to apply their language abilities in real-world contexts. Through engaging in authentic projects, students have the opportunity to actively use and practice their English in meaningful situations.</p>	<p>Create authentic learning scenarios</p>
<p>144. This experiential learning not only boosts their confidence in language use but also fosters a deeper understanding of the language, as they communicate, collaborate, and present their ideas effectively.</p>	<p>Enhance students' deep understanding of the language.</p>
<p>145. Project-Based Learning not only improves students' language skills but also boosts their confidence in learning English.</p>	<p>Boost students' confidence in learning the language.</p>
<p>146. Through engaging in projects, students develop essential problem-solving abilities and independent thinking skills. Additionally, they enhance their communication skills and leadership qualities as they collaborate with peers, present their ideas, and take on various roles within their projects. This holistic approach to learning equips students with a well-rounded skill set that goes beyond language proficiency.</p>	<p>Enhance overall abilities. (21st-century skills)</p>
<p>147. Project-Based Learning offers numerous benefits for teachers as well. The open classroom environment encourages a dynamic exchange of ideas, allowing both teachers and students to learn from each other. As students engage in projects, they challenge teachers to broaden their perspectives and embrace new knowledge. This collaborative approach not only enhances the</p>	<p>Teacher skill development</p>

<p>learning experience but also fosters professional growth for teachers, as they adapt to diverse teaching methods and learn alongside their students</p>	
<p>Teacher (I)9</p>	<p>16</p>
<p>148.I have been using project-based learning in my English classroom for four years, and I really enjoy this teaching method because it allows me to learn new things alongside my students. I'm no longer an authority figure; instead, I act as a guide.</p>	<p>High school English teaching experience</p>
<p>149.Since the high school English textbooks are organized by themes, using project-based learning fits perfectly. I have successfully designed many projects based on these themes. For example, in Unit 2 of the People's Education Press Senior High School English Textbook, which focuses on wildlife protection, I created a project titled 'Save Endangered Wildlife.</p>	<p>Example of PBL</p>
<p>150.In this project, I focused on the theme of wildlife protection. First, I introduced the topic by sharing some background information about endangered animals and the challenges they face, such as habitat destruction and illegal hunting. After the introduction, I divided my students into small groups, and each group selected an endangered animal, like pandas, tigers, or sea turtles, as their research focus.</p>	<p>Example of PBL</p>

The students then spent a few days gathering information about their chosen animal. They researched its habitat, behavior, and the reasons it became endangered. Additionally, they looked into the existing conservation efforts and came up with their own ideas on how to protect the species. I encouraged them to use English throughout the process, from researching to writing their reports.

Once the research phase was complete, each group created a poster to present their findings. The poster included a brief introduction to the animal, an explanation of why it was endangered, and the group's suggestions for protecting it. The students also added some visuals and creative slogans to make their posters more engaging. Alongside the posters, they prepared a 3–5-minute presentation in English to share their work with the rest of the class.

On the final day, each group presented their poster and delivered their presentation. Their classmates asked questions and provided feedback, which helped create a dynamic discussion about the importance of wildlife conservation. I gave feedback on each group's research depth, English fluency, creativity, and teamwork.

At the end of the project, we had a class discussion to summarize what we had learned and to reflect on the significance of protecting endangered animals. Some students even wrote

<p>reflective journals about their experience, noting what they had gained from the project.</p> <p>This project not only helped my students understand wildlife protection better, but it also improved their English skills, especially in research, teamwork, and public speaking.</p>	
<p>151. While implementing the “Save Endangered Wildlife” project, I faced a few challenges. First, I realized that some of my students had trouble accessing reliable resources for their research. Finding detailed information about certain endangered species was more difficult than anticipated, so I had to spend extra time guiding them to appropriate sources and helping them understand the materials.</p>	Resource Accessibility
<p>152. Because I require students to communicate in English during the collaborative process, most students clearly find it challenging to communicate in English.</p>	Language barrier
<p>153. Group work also presented some difficulties. In several groups, not all students contributed equally, and there were issues with collaboration and communication. I had to step in and mediate between group members to ensure that everyone was participating and that the workload was balanced.</p>	Team task division
<p>154. Time management became a concern as well. Some groups underestimated the amount of time needed for research or creating their posters, which made it hard to keep everything within the</p>	Time management

two-week timeframe. I had to adjust the schedule and allow more time for certain tasks.	
155.Lastly, while most of the students were enthusiastic about the topic, I noticed that a few had less interest in wildlife protection. This made it challenging to keep them fully engaged, so I tried to find ways to connect the project to their personal interests to spark more motivation.	Students' level of engagement
156.Despite these challenges, the project was a success in the end. The students not only improved their research and collaboration skills but also learned valuable lessons about wildlife protection.	collaboration skills
Teacher(J) 10	9
157.I have extensive experience in project-based English teaching. Since the government has been encouraging teachers to use more engaging teaching methods, I've found that project-based learning is particularly useful in English classrooms. It not only makes lessons more interesting but also helps students apply their language skills in meaningful, real-world contexts.	High school English teaching experience
158.In Unit 4: History and Traditions, I designed a project titled "Exploring Cultural Heritage." The main objective was for my students to research and present different cultural traditions from around the world. To kick off the project, I introduced various cultures and encouraged students to choose one that interested them.	Example of PBL
159.The students then spent a week conducting research, gathering information about the	project process

<p>traditions, festivals, and historical significance of their chosen culture. They created presentations that included visuals, interesting facts, and even demonstrations of cultural practices, such as traditional dances or food recipes.</p>	
<p>160. Throughout the project, I noticed several benefits. First, students became more engaged and excited about learning, as they explored cultures beyond their own.</p>	Stimulate students' interest
<p>161. This project also helped improve their research skills and confidence in public speaking, as they presented their findings to the class.</p>	Enhance students' confidence
<p>162. However, I did encounter some challenges. Some students struggled to find reliable resources for their research, which required me to assist them in navigating databases and libraries. Additionally, managing group dynamics was sometimes difficult.</p>	Resource Accessibility
<p>163. a few groups had varying levels of participation, which affected their overall presentation quality. I had to step in to ensure everyone contributed and stayed on track.</p>	Group division of labor
<p>164. Project-based learning has several significant benefits for developing English skills. First and foremost, it enhances language proficiency by providing students with opportunities to practice speaking, listening, reading, and writing in real-world contexts. For instance, when students work on a project, they must communicate their ideas clearly, engage in discussions, and present their</p>	Create an authentic language environment

