

The Attitudes of Ethnic Minority Students towards Project Based Learning in MOET'S 2018 General Education English Curriculum

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Abstract

This study aimed to examine the attitudes of ethnic minority students towards project-based learning (PBL) and discover the obstacles they encountered while dealing with this method. The participants in this study were 235 ethnic minority students in grade 10 of two boarding schools in Lam Dong province. The author employed a questionnaire and a semi-structured interview to collect data in this study. Then, quantitative data was processed using SPSS software, while qualitative data was recorded for content analysis. Research results indicated that most ethnic minority students in grade 10 at two boarding schools expressed a positive attitude towards PBL. At the same time, the students also stated several obstacles they encountered while dealing with this method, such as project time constraints, uncooperativeness among group members, digital skills shortage, and limited budget. The author hoped that the early findings of this research would be beneficial to the development of the quality of English learning through this study in two boarding schools in particular and in other high schools in Vietnam in general.

Keywords: *project-based learning, ethnic minority students, boarding school, English 10*

Introduction

With the demands and advancements of the 21st century, students nowadays need to be prepared with basic knowledge and necessary abilities. A novel teaching strategy known as project-based learning (PBL) has been shown to support students' complete knowledge and skill development. According to Thomas (2000), PBL is a method that improves learners' communication capacity and helps them accumulate their life skills. This is an advanced learning method implemented by many major STEM educational institutions because of the great benefits that this method brings back. Researchers and educators have also confirmed those benefits in their studies. Hutchinson (1991) believes that students who study with the PBL method will be trained in 4 Cs skills (communication, criticism, cooperation, creativity) and a self-disciplined learning attitude. Some other researchers (Demir, 2020; Krajcik et al., 1999; Pham, 2014; Tran & Tran, 2019) also share the same opinion when considering PBL as one of the comprehensive learning methods that help learners not only gain basic knowledge and skills but also develop necessary skills in modern society.

A Swiss psychologist, Jean Piaget, once said: "Knowledge is the result of experience." Indeed, "learning with practice" is the fastest way to push us to get closer to human civilization. In fact,

every day, people face many problems in life, and solving those problems is the foundation of development. Therefore, to succeed in the future, we need to aim to accumulate knowledge based on solving practical problems. On that journey, project-based learning is considered to be the learning method of the 21st century.

In some affluent nations, PBL has been extensively used to teach and learn foreign languages at all levels. Project-based learning has been implemented in Vietnam's colleges and institutions but is still relatively new in high schools. Recognizing the importance of PBL in improving the quality of English teaching and learning in Vietnam, the Ministry of Education and Training released the English 10 textbooks to replace the outdated ones at the start of the academic year 2022-2023. The new English 10 textbooks have a project at the end of each unit. With diverse and familiar themes, the projects aim to encourage students to improve their communication ability and foster their learning motivation.

Lam Dong province has two boarding schools for ethnic minority students: Lam Dong Ethnic Minority Boarding School and Southern inter-district Ethnic Minority Boarding School. The ethnic minority students at these two boarding schools are often passive and afraid of innovation in the learning process.

As noted in many studies conducted by Stanford and Harvard University, attitude is one of the prerequisites for success in the language learning process. As a result, the author conducted this study to shed light on the attitudes of ethnic minority students in the 10th grade towards PBL and find out the difficulties they encountered when dealing with it.

To fulfill the purpose of the study, the survey was seeking to answer the following research questions:

1. To What were the attitudes of the 10th-grade ethnic minority students at Lam Dong Ethnic Minority Boarding School and Southern inter-district Ethnic Minority Boarding School toward the project-based learning approach in English 10?
2. What were the difficulties that the students encountered while doing the projects?

Literature review

Definition of "Project Learning" (PBL)

Researchers worldwide have introduced several concepts of Project-based Learning (PBL) in several different ways. PBL is the best teaching strategy, according to Bransford, Brown & Cocking (1999), since it encourages students to use and expand their prior knowledge in a new setting.

