

AMERICAN UNIVERSITY OF ARMENIA

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IMPLEMENTING PROJECT-BASED LEARNING IN ARMENIAN PUBLIC SCHOOL

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Master of Arts in Teaching English as a Foreign Language

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## CHAPTER ONE: INTRODUCTION

### **Introduction**

Project-based learning (PBL) is a vastly popular teaching method in which students learn from authentic and personally meaningful projects. Specifically, in English language teaching (ELT), PBL involves students and advances their language skills through projects accomplishments both in and outside of the classroom (Cooper & Murphy, 2016). It deviates from a teacher-centered teaching style when students are hardly allowed to put their ideas into action or practice their language skills in authentic environments. Instead, PBL engages students through the act of inquiry (Leat, 2017) and boosts students' critical thinking skills.

#### **1.1 Statement of the Problem and Significance**

Teach for Armenia (TFA) cooperates with The Ministry of Education, Science, Culture, and Sports of the Republic of Armenia (RA MoESCS) to implement PBL in TFA public schools starting from September 2021. This course is designed for TFA public school teachers to serve as a pilot project. TFA English language teachers encounter difficulties in adapting the current national curriculum to PBL. Teachers are struggling to determine a project during which students will learn, create and develop 21st-century skills. The proposed course design aimed to stand as a sample for teachers throughout PBL curriculum development. The course was designed specifically for Teach For Armenia elementary school students aged eleven to thirteen years old. It was conducted as an after-school program. This course aimed to develop student's social skills, build decision-making abilities, do self and peer evaluation by providing constructive feedback. Students collaborated in groups during the course, and each group conducted a project in which

students use authentic communication. The study sought to evolve four language skills, mainly oral, by being engaged in purposeful communications to complete original activities, using the English language in a relatively natural context, and participating in meaningful projects that require genuine language use. The course took six weeks with three hours per week with TFA public school students.

## CHAPTER TWO: LITERATURE REVIEW

### Introduction

#### 2.1 Project-Based Learning

PBL is a mobile learning method that aims to engage students in obtaining knowledge and skills through real-world experiences and well-planned activities (Pereira et al, 2017). It desires that teachers create a classroom culture where students share their group work and reflect on their project actions (Cooper & Murphy, 2016)

According to Adderley et al (1975), the early definition of PBL involved five distinct aspects: (i) resolution of a problem that the students can suggest, though it is not required to be; (ii) initiate to solve the problem noticed by the students that require an integration of a range of educational activities; (iii) delivery of a final product, coherent with the initial problem; (iv) the problem solving that considered as a project, which most of the time is time-consuming and (v) switching the role of the instructor from the authoritarian position and act as an assistant, an adviser and being prepared to help with and overcoming all difficulties.

Lately, Thomas (2000) presents five bases for a successful approach: “What must a project have to be considered an example of PBL?”

- Centralization- fundamental strategy to the development of activities
- Existence of a “driving” question
- The necessity of a constructive investigation-by the students
- The incentive to autonomy and realism-focusing on problems related to students’ reality.

Likewise, Laverick (2018) summarize the bases for an assignment to be considered PBL:

- compel students to produce a unique or authentic product;
- encourage students to think critically;
- be made public and shared with peers, relatives, and neighbors and among other people;
- promote cooperation during the project's completion;
- encourage students to reflect both before and after the project is completed.

Teaching through PBL provides many benefits for students and improves their academic development (Costa et al, 2017). These authors illustrate the benefits for students: They did not only gain expertise, but they also learn how to complete a project; they exercise their skills and learn new ones; they understand how to work in a group, and they gain real experience that is similar to that of their career. Furthermore, the authors suggest that programs should include the university and local communities wherever possible; students should be evaluated based on their realities in the job market, and classroom connectivity and unity should be improved.

## **2.2 PBL and Communicative Language Teaching alignment**

Since PBL describes the integration of four language skills which leads students to develop their language fluency, it aligns well with the communicative language teaching (CLT) approach (Laverick, 2018). CLT has often been used in English language classrooms for all types of learners, such as young learners, students, adults, etc. Brown and Lee (2015) suggested seven CLT features. The communicative approach features stand as a helping guideline in understanding how PBL can strengthen learners' language skills and implement them into a CLT applied classroom (Laverick, 2018).

- CLT focuses on all aspects of language (integration of skills).
- CLT is a program that focuses on all facets of language (integration of skills).
- The role of speech is the primary focus of CLT, with the form coming in second.
- CLT emphasizes fluency first, followed by accuracy.
- CLT focuses on students using the language outside of the classroom in real-world situations.
- CLT emphasizes the teacher's position as a facilitator or guide.
- CLT places a strong emphasis on student-centered learning.