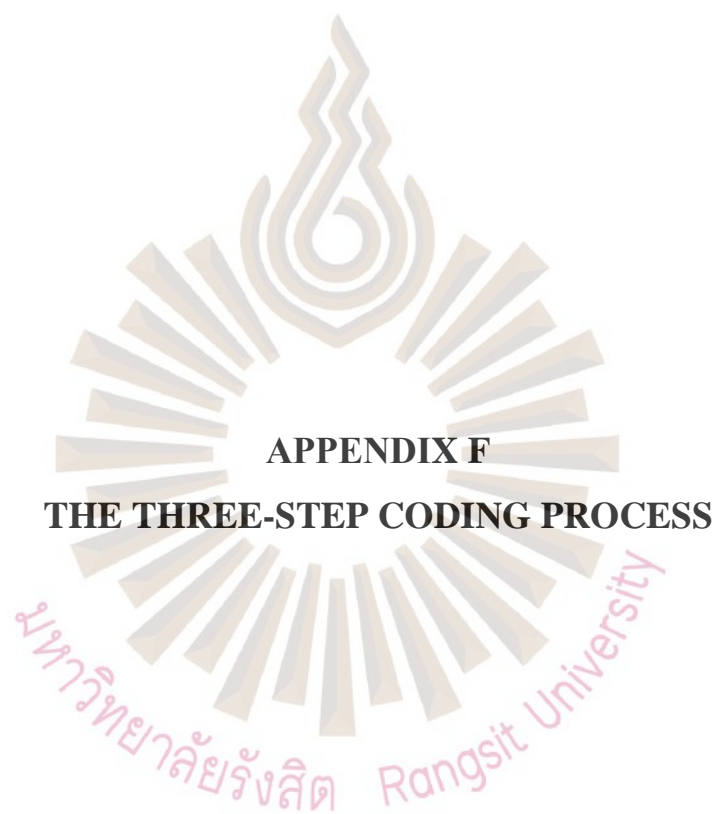
findings, all of which reinforce their language abilities.	
165. Another advantage of PBL is that it promotes critical thinking and problem-solving skills. Students are often faced with complex tasks that require them to analyze information, make decisions, and think creatively. This process not only helps them develop their language skills but also prepares them for future challenges both in academics and in life.	critical thinking and problem-solving skills
166. PBL also fosters collaboration and teamwork. When students work together on projects, they learn to share ideas, listen to each other, and negotiate different viewpoints.	Promote teamwork
167. This collaborative environment helps improve their communication skills and builds their confidence in using English in social settings.	Enhance confidence in learning English
168. Furthermore, project-based learning encourages self-directed learning. Students take ownership of their projects, setting goals and managing their time effectively. This autonomy helps them become more responsible learners, which can lead to greater success in their language acquisition.	Foster students' independence
169. Some projects take a relatively long time, and high school students face the pressure of advancing to higher education. They need to cover a lot of content, and some parents worry that their children may not achieve satisfactory exam results. Of course, this concern mainly comes from a small number of traditional parents.	Parents' concerns

<p>170.I firmly believe that project-based learning is an excellent approach to education. It actively engages students in the learning process, encouraging them to explore real-world issues and apply their knowledge in meaningful ways. By working on projects, students develop critical thinking, collaboration, and problem-solving skills</p>	<p>develop critical thinking, collaboration, and problem-solving skills</p>
<p>171.that are essential for their future success. Furthermore, PBL fosters a deeper understanding of the subject matter, as students are motivated to research, create, and present their findings. Overall, project-based learning not only enhances academic achievement but also prepares students for the challenges they will face beyond the classroom.</p>	<p>Enhance academic achievement</p>
<p>Teacher(K) 11</p>	<p>15</p>
<p>172.Yes, I really enjoy project-based learning because it not only stimulates students' interest but also helps them apply what they've learned in real-life situations.</p>	<p>Good experience</p>
<p>173. Through project-based learning, students can develop critical thinking, collaboration, and communication skills, which are essential in today's society.</p>	<p>develop critical thinking, collaboration, and communication skills</p>
<p>174.Additionally, this approach fosters students' ability to learn independently, making them feel more engaged and accomplished in their learning process.</p>	<p>Foster students' independence</p>
<p>175.I have been using project-based teaching in my English classes for many years. I enjoy implementing short-term projects related to the</p>	<p>High school English teaching experience</p>

<p>texts for first and second-year students, as well as some long-term projects. By the time students reach their third year, I focus on exam-related content, assigning key topics for students to research. I also provide a lot of feedback and summaries throughout the process.</p>	
<p>176.I found it difficult to manage time while implementing the project. She felt that it was challenging to cover all the content in the textbook if she wanted to complete the project as well.</p>	Time constraints
<p>177. If I want my students to complete the tasks on time, I need to spend a lot of time following up on the project, which I find very challenging.</p>	Teachers' energy
<p>178.Compared to traditional education in China, which often emphasizes rote memorization and teacher-centered instruction, project-based learning offers significant advantages, especially for English learners. It encourages active engagement and real-world application of language skills, moving beyond the passive memorization of vocabulary and grammar rules</p>	Create an authentic language environment
<p>179.By participating in projects, students practice English in authentic contexts, which helps improve their communication, critical thinking, and problem-solving skills. Additionally, project-based learning fosters creativity and collaboration, offering students more opportunities to engage in meaningful discussions and use English in practical, everyday scenarios.</p>	Communication, critical thinking, and problem-solving skills
<p>180.It also boosts student autonomy, encouraging them to take ownership of their learning and</p>	Foster students' independence

develop their ability to think and communicate in English independently.	
181.While traditional education tends to focus on exam preparation, project-based learning supports the development of fluency and confidence in using English, making it a more holistic approach for language learners.	improving language skills
Teacher(L) 12	10