Thomas (2000) defines PBL, specifically arguing that it is a learning model in which learners work together in groups, solving a problem in the real world by utilizing various knowledge and abilities. According to Demir (2020), PBL is a teaching strategy that allows students to explore real-world issues while also coming up with their own solutions. According to Savery (2006), PBL is a constructivist teaching strategy in which teachers guide groups of students as they use what they have learned in the classroom to address problems that they encounter in the real world.

In summary, PBL is a learner-centered teaching model that activates collaboration and critical thinking skills through real-life problem-solving experiences. Group work is the basic form of this method.

PBL and traditional teaching methods

In the view of Hirsh et al. (2022), traditional teaching methods are defined as those that are well-known and have been in use for a long time. Teachers will directly teach and interpret knowledge to students while students will listen, take notes, and memorize it. This teaching style has been used for a long time and continues to be effective. However, there are some disadvantages to adopting the traditional teaching method, such as students absorbing knowledge passively, class time spent in boredom, and in favor of theoretical knowledge (Bruner, 1982). Students will have fewer opportunities to practice and actively explore, making it harder to remember and apply information for an extended period of time (Liu & Long, 2014).

PBL is a student-centered project-based learning. Accordingly, students will actively focus on finding out and solving real-life problems on their own to achieve results.

Figure 1.

Differences between traditional and PBL methods



The benefits of learners when using PBL

Promoting self-learning ability

According to Hoang (2009), Tran & Tran (2020), Nguyen (2011), and Pham, Nguyen & Phan (2023), over the course of project implementation, learners' self-study ability will be higher and higher because when participating in a project, learners have to spend time searching for information from different sources, then analyzing and synthesizing. Those that help learners not only deepen but also broaden their understanding of what they have learned in classes when applying them to real-life problems.

Developing 21st century skills

According to Thomas (2000), PBL helps to improve students' diligence, self-reliance, and learning attitude. In addition, Sri (2018), Zarif & Ahmed (2013), Pham (2014), and Tran & Tran (2020) also indicate that PBL helps learners build necessary 21st-century abilities such as cooperation, creativity, critical thinking, problem solving, decision-making, communication skills, and so on.

Improving target language usability

According to Maftoon, Birjandi, Ahmadi (2013), and Nguyen (2023), PBL allows learners to use the language for practical purposes. To be able to express their own opinions and convey messages in projects, learners must search for ways to enrich their vocabulary. Pham (2014) states that with a rich vocabulary, learners will eliminate fear when handling a problem in front of the class. Therefore, it is PBL that forces learners to accumulate their vocabulary, and since

then, their ability to use the target language is gradually improved.

Building self-assess

PBL allows learners to assess the learning of their group members or class members and their own learning progress. (Gubacs, 2004)

Improving academic achievement

According to Ergul and Kargin (2014), PBL helps students enhance their academic performance. Based on cooperative learning research, students who actively work in groups produce superior academic results than in typical classroom settings (Gillies & Ashman et al., 2000). This is due to the back-and-forth interaction among team members. Weaker team members often receive help and support from better team members. As a result, weak members will gradually improve.

Although PBL significantly benefits learners, it also results in many difficulties. In his research paper, Sumarni (2015) mentions four major challenges when using PBL, including: (1) Not enough time to implement the project, (2) Lack of experience in teamwork, (3) Lack of teacher support, (4) Lack of technology skills.

Particularly, the project implementation time is a significant challenge. PBL encourages learners to devote more time to completing a sequence of activities in a project activity when compared to other techniques (Grant, 2002). Furthermore, learners struggle with researching and acquiring material and preparing for presentations due to a lack of digital skills (Kurzel & Rath, 2007). Furthermore, learners with limited experience working in groups struggle to discuss and agree on a topic. And yet, the study of Kurzel & Rath (2007) also shows that one of the biggest difficulties that learners encounter when dealing with project implementation is the lack of support from the instructors.