As previously noted, PBL likewise CLT concentrates on language skills integration so that all aspects of language are taught.

Projects often focus on real-life contexts and are collaborative, requiring students to negotiate for meaning with their instructors, their peers, and even outside participants, depending on the assignment. In PBL, the teacher creates a student-centered learning environment and facilitates or guides students by completing their projects. (Laverick, 2018, p. 4).

For instance, when we look at Bloom's revised taxonomy, developed by Anderson and Krathwohl, we can notice when students do reading activities, they only build their understanding and memory skills. These outcomes fall in the lower end of the taxonomy pyramid (Laverick, 2018). Conversely, through the projects, students demonstrate the ability to understand the text, but they also analyze and evaluate the reader to understand what information they should include in their projects. PBL supports students in developing their higher-order language and thinking skills. These results are found at the top of the taxonomy pyramid. Students present their work and focus on the process they used to complete the final project and the overall result after the project. (Laverick, 2018)



Given the above, PBL is a match for English teaching and learning needs. PBL is simply defined as a method of teaching that involves providing learners with problems to solve or items to create to contextualize their learning (Moss & Van Duzer, 1998). PBL differs from the traditional teaching style since it concentrates on student-centered, interdisciplinary, and integrated activities in authentic situations (Solomon, 2003; Willie, 2001). Moreover, describe PBL activities like this:

- focuses on content learning rather than on specific language patterns,
- is student-centered, so the teacher becomes a facilitator or coach,
- encourage collaboration among students,
- leads to the authentic integration of language skills and processing information from multiple sources,
- allows learners to demonstrate their understanding of content knowledge through an end product (e.g., an oral presentation, a poster session, a bulletin board display, or a stage performance), and
- bridges using English in class and using English in real-life contexts.

### **2.3 The Benefits of using PBL in an English Language Classroom**

The benefits of using PBL in an English language classroom are several. Primarily, with the help of projects, students have the opportunity to use the English language in an authentic and meaningful context. Specifically, collaborative projects are critical in learning English; research on second language acquisition has confirmed this hypothesis. (Laverick, 2018). Lessard-Clouston (2016) found that this type of interaction aims to improve students' language input and output when exploring Long's interactionist model. Furthermore, Ellis (2004) has

written that it improves student talk quality, helps individualize instruction, promotes a positive affective climate, and motivates students to learn by providing more opportunities for language practice. In other words, group work cuts down on teacher talk time and allows students to practice using the language. This is to say that group works replace teacher-centered learning with learner-centered where students practice their knowledge. Lengthy and Porter (1985) acknowledged that PBL projects allow students to employ the language outside of the classroom as their speech is “not staged or forced.” In addition to group works, in PBL, students have choices in their classwork. Beckett (2002) noted that PBL is “exploratory in nature,” and depending on students’ work ethic and preferences, projects’ results may vary. As a result, unlike worksheets or other activities given in textbooks, PBL allows students to take greater control of their work (Laverick, 2018). Lastly, Campbell (2012) noted that PBL is a good forum for differentiated instruction. While students are busy with their projects, teachers have more time to understand their particular requirements better and provide feedback.

According to Papandreou (1994), every project is the culmination of a series of activities carried out by students and organized into phases. To put it another way, each project has a distinct collection of stages. According to Wrigley (1998), most project work involves the following steps: topic selection, planning, testing, and product creation. PBL's function has been investigated in several ways. They do, however, have some standard features or measures in common. In English classrooms, PBL can be viewed in a variety of ways. According to Booth (1986), a project has three phases: it begins at the school, moves out into the world, and then returns to the school. This model evolves into the eight stages of decomposition. In “An Application of the Projects Approach to EFL,” Papandreou (1994) presents a model that depicts the project work process in six steps: Step one: Preparation: the instructor introduces the subject

to the students and invites them to discuss and ask questions during this time. Step two: Planning: During this time, the instructor and students decide on gathering and analyzing data, and various tasks are assigned. Step three: Research: In this section, students work individually or in groups to collect data from multiple sources. Step four: Drawing Conclusions: Based on their interpretation of the collected data, they conclude. Step five: Presenting the Final Product: The students must present their final product to the whole class. Step six: Evaluation: In this section, the instructor provides feedback on the students' achievements and endeavors. In “Maximizing the Benefits of Project Work in Foreign Language Classrooms,” Alan and Stoller (2005, p.10) summarize and present the updated ten-step method based on the above models.