APPENDIX F

THE THREE-STEP CODING PROCESS

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The Three-step Coding Process

Selective Coding	Axial Coding	Open Coding
Experience of teacher	6 years' experience	1.Yes, I have been using project-based learning (PBL) in my English classrooms for 6 years
	High school English teaching experience.	3.My experience with project-based learning has mainly been in high school English classrooms
The Benefits of Project-Based Learning for Teachers and Students	PBL is beneficial for both teachers and students	2.I find it beneficial for both teachers and students.
	PBL is flexible	8.I believe project-based learning (PBL) is very flexible,
	improving language skills	11. While improving their language skills
	develop important 21st-century skills(critical thinking, creativity, collaboration, and communication)	12.students also develop important 21st-century skills such as critical thinking, creativity, collaboration, and communication.
	PBL is flexible	13.I find project-based learning (PBL) to be incredibly flexible
	create meaningful and engaging learning experiences	15. allowing teachers to take on the role of designers who create meaningful and engaging learning experiences.
	improve language skills	17.This not only helps them improve their language skills
	develop important 21st-century skills	18.but also fosters the development of 21st-century skills such as

	(critical thinking, creativity, collaboration, and communication)	collaboration, communication, critical thinking, and creativity.
	improve teamwork skills	20.They had to solve problems, negotiate tasks within their group, and creatively present their information, which really helped them improve their teamwork and communication skills.
	PBL is beneficial for both teachers	7.I believe that project-based learning is highly beneficial for English teaching.
	PBL is interesting	4.I find it very interesting
	improve communication skills	21.They had to solve problems, negotiate tasks within their group, and creatively present their information, which really helped them improve their teamwork and communication skills.
	Developed creativity skills	22.but they also developed their creativity and problem-solving skills as they interpreted the text, designed costumes, and rehearsed their performance.
	Developed problem-solving skills	23.but they also developed their creativity and problem-solving skills as they interpreted the text, designed costumes, and rehearsed their performance.
	Increase engagement	25.PBL empowers students to take ownership of their learning, and I've

		seen firsthand how it boosts their motivation and engagement.
	create meaningful and engaging learning experiences	26.By integrating real-world tasks into the curriculum, students can practice their language skills in meaningful contexts while also building essential life skills that will help them succeed beyond the classroom.
	Increase motivation	24.PBL empowers students to take ownership of their learning, and I've seen firsthand how it boosts their motivation and engagement.
Example of PBL	Example of PBL	5.I once had my students perform Shakespeare's A Midsummer Night's Dream, which was a major three-month project.
	Example of PBL	19.For example, in one of my projects, I had students research and present on global festivals. This activity required them to work together in groups, plan their presentation, and use English to communicate their findings.
	Example of PBL	6.I also incorporate shorter projects under each unit theme—some are completed in three days, while others take a week.
	Example of PBL	27.Using project-based learning (PBL) in Chinese high school classrooms presents several challenges. One
The Challenges of Project-Based Learning for	Challenges(The project duration is long.)	

Students and Teachers		significant issue is the scale and length of some projects
	Large projects are difficult to manage	28.For example, large-scale projects like a three-month production of A Midsummer Night's Dream can be difficult to manage.
	Large projects are difficult to manage. (Students cannot stay engaged all the time.)	30.Finding ways to keep all students consistently engaged throughout a long project can be quite challenging.
	Large projects are difficult to manage (Teachers have limited energy.)	31.Additionally, managing large class sizes adds another layer of complexity. In a class with many students, it's hard for a single teacher to provide enough individual support and guidance
	Large projects are difficult to manage (Teachers have limited energy.)	32.More teachers are needed to follow up with each group and ensure everyone stays on track, but this requires additional resources, collaboration, and planning.
	Assessing students' individual contributions is challenging.	33.Another significant challenge is assessment. Evaluating student performance in PBL is complex, especially in larger classes where it's difficult to assess each student's individual contribution within a group project. Ensuring that the evaluation is fair, balanced, and reflects each student's effort and learning can be a time-consuming process, requiring

		thoughtful planning and possibly even involving multiple teachers
	The difficulty of time management (Students cannot stay engaged all the time.)	29. Some students struggle with time management; they work too slowly during the initial stages, leaving them scrambling to complete the project towards the end.
The Role of the Teacher	teachers act more as designers in PBL	14. allowing teachers to take on the role of designers who create meaningful and engaging learning experiences.
	teachers act more as designers in PBL	9. Allowing teachers to act more as designers of the learning experience.
The Role of the Student	Students become active learners.	10. This approach gives students the opportunity to take initiative and be more active in their learning process
	Students become active learners	16. In a PBL classroom, students aren't just passive receivers of knowledge; instead, they actively participate in the learning process.
Teacher A	33	

Selective Coding	Axial Coding	Open Coding
Experience of teacher	5 years' experience	34. Sure! I've been using Project-Based Learning (PBL) in my English classes for about five years now
Example of PBL	Example of PBL	35. One of my most successful experiences was a project where students had to create their own podcasts in English. They worked in

		groups, chose topics that interested them, and over the course of several weeks, they researched, scripted, and recorded their episodes.
The Benefits of Project-Based Learning for Teachers and Students	Students are more confident	37. I noticed their confidence growing, especially in speaking and collaborating with their peers
	Students' pronunciation and confidence have improved.	38.The final podcasts were quite impressive, and I could see clear improvements in their fluency and pronunciation.
	Create authentic learning scenarios.	39.It allows students to explore English in a more authentic and practical way.
	Create authentic learning scenarios.	3. When I compare PBL to more traditional methods, like direct instruction or textbook-based teaching, the differences are quite significant. In a traditional approach, lessons are often teacher-centered, with a clear focus on grammar drills, vocabulary exercises, or comprehension activities. While these methods can be useful for building foundational skills, they often lack the real-world application that PBL provides.
	Increase engagement	45.They collaborate, research, and make decisions throughout the project. This autonomy often leads to higher engagement because students feel more in control of their learning process