Definition of "Attitude"

Up to now, "attitude" has been defined by many researchers from different angles in different fields such as psychology, education, and especially linguistics.

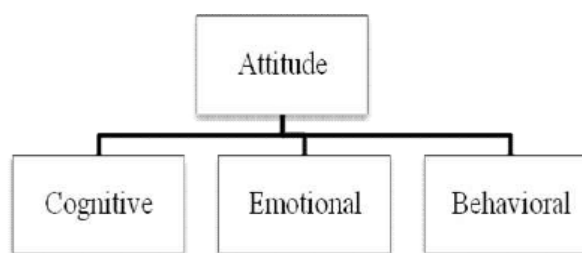
In Lambert's view (1987), attitudes are defined as the reactions and evaluations of a person or a group of people to social problems. Those reviews can be positive or negative and vary from person to person, from time to time. Besides, attitudes can either promote or hinder the choices people usually make in their daily lives.

Similarly, Gardner (1985) argues that attitude is an individual's evaluative response to something based on the individual's beliefs. Ajzen (1988) takes a similar view, holding that a language will not exist if a language community considers it inappropriate. Baker (1992) also emphasizes the role of attitudes in restoring, preserving, weakening, or losing language.

Wenden (1991) takes a distinct approach to attitude, providing a thorough definition that encompasses three components: affective, cognitive, and behavioral. The first component is affective, which deals with our feelings and affection for the object. The second component is perception, which concerns our beliefs about the object; the last is behavioral, which refers to how an individual acts and processes the object.

Figure 2.

The three components that make up attitudes



In a nutshell, attitude is a tendency to think or act in a certain way toward some object or problem, often coupled with feelings. According to Wenden, the mode has three different components: affective, cognitive, and behavioral. The cognitive component deals with a person's information or knowledge, while the affective component is based on emotions such as fear. The action component reflects how attitudes affect the way we act or behave.

Many studies have found a strong link between learners' attitudes and language learning. According to Gardner & Lambert (1972), attitude, in addition to motivation, has long been regarded as one of many elements influencing the process of language acquisition. Oxford & Shaerin (1994) also emphasize this mindset's significance in language learning.

Kouros and Abrami (2006) emphasize the role of attitudes in the educational process. They claim that once acquired, attitudes shape how students feel, think, and act. As a result, attitudes significantly impact a variety of aspects of how students learn, from their study habits to the caliber of their education.

Psychologists consider learners' attitudes as either positive, negative, or neutral. Success or failure in learning a foreign language depends on both positive and negative factors. Winston Churchill's quote, "Attitude is a little thing that makes a big difference," sums up this concept. It is believed that people who embrace a positive attitude towards language learning can achieve more.

In extensive studies, Gardner and Lambert (1972) demonstrate that a positive attitude towards a language can help improve learners' proficiency. Karahan (2007) has a similar view; he further explains that a positive attitude contributes to the orientation of learners' approach to language. He believes that when learners hold a positive attitude, they will become more positive and perform better in class.

This idea is supported by Brown (2000) and Ellis (1994), who state that learners with negative attitudes may have less chance of accessing the target language. This means that people with negative attitudes find it less easy to achieve the expected level of proficiency in language learning because they are less motivated; their input and interaction in their learning process will be reduced to a certain extent.

With the above points of view, it is clear that attitude is one of the key elements that directly impacts how well learners pick up a language. Attitudes can influence how the learning process is approached, for better or worse. People who maintain a positive attitude during the learning process will reap more results than those with a negative attitude. Therefore, it is very necessary to know learners' attitudes towards language learning because it can help adjust teaching methods or help learners promptly.

Previous studies

Han (2017) used a questionnaire to investigate the attitudes of 840 Korean students at six high schools towards PBL in the interdisciplinary curriculum of science, technology, engineering, and mathematics. The research results showed that these students expressed a preference for PBL.