The measures are as follows:

- The students and the teacher agree on a project theme.
- The students and the teacher decide the final result.
- The students and the teacher organize the project.
- The instructor trains students for the linguistic demands of data collection.
- Students assemble data. Step 6: The instructor trains the students for the linguistic demands of data collection and analysis.
- Students collect and analyze data.
- The instructor trains the students for the culminating activity's language demands.
- The students present the final product.
- Students assess the situation.

## 2.4 Project-Based Learning Implementation Challenges

Researchers discovered that, in addition to the numerous benefits provided by PBL, multiple implementation challenges hampered the success of PBL. First, when PBL is used in large classrooms, teachers have trouble motivating students, concentrating on learning assignments, assisting students in relating new material to prior information, and effectively conducting cooperative learning activities. (Blumenfeld et al, 1991; Marx et al, 1997; Lee & Tsai, 2004). Furthermore, students who have not previously worked in groups may struggle with negotiation and compromise (Grant, 2002). If this method has never been used before, It may be essential to teach students how to engage in groups and overcome group conflict. There is a chance that students who are less active in group work will be excluded. Furthermore, many instructors/teachers are at ease in traditional classrooms, where the instructor/teacher plays a central role. This is a difficult transition, particularly for teachers with little or no control over technology (Scott, 1994). Furthermore, PBL takes a lot of time to solve complex problems (Grant, 2002). This causes the material/content to lack time (Aldabbus, S. 2018).

**Teachers' challenges:** According to the findings of the Hoa L University study, only seven out of twenty-four preservice teachers were able to integrate PBL during their TP4 time, which lasted the entire semester, for the following reasons. For instance, they couldn't agree on which textbook topic or unit should be taught using PBL. Since the program was not designed with PBL in mind, this could be challenging. As a result, the teachers were left to make the decision. Another significant challenge the participants encountered was incorporating PBL into the school schedule, as the MOE expected them to complete certain topics within specific time frames (Aldabbus, S. 2018). Since PBL takes longer than other teaching methods, MOE-scheduled lessons can be delayed in their presentation and coverage. Dahlgren et al (1998)

argue that many teachers believe PBL takes too much time and cannot cover as much material as a traditional lecture-based style. Another critical obstacle identified by this study was that some pre-service teachers were reluctant and uncertain about using PBL because they were afraid that if they did, students would create too much noise in the classroom, making it difficult to calm them down and regain their attention. It was challenging to provide support to 30–36 students and monitor their progress over the project's duration. Some pre-service teachers found that focusing on all aspects of PBL was also troublesome. The results also revealed that participants were hesitant to use PBL because they could not decide whether to evaluate the project's method or the final product. This may be due to a lack of experience (Aldabbus, S. 2018).

**Students' challenges:** The study results revealed that some students dominated the work and did not allow their classmates in the group to participate actively in the project, while others, exceptionally high achievers, wanted to steer the project in the direction of their passions. This issue may have arisen due to the students' lack of exposure to and training in collaborative work skills before completing the task or the inadequate group working rules (Aldabbus, S. 2018). On the other hand, teachers would aid students in succeeding by assisting them in laying a solid foundation for these skills through scaffolds (Hmelo-Silver & Barrows, p. 24, 2006).

Furthermore, even though using technology is an integral part of PBL, the results showed that some students do not have their own devices or have limited access to technology, preventing them from finding information to share with their classmates. Another issue posed by the study was that some students worked extremely fast, focusing solely on finishing the project rather than learning from it. This was because students were still exam-focused and more concerned with getting good grades rather than learning skills (Aldabbus, S. 2018).

**Curriculum-related issues:** As a result, it was difficult for pre-service teachers to adapt the curriculum to practical tasks. As a result, pre-service teachers found it challenging to apply to real-world situations. Some of them ignored the PBL elements and viewed it like every other project or task-based learning. As previously reported, PBL was not intended to teach the curriculum. Consequently, teachers should consider how the lesson's content can be updated and contextualized while still meeting the lesson's objectives using PBL. This, however, is a common occurrence, mainly when the emphasis is on the finished product rather than the project's completion process (Aldabbus, S. 2018). According to Holland (2015), the proper focus of PBL is inspiring students to engage in discovery, explore real-world contexts, and share their learning with others.