	develop practical skills	46.They also develop practical skills like teamwork and problem-solving, which traditional methods don't always emphasize.
	Create authentic learning scenarios.	52.they're applying it in meaningful ways. This active engagement often leads to higher levels of understanding and retention. For example, when students work on a project like creating a website or developing a community proposal, they have to use their language skills to research, write, and present their ideas, which helps solidify what they've learned
	improve teamwork skills	53.Another advantage is that PBL encourages collaboration and communication . In traditional settings, students often work individually, but PBL projects usually require teamwork. This gives students the opportunity to practice their English with each other in a more natural, conversational way. They learn to express their opinions, negotiate, and resolve conflicts—all important communication skills that extend beyond the classroom.
	Developed problem-solving skills	54.PBL also promotes critical thinking and problem-solving . Instead of simply following instructions, students have to figure out how to approach a

		task, research solutions, and think creatively about how to present their work. This develops their ability to think independently and make decisions, which is crucial in language learning and in life.
	Developed creativity skills	54.PBL also promotes critical thinking and problem-solving . Instead of simply following instructions, students have to figure out how to approach a task, research solutions, and think creatively about how to present their work. This develops their ability to think independently and make decisions, which is crucial in language learning and in life.
	Increase motivation	55.Lastly, PBL is great for building motivation . Because projects are often based on real-world issues or student interests, learners feel a stronger sense of ownership over their work.
The Challenges of Project-Based Learning for Students and Teachers	The students are not familiar with the task	36.At first, some students were hesitant because they weren't used to such an open-ended task.
	The students are not familiar with the task	40.However, it did take some adjustment at the beginning, both for me and the students.
	classroom management.	47.However, PBL comes with its challenges. One of the biggest is

		classroom management. In a traditional setup, everything is structured and predictable.
	time management	48. With PBL, things can get a bit chaotic, especially in the early stages of a project. Students might struggle with time management, or some groups may not divide the workload evenly. It requires a lot of monitoring and support from me to make sure everyone stays on track.
	Assessing students' individual contributions is challenging.	49. Another challenge is assessment. In a traditional setting, it's easier to assess students based on quizzes, tests, or assignments. With PBL, assessing students' progress is more complex. I have to evaluate not just the final product but also the process—how well they worked in groups, how much effort they put into research, and how effectively they communicated their ideas. This requires a different kind of rubric and a more holistic approach to grading.
	Parents' misunderstanding	56. China often have high expectations regarding academic performance and may not fully understand the benefits of PBL. They might be more supportive of traditional methods that lead to tangible grades and test scores, making it harder

		for teachers to gain buy-in for PBL approaches.
	Traditional beliefs are deeply ingrained	57.The traditional education system in China often emphasizes rote learning and teacher-centered instruction. Many students are accustomed to passive learning, where they listen to lectures and take notes. Shifting to PBL, which requires active participation and collaboration, can be a challenge for both students and teachers who are not used to this style of learning
	Assessment difficulties	58.In many Chinese schools, assessment is heavily focused on exams and standardized tests. This can make it difficult to incorporate PBL, as traditional grading methods may not accurately reflect students' learning and contributions during projects. Teachers often feel pressured to prepare students for these exams, which can conflict with the open-ended nature of PBL
	Time Constraints	59.PBL typically requires more time than traditional lessons. In the Chinese education system, where there are strict curricula and limited time, it can be challenging to allocate sufficient time for in-depth projects. Teachers may struggle to fit projects into their schedules without sacrificing other required content.

	Teacher Training and Support	60. Not all teachers are trained in PBL methodologies. Many educators may feel unsure about how to facilitate projects effectively or how to assess student learning in a PBL context. Without proper training and institutional support, it can be challenging to implement PBL successfully.
	The students are not familiar with the task	61. Some students may lack the necessary skills for effective collaboration and self-directed learning. For instance, they may struggle with time management or may not be used to taking the initiative in their learning. This can lead to uneven participation within project groups, where some students take on more responsibility than others
Perceptions	PBL is An effective way to learn a language	50. I believe PBL has a greater impact on students' long-term language development. They often walk away with a deeper understanding of how to use English in practical, real-life situations, which is harder to achieve through traditional methods.
	PBL is a powerful teaching approach for language learning.	41. I think PBL is a powerful teaching approach, especially for language learning.

The Role of the Student	Students become active learners.	42.It shifts the focus from passive learning, where students just listen and memorize, to active learning, where they engage in real-world tasks that require them to use the language in meaningful ways. I find that it helps students become more motivated because they see the direct relevance of what they're learning.
	Students become active learners.	44.One major advantage of PBL is that it shifts the classroom to a more student-centered environment. Instead of me doing most of the talking, students take on more responsibility for their learning.
	Students become active learners.	51.Absolutely! One of the biggest advantages of using PBL in my classroom is that it fosters active learning . Students are not just passively absorbing information.
Teacher B	28	

Selective Coding	Axial Coding	Open Coding
Experience of teacher	3 years' experience	.I have three years of experience with project-based learning
	Negative experience(Time Management)	.I find time management very challenging in project-based learning, especially for larger projects. I once had a project fail because of poor time

		control—students didn't follow the plan from the beginning, which led to the project being incomplete by the deadline.
Example of PBL	Example of PBL	<p>I have previously organized a project called 'Creating a Community Magazine.'</p> <p>This project involved students creating a magazine focused on local issues, culture, and events, aimed at improving their English skills through collaborative work.</p>
	The process of project-based learning	<p>My project consists of six main steps.</p> <p>1. Topic Selection: Students brainstormed and researched relevant community issues or cultural topics they wanted to write about. They were encouraged to focus on subjects that resonated with them personally, enhancing engagement.</p> <p>2. Team Assignments: Students were divided into groups, with each team responsible for different sections of the magazine (e.g., news, opinion pieces, feature stories, interviews, creative writing).</p> <p>3. Research and Interviews: To gather material, students conducted interviews with local community members, experts, or fellow students, practicing</p>