In 2019, Apsari, Mulyani, and Lisdawati (2019) also surveyed the attitudes of 4th graders towards PBL. The author used a Likert Scale questionnaire. After data collection and analysis, the findings demonstrated that these pupils had a favorable attitude due to its advantages. In an intermediate Spanish classroom at a university, Parker (2020) surveyed to determine the attitudes of 15,000 students about project learning. After analyzing the obtained data, the research results indicated that the learners expressed a positive attitude toward PBL. They claimed that thanks to PBL, the lessons became more interesting and easier to inculcate.

In Vietnam, in 2017, Le & Phuong (2017) carried out a survey to throw light on the attitudes of 140 10th grade students at Bac Lieu High School towards PBL in their 10th grade English textbooks. According to the research, most students expressed their love of this learning method. In addition, the study also pointed out the difficulties that the children encountered when PBL was implemented.

A 2020 study by Tran & Tran also examined the attitudes of 155 grade 10 students at Bui Thi Xuan School, Da Lat city, toward the use of PBL in the pilot English 10 textbook. The author used a survey with 23 questions and interviewed 40 students. The results showed that most of the 10th graders embraced a positive attitude toward PBL.

In summary, there have been many studies on the advantages of PBL done by researchers around the world. However, studies on learners' attitudes towards PBL are still quite limited. In particular, in Vietnam, there is no research on the attitudes of ethnic minority students toward PBL. This study was carried out in order to better understand the perspectives of students from ethnic minorities on PBL. The study's conclusions would be useful for both teaching and learning at the Lam Dong Ethnic Minority Boarding School and Southern inter-district Ethnic Minority Boarding School. In addition, PBL would be likely to receive more attention in the current wave of education reform.

Methods

Pedagogical Setting & Participants

Lam Dong is a land of many ethnic groups throughout the country, with over 40 different ethnic groups residing and living. The largest population is Kinh, (77%), K'Ho (12%), Ma (2.5%), Nung (2%), Tay (2%), Hoa (1.5%), Chu-ru (1.5%) ..., the other ethnicities have a rate less than 1% ... According to statistics of the Department of Education and Training Lam Dong province in 2023, Lam Dong province has 673 preschools and high schools with 26.7% ethnic minorities. There are 59 high schools (18.87% ethnic minorities) in Lam Dong province. Among them are 07 lower secondary boarding schools and 02 upper secondary boarding schools. At Lam Dong ethnic minority boarding school and Southern inter-district ethnic minority boarding school in Lam Dong province, ethnic minority students come from 10 different districts, including Lac Duong, Don Duong, Duc Trong, Lam Ha, Di Linh, Dam Rong, Bao Lam, Da Hoai, Da Teh and Cat Tien. Therefore, the number of ethnic minority students at two boarding schools accounts for more than 76% of the total number of ethnic minority students in Lam Dong province.

235 10th graders from Southern inter-district Ethnic Minority Boarding School and Lam Dong

Ethnic Minority Boarding School took part in this study. All of them utilized new English 10 textbooks Global Success from Vietnam's Ministry of Education and Training.

Design of the Study

The study was designed in mixed-method, combining quantitative and qualitative methods.

Data collection & analysis

The author employed a questionnaire consisting of 19 questions with 5 points, divided into two parts. Part 1 was designed with 15 questions about students' attitudes towards PBL in English 10, including three factors: emotion, cognition, and behavior. Part 2 comprised four questions about challenges and difficulties that students handled with PBL. In order to collect the best results, the questionnaire was translated into Vietnamese to make it easy for the students to answer and avoid misunderstandings.

The questionnaire utilized in the current study was modified from research by Nassir (2014) and Tran & Tran (2020) to ensure its validity and reliability. Five semi-structured interview questions were included to increase the reliability of the survey and learn about the challenges and difficulties that students faced when using PBL. The questions were translated into Vietnamese, and the students also answered in Vietnamese.