## Conclusion

To sum up, PBL is a student-centered method based on Gergen's constructionist theories (1995), Piaget and Inhelder (1969), Vigotsky, Project-Based Learning (1978). The literature review showed that various educational institutions worldwide (Perira et al, 2017) are increasingly transforming into PBL (Wilkinson, 2014). The main aim of this method was to create practical learning opportunities in which students could work in groups to solve a driving problem or solve a challenge (Bell, 2010). It is not limited to providing students with content-related knowledge and further enhancing their psycho-engineering and social skills like searching for information from various resources, critical thinking, problem-solving. This means "Education does not focus only on one aspect of learning but educates the whole child" (Phillips et al. 1999).

The literature review helped me get familiar with Project-based learning methods and principles, understand the challenges, and understand how to effectively facilitate the groups for their project implementation process. The key takeaway from the literature review is that projects in the scope of which students collaborate are crucial for learning the English language. PBL is providing the needed platform for teachers and students. Also, CLT is a helping guideline in understanding how PBL will help students improve their language skills and integrate them into a CLT-based classroom.

### CHAPTER THREE: PROPOSED PLAN AND DELIVERABLES

The following course aimed to implement project-based learning into Armenian EFL classrooms and stand as a pilot project for Teach For Armenia public school teachers to reflect on and adapt in their own after-school PBL classes. The course was specially designed for six-grade students of regular classes at Debed Primary School in Debed, Lori. The number of students in the classroom was ten, and their level was Elementary. The course was designed to last six weeks with half an hour of online classes meeting twice a week.

After consulting with my adviser, we concluded that we could have a class, “Implementing Project-Based Learning in Armenian Public Schools.” After several discussion and research, the decision was made to design a course which would:

- Develop learners’ communicative competence in the English language aligned with the national curriculum,
- Build/develop learners’ 21st-century success skills such as critical thinking, problem-solving, communication, collaboration, and creativity/innovation,
- Enable learners’ ability for self and peer assessment.

My next step was to decide the projects that we were going to implement throughout the course. Considering the results of the needs and analysis as well as having several discussions with my instructor and learners at first the following two projects were chosen:

- Small talks with tourists.
- Digital storytelling about group members.



## **Needs and Environment Analysis**

One of the core components of project-based learning is the students' involvement and leadership. I am deeply convinced that this generation's education should be efficient and based on real-life problems and situations and that priority was given to students' needs and perceptions.

For the course to be impactful and to accomplish students', TFA teachers' requirements and expectations, conditions, and environment analysis were conducted. The analysis tools included a questionnaire for TFA teachers, an interview with the students, and an interview with TFA "Leadership and Development" department team members.

The questionnaire aimed (see Appendix A) conducted with 3 TFA primary school teachers from two different rural TFA schools was to determine what difficulties teachers have while designing PBL courses. The questionnaire results revealed that teachers find it difficult to merge the projects with the English language curriculum and that they would like to have a sample project as a guideline for them.

The interview was conducted (see Appendix A) with the students to identify students' levels, ages, and expectations from the course. It was a focus group discussion with 12 students who later joined the classes. The results showed that students have an Elementary level of English Language, and most of the students are expecting to develop their speaking skills. Students want to learn to speak with tourists as their village is a tourist attraction place.

Lessons were planned to be online due to the COVID- 19 restrictions and because students were living in Debed village, which is far from Yerevan. Survey results showed that some students lacked computers and/or internet connection and it would be hard for them to join the lessons.

The TFA “Leadership and Development” department team member’s interview was to ascertain TFA expectations from the course. The results revealed that TFA looks forward to having a sample project in the Armenian public school context and discussing the outcomes and the course implementation with TFA teachers.

Thus, the needs and analysis findings helped me define course students' learning outcomes and choose the project that classes would concentrate on. It also assisted me in selecting materials (speaking, listening) to be included in lessons.

### **Goals and Outcomes**

The needs analysis results and the literature review were the basis for defining the following course’s goals and outcomes. It had three main goals, each of which had multiple objectives. The first goal was connected with students’ communicative competencies, and the second one was bound to twenty-first-century skills. The third one was related to students’ ability for self and peer assessment. See the course curriculum (Appendix B) for the complete list of goals, outcomes, and assessment forms.

### **Assessment Plan**

Since this was an after curriculum course for the students, It was agreed to develop an evaluation plan based on the students’ participation and final projects completed by the classes.

The assessment plan is shown below.

<b>Assessment tools</b>	<b>Weight (%)</b>
Participation	40%
Final Projects	60%

### Participation (20 %)

The participation grade was based on students' active class participation and their meaningful involvement in project implementation. Giving constructive feedback to the groups and critical analysis of related information was also required.