		<p>their listening and speaking skills in authentic contexts.</p> <p>4. Writing and Editing: Each student drafted articles for their section. In doing so, they improved their writing skills, focusing on structure, grammar, and coherence. Peer editing was also emphasized, giving students the chance to critique and improve each other's work.</p> <p>5. Design and Layout: Once the articles were finalized, the students worked on the magazine's layout and design, learning how to organize information visually and make it appealing to readers.</p> <p>Presentation and Distribution: After completing the magazine, students presented their work to the class, and it was shared with the wider school community. This final step helped students practice their public speaking and gain a sense of accomplishment by showcasing their project</p>
<p>The Benefits of Project-Based Learning for Teachers and Students</p>	<p>Create authentic learning scenarios.</p>	<p>Each student contributed articles, conducted interviews, and worked on the magazine's design, resulting in a meaningful learning experience that enhanced both their language proficiency and teamwork abilities.</p>

	Boost confidence	Students reported improved confidence in their English skills, particularly in writing and oral communication.
	develop important 21st-century skills(critical thinking, creativity, collaboration, and communication)	They also developed critical thinking, collaboration, and problem-solving abilities as they worked through challenges during the project.
	Create authentic learning scenarios.	The real-world relevance of the task made the learning experience meaningful and engaging, while the final magazine served as a tangible product showcasing their hard work.
	PBL is flexible	70.For teachers, project-based learning does not require a rigid lecture format. They can design specific questions based on the topic, allowing for student participation, which makes the approach quite flexible. From the beginning of the project, I was filled with anticipation, and when the students completed the project, their results surprised me.
	develop important 21st-century skills(hands-on skills, problem-solving abilities, and communication skills)	For Chinese high school students, project-based learning can enhance their hands-on skills, problem-solving abilities, and communication skills

	improve language skills	while also improving their spoken and written English.
	improve language skills	PBL encourages students to use English in real-world contexts, improving their speaking, writing, listening, and reading skills through practical application.
Overall opinion	PBL is An effective way to learn a language	I believe there are many benefits to using project-based learning in English classes.
Teacher C		

Selective Coding	Axial Coding	Open Coding
Experience of teacher	6 years' experience	I have 6 years of experience in project-based learning.
Example of PBL	Good Example of PBL	.During the first and second years of high school, I often used larger projects, such as English drama performances, English speeches, and English interviews. In the third year, because students need to prepare for the college entrance examination, I assign more exam-related projects for the students to complete, allowing them to solve problems on their own.
The Benefits of Project-Based Learning for Teachers and Students	PBL is flexible	First, I would like to discuss the benefits of project-based learning. For teachers, especially those with rich experience, this teaching method is particularly flexible

	Boost confidence	Although students may encounter various problems during this process, completing a project gives them more confidence and a sense of accomplishment.
	Improve grades	In addition, students' English abilities improve significantly, and their grades follow suit
The Challenges of Project-Based Learning for Students and Teachers	Teachers need to prepare a lot of work in advance.	For teachers, this means that they need to do a lot of preparation work before starting a project, and they will encounter many unexpected issues during the project process.
	Assessment difficulties	Additionally, the assessment methods need to be very rigorous, as this is not an exam and there are no standard answers
	time management	For students, some children have a poor sense of time, which requires a lot of time to complete the projects.
The Role of the teacher	teachers act more as designers in PBL	because the role of the teacher shifts from being a transmitter of knowledge to being a facilitator and designer. I am a teacher who enjoys challenges, and I really like this kind of challenge.
The Role of the Student	Students become active learners.	For Chinese students, the learning environment is constantly changing, and they become the leaders of the classroom rather than passive recipients of information, showing more enthusiasm and interest.

Teacher D		
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Selective Coding	Axial Coding	Open Coding
Experience of teacher	3years' experience	I have three years of experience with project-based learning
Example of PBL	Example of PBL	I will design projects based on the themes of the textbook. For example, the topic of Unit 2 for the first year of high school is about tourism, so I designed a project activity themed 'My Ideal Trip. If you're interested, I can show you more details.
The Benefits of Project-Based Learning for Teachers and Students	Enhance language skills and performance.	The students' English skills have also significantly improved.
	develop their communication skills, problem-solving abilities, organizational skills	For the students, they can develop their communication skills, problem-solving abilities, organizational skills
	Teacher-student relationships are closer	I mentioned earlier that, for teachers, I am more like a collaborator with the students. My relationship with the students has become noticeably closer, and when I see them successfully complete tasks, I feel very proud

The Challenges of Project-Based Learning for Students and Teachers	Assessment difficulties	I think the most challenging part is the assessment method, as it needs to consider fairness and reasonableness
	Classroom management	Another difficulty is that I have too many students; each class has 50 students, and I have two classes. It's quite challenging to keep track of the projects because not all students dedicate their time to completing them. Some students take the opportunity to play games or do other things instead of focusing on the project.
The Role of the teacher	Teachers act more as collaborators rather than authority figures.	My students and I really enjoy this learning method. In a traditional classroom, I am the knowledge provider with absolute authority, and the students tend to fear me. However, in a project-based learning English class, I am more like a friend to them. They are willing to share their genuine thoughts with me, and we become more like collaborators.
Teacher E		