Data collection was carried out from late April through early May in the academic year 2022-2023 at Lam Dong Ethnic Minority Boarding School and Southern inter-district Ethnic Minority Boarding School. First, 235 questionnaires were sent to 10th graders. They were required to complete the questionnaire within 2 days of receiving the survey.

Then, seven students were randomly chosen from five courses to participate in the semi-structured interview. The purpose of the interview was presented to the students prior to the interview. Each student responded to interview questions for between five and seven minutes. Student comments were recorded for content analysis.

Both qualitative and quantitative data were produced by the study's design. The mean, standard deviation, and frequency of the quantitative data from the survey were examined using SPSS. Student replies were evaluated using a five-point Likert scale with five levels: strongly disagree, disagree, neutral, agree, and strongly agree.

The meaning of the mean score of students' attitudes toward PBL was explained as follows:

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.00–1.80	1.81–2.60	2.61–3.40	3.41–4.20	4.21–5.00

Questions from semi-structured interviews were used to gather qualitative data, and the content analysis method was used to examine the interviewees' responses.

The students interviewed were coded S1 to S7.

Results/Findings and discussion

Result

This study aimed to determine the attitudes of 10th-grade ethnic minority students towards PBL at Lam Dong Ethnic Minority Boarding School and Southern inter-district Ethnic Minority Boarding School and the obstacles they encountered while using this method.

Attitudes of 10th-grade ethnic minority students towards PBL

Emotion

Table 1.

Descriptive statistics on students' feelings towards PBL

No.	Items	n	M	SD
1	I find it interesting to work in groups to complete projects.	235	4.00	1.023
2	I feel more confident in presenting my project in front of the class.	235	4.32	1.095
3	I feel more responsible when tackling projects together	235	4.13	1.107
4	I find it interesting to express my opinions on projects	235	4.00	1.114
5	I always feel great when I finish a project	235	4.03	1.069

As shown in Table 1, (1) The average score of items E1 to E5 was 4.00 to 4.32; (2) The average of 5 items from E1 to E5 was 4,096. It was noticeable that most ethnic minority students loved and enjoyed doing projects in the English 10 textbook.

The study results indicated that 10th graders agree that PBL helped them feel more confident while presenting their projects in front of the class. (M =4.32); And when doing a project, they always received support and suggestions from group members. Also PBL helped them assert their roles, tasks, and responsibilities in completing the common lesson (M = 4.13). After completing a project, they all felt pleased because they had learned more and gained more knowledge. (M=4.03). The data in the table also showed that PBL created a great opportunity for the children to work with other students (M=4.00).

As noted from the interview, the 10th graders also said they felt excited when they started working on projects together.

“...I feel excited to work on a project together...”

“...I like project-based lessons because my friends and I can exchange ideas ...”

“...we are always ready for projects...”

“...This is an opportunity to express individual creativity, and learn together...”

"...We can express our opinions and comment on other group's projects. Besides, we can learn something from other groups."

“...project lessons are always interesting...”

In summary, data obtained from questionnaires and interviews showed a similarity. The 10th graders all acknowledged that they enjoyed the project lessons. Students felt interested and excited in these classes.

Cognition

Table 2.

Descriptive statistics of students' awareness of PBL

No.	Items	n	M	SD
6	Project-based learning helps me develop essential 21st-century skills	235	3.58	1.219
7	Learning through projects helps me improve my speaking skills	235	3.68	1.033
8	Learning through the project helps me improve my academic performance in English	235	3.51	1.274
9	I must complete the textbook projects	235	3.81	1.067
10	The projects in the textbook help me apply and extend what I have learned into practice	235	3.68	1.124

Table 2 presents the perception of 10th graders about PBL. The data in the table shows that (1) The average score of items from C6 to C10 was 3.51 to 3.81; (2) The average of 5 items from C6 to C10 was 3,652. This indicated that the students were conscious of the necessity and advantages of project-based learning. These 10th classmates specifically concurred that the projects in the English 10 textbooks were crucial. (M=3.81) because PBL helped them improve their speaking skills (M = 3.68) and assisted students in using the information and material they learned in actual circumstances. (M = 3.68). According to them, PBL also helped them develop necessary skills in the 21st century (M=3.58). After all, it was PBL that helped them improve their academic achievement in English. (M = 3.51).