### Final projects (60 %)

For this assignment, groups presented their final projects about a specific problem. All group members should deliver the project equally. Critical analysis and giving feedback to other groups were also required. The final project assessment was based on the rubric, which was designed with the students.

### **Learning Plan**

The course represents the Project-Based Learning method with stress on the CLT, which helped develop students' collaborative skills, critical thinking skills, speaking skills, etc. Thus was connected to the course goals one and two. Throughout the course, you may see that the introduction of new materials, activities, and discussions about feedback, the importance of group work, group members' role, and involvement are done parallelly as in PBL. It guides students to act as independent learners.

The learning plan (see Appendix B) of the course includes the themes and topics of the lessons, the names of the activities and projects.

### **Timeline of the project**

The following is a timeline for the main steps in my project:

- Needs analysis- December 2020
- Literature review- February 2021

- Course goals, objective, and assessment-March 2021
- Piloting the course- March-April 2021
- Course evaluation- March 2021
- Capstone Defense- May 2021

## CHAPTER FOUR: REFLECTIONS AND RECOMMENDATIONS

### 4.1 Reflections on the Project

I wanted to design and implement a project-based learning (PBL) course as an opportunity to teach to our young generation as I understood that they need more practical knowledge and that it is a must for them to use their knowledge in real-life situations. This is when students understand the importance of school classes and get responsible for their education. Besides, I knew that Teach For Armenia (TFA) planned to implement PBL in their schools after curriculum class. I also knew that TFA EFL teachers were facing some challenges about choosing projects and implementing projects, and they needed to have a project sample in the Armenian context. Being a TFA Alumni-Ambassador for Educational Equity, it was my pleasure to design such a course. After consulting with my adviser, we concluded that we could have a class, “Implementing Project-Based Learning in Armenian Public Schools.” After several discussion and research, the decision was made to design a course which would:

- Develop learners’ communicative competence in the English language aligned with the national curriculum,
- Build/develop learners’ 21st-century success skills such as critical thinking, problem-solving, communication, collaboration, and creativity/innovation,
- Enable learners’ ability for self and peer assessment.

My next step was to decide the projects that we were going to implement throughout the course. Considering the results of the needs and analysis as well as having several discussions with my adviser and learners at first the following two projects were chosen:

- Small talks with tourists.
- Digital storytelling about group members.

When starting piloting, groups had some difficulties understanding project-based learning, and the first change I made was having a project “Small talks with tourists” for the groups. Hence, we divided the lesson into two parts:

1. We discussed the importance of group work, group members’ roles, responsibilities, the importance of feedback, and how to give feedback (as this is a student's first experience in project-based learning. They need more guidance and support.)
2. New materials introduction that students used in their projects. Also, I provided some time for team projects as it was difficult for students to get together in their groups and complete the assignments.

The piloting of the course was quite exciting and challenging for the class and me. Each class lasted an hour and a half hour and met twice a week online. Conducting the lessons online was one of our biggest challenges. We were having technical issues; as students were from rural communities, they did not have access to the internet or computer. Students supported each other a lot as they invited their friends to each other’s homes when noticing an internet problem. Also, I talked with their English language teacher, and he willingly shared his internet with students if there was a need.

The first class was introducing the course goals. I introduced them to the projects and formed four groups. We discussed the projects’ timeline and implementation. The first class gave me a more precise understanding of the course and helped me make some changes based on the learners’ needs. After the class, I concluded that:

- The instructions and the assignments should be significantly simplified since the materials were complex for students to comprehend. After each instruction, with the help

of checking for understanding, check whether students understood what they were expected to do.

- The key of project-based learning is letting students learn independently, but for the first and even second projects, they needed more guidance and support to understand how to work. Hence I had a lot of discussions about the importance of group works and their roles in groups.
- Materials were more complex for students. I simplified them for the following classes, as it found out that students English proficiency level
- My advisor suggested instead of having grammar explanations to concentrate on having a lot of examples and giving students opportunities to practice them more. This worked well as more practice helped my students to understand when and how they could use this or that grammar form.

My classes had similar planning of an hour dedicated to the introduction and practice of the new material, 30 minutes for group works and discussions. After having the skeleton of their projects, groups became more motivated and interested to learn more. My students and I created a rubric to assess the tasks properly.