Selective Coding	Axial Coding	Open Coding
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Experience of teacher	High school English teaching experience	92.I have rich experience in project-based learning, and I believe that using project-based learning in English classrooms offers many benefits for both teachers and students.
Example of PBL	Example of PBL	93.I prefer to design projects around the course themes, such as the first unit theme for the second year is 'Festivals and Celebrations.I have set up a project activity themed 'Global Festivals Fair' with a completion time of two weeks,The theme of Unit 2 is 'Morals and Virtues.' I have designed a project titled 'Moral Story Creation,' with a completion time of one week.The third unit is 'Diverse Cultures.' I will design a project titled 'International Food Festival,' where students will work in groups to portray people from different countries, prepare various traditional foods, and present and introduce them in English.
Overall opinion	Enjoy teaching approach of PBL	94.My students and I both really enjoy this teaching approach.
The Benefits of Project-Based Learning for Teachers and Students	Increased Engagement	100.Project-based learning typically involves students actively participating and interacting, which can enhance their motivation and sense of involvement in learning

	Enhanced Critical Thinking	101.Students need to analyze problems, develop solutions, and apply what they have learned in practice, which helps improve their critical thinking skills.
	Improve language skills	102.Through real projects, students can use English in authentic contexts, enhancing their language proficiency and communication skills.
	cooperative and communication skills.	103.Many projects require teamwork, helping students learn cooperative and communication skills.
	PBL is flexible	104.Project-based learning provides diverse teaching approaches, allowing teachers to design different projects based on students' interests and needs.
	Teaching according to students' abilities	105.Through projects, teachers can better understand students' abilities, interests, and learning styles, enabling personalized instruction.
	Create authentic learning scenarios	106.Project-based learning is often more dynamic and interesting, allowing teachers to create rich and colorful learning experiences that enhance the classroom atmosphere
	develop critical thinking, problem-solving abilities, and social skills	107.Teachers can help students develop critical thinking, problem-solving abilities, and social skills through projects, fostering their overall competence.

The Challenges of Project-Based Learning for Students and Teachers	Time Management	95. Projects often require a significant amount of time to complete, and students may struggle to manage their time effectively, balancing project work with other subjects
	Student Engagement	96. Some students may not participate actively in group activities, leading to an uneven distribution of work and affecting the overall quality of the project.
	Resource Accessibility	97. Students may find it challenging to locate the necessary information or resources during their research, especially when exploring specific cultures or themes.
	Assessment Criteria	98. Establishing clear and fair assessment criteria for projects can be challenging, as teachers need to ensure that all students' contributions are evaluated appropriately.
	Teacher Guidance	99. Teachers need to provide adequate guidance throughout the project; too much or too little support can negatively affect students' learning experiences.
Teacher F		

Experience of teacher	Using project-based positive experiences	108. Project-based learning (PBL) has emerged as a transformative approach
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		in English language classrooms, significantly enhancing the learning experience and outcomes for students.
Overall opinion	PBL is An effective way to learn a language	109.By emphasizing real-world applications and collaborative efforts, PBL aligns well with the fundamental principles of effective language instruction, fostering an environment where students can actively engage with the language
The Benefits of Project-Based Learning for Teachers and Students	Create authentic learning scenarios	111.Moreover, project-based learning provides a practical context for developing essential language skills. Through collaborative projects, students engage in meaningful communication, which enhances their listening and speaking abilities.
	Improve language skills	112.For example, when working on a group presentation or a debate, students practice articulating their thoughts and responding to peers, thereby improving their fluency and confidence in spoken English. Additionally, projects often require research and writing components, which foster reading comprehension and writing skills. Students learn to synthesize information, organize their thoughts, and express ideas clearly, all of which are critical for academic success.

	critical thinking and problem-solving, skills	113. Furthermore, PBL encourages critical thinking and problem-solving, skills that are increasingly important in today's world. As students navigate projects, they must analyze information, make decisions, and collaborate effectively with their peers. This process not only reinforces their language skills but also equips them with competencies that are valuable beyond the classroom.
	Improving academic abilities	114. As they engage in projects that require the application of language skills, many students see a marked improvement in their English proficiency and test scores
	Fostering a deeper experience with English	115. The holistic nature of PBL not only prepares students for assessments but also cultivates a deeper understanding and appreciation of the English language.
The Challenges of Project-Based Learning for Students and Teachers	Time Management	116. One of the most pressing challenges is time management. High school curricula are often densely packed, leaving little room for extended projects. PBL typically requires substantial planning, collaboration, and execution time, which can be difficult to fit into an already busy schedule.

	Difficulty in student task division	<p>117. Another concern is student commitment. In group settings, some students may take a more passive role, contributing minimally to the project while relying on more motivated peers to carry the load. This issue of uneven participation can lead to frustration among dedicated group members and diminish the overall quality of the project. Additionally, when students perceive projects as mere assignments rather than valuable learning experiences, their engagement wanes, leading to a superficial approach to the task.</p>
	Difficulties in classroom management	<p>118. Class size also poses a significant challenge in managing PBL effectively. Large classes can complicate collaboration and supervision, making it difficult for teachers to monitor each group's progress and provide individualized support. In a crowded classroom, some students may feel lost or overlooked, which can negatively impact their learning experience. Teachers must develop strategies to facilitate effective group work and ensure that all students remain engaged and accountable, which requires careful planning and resource allocation.</p>

	Parents' concerns	119. Parental concerns can further complicate the implementation of PBL in high school English classes. Some parents worry that the time and energy devoted to projects might detract from their children's preparation for final exams.
	Time Management	120. Finally, the complexity and duration of some projects can overwhelm students. High school students often juggle multiple responsibilities, including extracurricular activities and part-time jobs, which can make it challenging to dedicate sufficient time and effort to extensive projects
	Project difficulty design	121. If students perceive a project as too difficult or time-consuming, they may become discouraged, leading to a lack of engagement and a negative attitude toward the learning process. Teachers need to carefully design projects that are appropriately challenging yet manageable within the students' broader commitments.
The Role of the Students	Students become active learners.	79. For Chinese students, the learning environment is constantly changing, and they become the leaders of the classroom rather than passive recipients of information, showing more enthusiasm and interest.