The data from the interview were also consistent with the data obtained from the questionnaire. Specifically, some students said:

"... In my opinion, the biggest advantage from projects is promoting self-awareness learning..."

"... project-based learning method helps develop a number of skills such as: problem solving skills, teamwork skills, communication skills, personal skills, critical thinking, creative thinking skills, communication skills. These are the techniques that are necessary skills for the 21st century..."

"... Thanks to the project-based learning method, my speaking skills have gradually improved better and better..."

"... the ability to make presentations, and use technological devices to find information gradually accelerated..."

"...During the process of doing projects, we must be self-reliant and self-aware to achieve a common goal. Therefore, we practice perseverance and endurance and self-awareness..."

"...Through carrying out projects, it helps to practice the ability to present problems logically..."

“...I can evaluate not only myself but also my classmates...”

“...I see my weaknesses and strengths. From there, I have my own direction to develop myself...”

Thus, the data from interviews and questionnaires clearly showed that the students were well aware of the significant advantages that PBL offered.

Behavior

Table 3.

Descriptive statistics on students' behavior towards PBL

No.	Items	n	M	SD
11	In order to complete the project, I searched a lot of information from different sources.	235	3.55	.561
12	I took time to practice speaking in front of the group.	235	3.39	.873
13	I appreciated every comment in the group	235	3.19	.595
14	I learned a lot of knowledge and skills from my friends in the group	235	4.10	.965
15	I made efforts to complete the assigned work.	235	3.81	1.181

Table 3 was a statistical description of students' behavior towards project activities in the English 10 textbook. According to the data, (1) The average score of items B11 to B15 was 3.19 to 4.10; (2) The average of 5 items from B11 to B15 was 3,608. This meant that the behavior of these 10th graders was aligned with emotions and perceptions. Specifically, these 10th graders agreed that the projects in the English 10 textbook helped them learn a lot of knowledge and skills from their classmates (M=4.10). They also said that because this was a common job, they always tried to complete the work divided into groups (M=3.81) by researching and finding information from different sources (M=3.55). However, in terms of practicing giving presentations in front of the group (M=3.39) and taking notes from other members of the group (M=3.19), the students were hesitant.

The quantitative and qualitative statistics are in line with each other, demonstrating that the 10th graders behave favorably toward PBL.

“...I had to spend a lot of time finding information and references for the project...”

“...I always tried to complete the assigned work because this was a common job of the whole group...”

“...My friends and I made a specific plan to complete the assignment on time...”

“...I also consulted with some teachers from other subjects...”

“...My friends and I invested a lot of time in completing a project...”

“...We tried to complete the assigned tasks in the group so we can improve our scores...”

“...We also took notes from teachers' comments from previous projects to learn from experience...”

In summary, the 10th grade ethnic minority students exhibited positive behaviors toward the project activities in the English 10 textbook. Some positive behaviors were learning from

friends, spending time with friends, self-study time, looking up information, and trying to complete the assigned work.

Challenges the ethnic minority students faced when PBL was implemented

Table 4.

Statistical table describing the challenges and difficulties faced by students when implementing projects.

No.	Items	n	M	SD
16	I didn't have enough time to finish the project.	235	4.86	.642
17	Some teammates were uncooperative in working on projects together	235	4.08	.603
18	I needed help with technology when I handled my project	235	3.71	.598
19	The teacher gave no support when we worked on the project	235	2.55	.815

As shown in Table 4, students encounter the most frequent difficulties due to time constraints, followed by a shortage of digital skills and uncooperativeness while working on projects.

As noted in Table 4, (1) The average score of items from O16 to O19 was 2.55 to 4.86; (2) The average of 4 entries from O16 to O19 was 3.80, which revealed that the 10th-grade ethnic minority students agreed with the difficulties mentioned in the survey. In particular, ethnic minority students stated that the biggest difficulty in implementing the project was that the time to do it was too limited (M=4.86). In addition, the lack of skills in exploiting information technology to support research and discovery also caused many obstacles for the students (M=4.08). Another difficulty is the uncooperativeness among team members. (M = 3.71). Regarding the lack of support from teachers, the majority of students expressed disagreement (M = 2.55). This meant that in the process of doing the project, the students received help and support from the teacher.

In addition, through the interview, the 10th graders listed more about the difficulties and obstacles they encountered

“... Some group members lack positivity and rely on other members...”

“... In my opinion, the time to carry out a project is the most difficult problem...”

“... There is no reasonable division of work...”

“... Team members lack solidarity...”

“... Carrying out projects is quite expensive for us...”

“... Some members do not cooperate and do not accept the assignment group...”

“... Despite being guided by teachers, lack of technology skills is also a big difficulty when implementing projects...”

“...Some of you are not responsible to the group, you still escape and push the work...”

“...It takes a lot of time to do a project...”

“...To carry out projects effectively sometimes requires appropriate physical and financial means...”

In general, the 10th graders had similar sentiments, perceptions, and behaviors toward PBL. In addition, they also mentioned some difficulties when participating in project activities, such as uncooperativeness among team members, project time constraints, digital skills shortage, and limited budget.

Discussion

The results of the present study were consistent with those of Wanchid & Wattanasin (2015), Le & Phuong (2017), Apsari, Mulyani & Lisdawati (2019), Parker (2020), Tran & Tran (2020) about the positive attitude, high awareness of learners towards PBL. PBL in English 10 was well-received by ethnic minority students who took part in the study. These learners ascribed it to engaging material, actual scenarios, authentic materials, and engaging exercises. They became enthusiastic about studying English through group activities. Additionally, the students were well aware of the advantages of the project-based activities in the English 10 textbook.

The results of the current study were aligned with those of studies by Zarif & Ahmed (2013) on how PBL fosters the development of life skills, Maftoon et al. (2013) on motivation to enhance speaking abilities, and Ergul & Kargin (2014) on enhancing academic performance.

However, students' difficulties when handling PBL varied, such as uncooperativeness among team members, project time constraints, digital skills shortage, and limited budget. In Kurzel & Rath's (2017) findings, the absence of instructor support was one of the major issues for students when working on projects. By contrast, this current study's findings showed that teachers provided excellent support to their students as they carried out their projects.

Conclusion

Research results showed that most Lam Dong ethnic minority boarding school students embraced a positive attitude and were clearly aware of the benefits of PBL. However, learners stated they also faced many different difficulties, including uncooperativeness among team members, project time constraints, digital skills shortages, and limited budgets.

The preliminary findings in this study will hopefully help teachers better understand the current views of Lam Dong ethnic boarding high school students on applying project-based teaching methods to the language teaching and learning process. From there, recommendations are made to improve and enhance the quality of English learning at two ethnic minority boarding schools in Lam Dong province in particular and Vietnam in general.

Due to the limited number of samples participating in the study, mainly at Lam Dong Ethnic Minority Boarding School and Southern inter-district Ethnic Minority Boarding School, the findings of the present study do not have a comprehensive meaning on the attitudes of 10th graders for PBL. The author hopes to expand the topic in the near future to find out the attitudes of all students throughout Lam Dong province towards PBL so that the research results will be meaningful and thorough.

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Biodata

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