The Role of the teacher	teachers act more as designers in PBL	78.because the role of the teacher shifts from being a transmitter of knowledge to being a facilitator and designer. I am a teacher who enjoys challenges, and I really like this kind of challenge.
Teacher G		

Experience of teacher	6 years' experience	122.Yes, I have been using project-based learning (PBL) in my English classrooms for 6 years
	Good experience	123. I find it beneficial for both teachers and students.
Example of PBL	Example of PBL	124.My experience with project-based learning has mainly been in high school English classrooms, and I find it very interesting. I once had my students perform Shakespeare's A Midsummer Night's Dream, which was a major three-month project. I also incorporate shorter projects under each unit theme—some are completed in three days, while others take a week. I believe that project-based learning is highly beneficial for English teaching.
The Benefits of Project-Based Learning for Teachers and Students	PBL is very flexible.	25.I believe project-based learning (PBL) is very flexible.

	develop important 21st-century skills (critical thinking, creativity, collaboration, and communication.)	128.While improving their language skills, students also develop important 21st-century skills such as critical thinking, creativity, collaboration, and communication.
The Challenges of Project-Based Learning for Students and Teachers	It is difficult to maintain continuous involvement in large projects.	129.Some students struggle with time management; they work too slowly during the initial stages, leaving them scrambling to complete the project towards the end. Others may start with enthusiasm but lose interest over time, which can negatively affect the final outcome. Finding ways to keep all students consistently engaged throughout a long project can be quite challenging.
	Teachers have limited energy	130.Additionally, managing large class sizes adds another layer of complexity. In a class with many students, it's hard for a single teacher to provide enough individual support and guidance.
	Assessment Criteria	131.Another significant challenge is assessment. Evaluating student performance in PBL is complex, especially in larger classes where it's difficult to assess each student's individual contribution within a group project. Ensuring that the evaluation is fair, balanced, and reflects each

		student's effort and learning can be a time-consuming process, requiring thoughtful planning and possibly even involving multiple teachers.
The Role of the Students	Students become active learners.	127.This approach gives students the opportunity to take initiative and be more active in their learning process.
The Role of the teacher	teachers to act more as designers	126.allowing teachers to act more as designers of the learning experience.
Teacher H		

Experience	Good experience	132.I really enjoy using Project-Based Learning in my teaching.
	High school English teaching experience	133.I often use Project-Based Learning in my English classes because high school English textbooks are organized by themes, which is very conducive to implementing project-based teaching
The Benefits of Project-Based Learning for Teachers and Students	Student-centered	134.Project-Based Learning (PBL) is a student-centered teaching approach that encourages students to solve real-world problems in collaborative groups with limited guidance from the teacher, aiming to develop higher-order thinking skills.
	Student-centered	135.Project-Based Learning is an innovative, student-centered learning method that enhances students' interdisciplinary knowledge, collaboration, problem-solving skills,

		communication, critical thinking, and self-directed learning.
The Benefits of Project-Based Learning for Teachers and Students	Create authentic learning scenario	143. Project-Based Learning enhances students' English skills by allowing them to apply their language abilities in real-world contexts. Through engaging in authentic projects, students have the opportunity to actively use and practice their English in meaningful situations.
	Enhance students' deep understanding of the language.	144. This experiential learning not only boosts their confidence in language use but also fosters a deeper understanding of the language, as they communicate, collaborate, and present their ideas effectively.
	Boost students' confidence in learning the language.	145. Project-Based Learning not only improves students' language skills but also boosts their confidence in learning English.
	Enhance overall abilities. (21st-century skills)	146. Through engaging in projects, students develop essential problem-solving abilities and independent thinking skills. Additionally, they enhance their communication skills and leadership qualities as they collaborate with peers, present their ideas, and take on various roles within their projects. This holistic approach to learning equips students with a well-rounded

		skill set that goes beyond language proficiency.
	Teacher skill development	147. Project-Based Learning offers numerous benefits for teachers as well. The open classroom environment encourages a dynamic exchange of ideas, allowing both teachers and students to learn from each other. As students engage in projects, they challenge teachers to broaden their perspectives and embrace new knowledge. This collaborative approach not only enhances the learning experience but also fosters professional growth for teachers, as they adapt to diverse teaching methods and learn alongside their students
The Challenges of Project-Based Learning for Students and Teachers	Time Constraints	136. Implementing Project-Based Learning can be time-consuming, as projects often require more class time than traditional lessons. Balancing the curriculum and ensuring all necessary content is covered can be a challenge.
	Resource Availability	137. Some projects may require specific resources, materials, or technology that may not be readily available in all classrooms, making it difficult to execute certain ideas effectively
	Student Engagement	138. While many students thrive in a collaborative environment, some may struggle with group dynamics or

		become disengaged, which can affect the overall success of the project.
	Assessment difficulties	139. Yes, the assessment of Project-Based Learning (PBL) is indeed more complex compared to traditional exams, because it typically focuses on students' overall abilities, such as problem-solving, collaboration, innovation, and practical application, rather than just the mastery of theoretical knowledge. Therefore, when assessing PBL, multiple dimensions need to be considered, and fair and reasonable assessment criteria must be established. This does take more time and effort than traditional written exams or multiple-choice tests.
	Teacher Training	140. Not all teachers may feel adequately prepared or trained to implement Project-Based Learning effectively, leading to inconsistent application in the classroom
	Unexpected situations are difficult to handle.	141. I face several challenges when implementing Project-Based Learning in my classroom. For instance, I often encounter unexpected issues that require my immediate attention, which can disrupt the flow of the project
	Teachers have limited energy/time.	142. Additionally, managing a large class can be overwhelming, as my time and energy are limited in addressing

		each student's needs effectively. Balancing these demands while ensuring that all students are engaged and learning can be quite challenging for me as an educator.
Teacher I		

Teacher 10 J		
Experience	High school English teaching experience	148.I have been using project-based learning in my English classroom for four years, and I really enjoy this teaching method because it allows me to learn new things alongside my students. I'm no longer an authority figure; instead, I act as a guide.
Example of PBL	Example of PBL	149.Since the high school English textbooks are organized by themes, using project-based learning fits perfectly. I have successfully designed many projects based on these themes. For example, in Unit 2 of the People's Education Press Senior High School English Textbook, which focuses on wildlife protection, I created a project titled 'Save Endangered Wildlife.
	Step of PBL	150.In this project, I focused on the theme of wildlife protection. First, I introduced the topic by sharing some background information about

		<p>endangered animals and the challenges they face, such as habitat destruction and illegal hunting. After the introduction, I divided my students into small groups, and each group selected an endangered animal, like pandas, tigers, or sea turtles, as their research focus.</p> <p>The students then spent a few days gathering information about their chosen animal. They researched its habitat, behavior, and the reasons it became endangered. Additionally, they looked into the existing conservation efforts and came up with their own ideas on how to protect the species. I encouraged them to use English throughout the process, from researching to writing their reports.</p> <p>Once the research phase was complete, each group created a poster to present their findings. The poster included a brief introduction to the animal, an explanation of why it was endangered, and the group's suggestions for protecting it. The students also added some visuals and creative slogans to make their posters more engaging. Alongside the posters, they prepared a</p>
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		<p>3-5 minute presentation in English to share their work with the rest of the class.</p> <p>On the final day, each group presented their poster and delivered their presentation. Their classmates asked questions and provided feedback, which helped create a dynamic discussion about the importance of wildlife conservation. I gave feedback on each group's research depth, English fluency, creativity, and teamwork.</p> <p>At the end of the project, we had a class discussion to summarize what we had learned and to reflect on the significance of protecting endangered animals. Some students even wrote reflective journals about their experience, noting what they had gained from the project.</p> <p>This project not only helped my students understand wildlife protection better, but it also improved their English skills, especially in research, teamwork, and public speaking.</p>
The Challenges of Project-Based Learning for	Resource Accessibility	151. While implementing the "Save Endangered Wildlife" project, I faced a few challenges. First, I realized that

Students and Teachers		some of my students had trouble accessing reliable resources for their research. Finding detailed information about certain endangered species was more difficult than anticipated, so I had to spend extra time guiding them to appropriate sources and helping them understand the materials.
	Language barrier	152. Because I require students to communicate in English during the collaborative process, most students clearly find it challenging to communicate in English.
	Team task divisio	153. Group work also presented some difficulties. In several groups, not all students contributed equally, and there were issues with collaboration and communication. I had to step in and mediate between group members to ensure that everyone was participating and that the workload was balanced.
	Time management	154. Time management became a concern as well. Some groups underestimated the amount of time needed for research or creating their posters, which made it hard to keep everything within the two-week timeframe. I had to adjust the schedule and allow more time for certain tasks.
	Students' level of engagement	155. Lastly, while most of the students were enthusiastic about the topic, I

		noticed that a few had less interest in wildlife protection. This made it challenging to keep them fully engaged, so I tried to find ways to connect the project to their personal interests to spark more motivation.
The Benefits of Project-Based Learning for Teachers and Students	collaboration skills	156.Despite these challenges, the project was a success in the end. The students not only improved their research and collaboration skills but also learned valuable lessons about wildlife protection.
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Teacher 11 K		
	High school English teaching experience	175.I have been using project-based teaching in my English classes for many years. I enjoy implementing short-term projects related to the texts for first and second-year students, as well as some long-term projects. By the time students reach their third year, I focus on exam-related content, assigning key topics for students to research. I also provide a lot of feedback and summaries throughout the process.
Experience	Good experience	172.Yes, I really enjoy project-based learning because it not only stimulates students' interest but also helps them

		apply what they've learned in real-life situations.
The Benefits of Project-Based Learning for Teachers and Students	develop critical thinking, collaboration, and communication skills	173. Through project-based learning, students can develop critical thinking, collaboration, and communication skills, which are essential in today's society.
	Foster students' independence	174. Additionally, this approach fosters students' ability to learn independently, making them feel more engaged and accomplished in their learning process.
	Create an authentic language environment	178. Compared to traditional education in China, which often emphasizes rote memorization and teacher-centered instruction, project-based learning offers significant advantages, especially for English learners. It encourages active engagement and real-world application of language skills, moving beyond the passive memorization of vocabulary and grammar rules
	communication, critical thinking, and problem-solving skills	179. By participating in projects, students practice English in authentic contexts, which helps improve their communication, critical thinking, and problem-solving skills. Additionally, project-based learning fosters creativity and collaboration, offering students more opportunities to engage in meaningful discussions and use English in practical, everyday sce181. While

		traditional education tends to focus on exam preparation, project-based learning supports the development of fluency and confidence in using English, making it a more holistic approach for language learners.
The Challenges of Project-Based Learning for Students and Teachers	Time constraints	176. Implementing project-based learning does come with certain challenges. One difficulty is the amount of curriculum content that needs to be covered, which can make time quite tight
	Teachers' energy	177. Another challenge is managing large classes, where it can be difficult for teachers to closely monitor and support every student's progress.

Teacher 12 L		
Experience	Good experience	172. Yes, I really enjoy project-based learning because it not only stimulates students' interest but also helps them apply what they've learned in real-life situations.
The Benefits of Project-Based Learning for Teachers and Students	develop critical thinking, collaboration, and communication skills	173. Through project-based learning, students can develop critical thinking, collaboration, and communication skills, which are essential in today's society.

	Foster students' independence	174. Additionally, this approach fosters students' ability to learn independently, making them feel more engaged and accomplished in their learning process.
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	improving language skills	181. While traditional education tends to focus on exam preparation, project-based learning supports the development of fluency and confidence in using English, making it a more holistic approach for language learners.

The Challenges of Project-Based Learning for Students and Teachers	Time constraints	176.I found it difficult to manage time while implementing the project. She felt that it was challenging to cover all the content in the textbook if she wanted to complete the project as well.
	Teachers' energy	172.If I want my students to complete the tasks on time, I need to spend a lot of time following up on the project, which I find very challenging.



BIOGRAPHY

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