The following key feature of project-based learning is that students can practice the knowledge in real-life situations. Unfortunately, there were no English speakers in their village with whom they could speak. I decided to invite my English-speaking friends to the Mock conversations and create an opportunity to use all the new vocabulary and language forms they learned during the course. This was an inspiring experience for my students, and after our classes, they now suggest their English language teacher should have similar lessons. This is a

massive motivation for me as a teacher: now, my students feel responsible and stand for their education.

#### **4.2 Recommendations**

In conclusion, I would like to give some final recommendations for the teachers who would like to implement the course.

- The culture of using PBL should be diffused among students/teachers through workshops and training, as it is a different experience that provides background knowledge for successful implementation,
- PBL should be taught along with the Communicative Language Teaching method, e.g., Students may extract meaning, extend the language, note how language is used, and participate in a meaningful interpersonal exchange through effective classroom learning tasks.
  - As students process content that is important, purposeful, interesting, they engage in meaningful communication. (Spada, 2007)
- Students should know how to work in groups, as PBL is all about collaboration and cooperation.
- The program should be genuine and explicitly created for PBL e.g.
  - compel students to produce a unique or authentic product;
  - encourage students to think critically;
  - be made public and shared with peers, relatives, and neighbors and among other people;
  - encourage cooperation during the project's completion;
  - encourage students to reflect both before and after the project is completed (Laverick, 2018)



- All students' projects and accomplishments should be celebrated and acknowledged as accomplishments in their growth milestones are essential for boosting their intrinsic motivation,
- Teachers should always guide the groups and continuously give feedback,
- Teacher collaboration within the same school should be promoted. During the partnership, you may find interesting information about students, which will change the project pace,
- Keep projects very simple, especially when this is your first one, you and your students are just familiarizing with PBL,
- It is essential to have feedback discussions with groups; during these discussions, you may find that the group is clueless about what to do or need more guidance,
- Choosing a project topic aligned with the curriculum is one of the most complex parts of PBL. To make it meaningful and exciting, consider discussing the matter with your students. Also, leaving the idea of having super-creative projects simplicity is the key to successful projects.

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## Appendices

### Appendix A: Survey with TFA teachers and students

For TFA teachers:

1. What is PBL?	
2. Have you designed a PBL Curriculum?	
3. What is the hardest part of designing PBL?	
4. Were your students happy with the PBL curriculum?	
5. What guidance do you need in designing PBL Curriculum?	
6. What projects have you and your students done during PBL?	

For TFA students

1. How old are you? Քանի՞ տարեկան եք:
2. What is your proficiency level in English? Անգլերենի ի՞նչ կրթություն ունեք:
3. What do you want to learn from our English lessons? Ի՞նչ ակնկալիքներ ունեք Անգլերենի այս խմբակից:

4. Will you join the lessons if they are online? Կմիանա՞ք դասերին եթե դրանք լինեն օնլայն:
5. Why do you want to learn English? Ինչու՞ եք ցանկանում սովորել անգլերեն:
6. Please, provide two day and time options that you would like to have lessons. Նշեք երկու օրեր և ժամ, որն ամենահարը կլինի Անգլերենի դասերի համար:

## Appendix B: Learning Plan

## Goals and Assessment

Goals	Outcomes	Assessment	
		Observations	Final projects
	By the end of the course, students will be able to	Observations	Final projects
<b>Goal 1</b>  -Develop learners' communicative competence in the English language aligned with the national curriculum with a focus on listening and speaking at the elementary level.	1.1 Identify and use the active vocabulary in the context.	x	x
	1.2 Use the learned language in the context.	x	x
	1.3 introduce and speak about the topic using active vocabulary, grammar forms, and phrases	x	x
<b>Goal 2</b>  Develop learners' 21st-century success	2.1 Ask Why questions and develop their problem-solving skills.	x	x
	2.1 Accept and agree with each others' opinions.	x	x

skills such as critical thinking, communication, collaboration.  Build learners' research skills such as data collecting, interviewing, planning.	2.3 differentiate between reliable and unreliable sources,  2.4 plan and schedule the final project.		
<b>Goal 3</b>  Enable learners' ability for self and peer assessment	1.1 design rubrics for self and peer assessment	x	
	1.2 learners evaluate their classmate's and their problem-solving projects and give constructive feedback to each other	x	x

### Scope and Sequence

Lesson	Topic	Vocabulary	Listening	Speaking	Grammar	Project
1	Projects introduction Greetings	What do you do? I study at school, I live in Debed, I am a teacher		Dialogue practice: greetings	Prepositions of place in, at	Small talks with tourists
2	Self introduction Hometown Introduction	A Doctor, a journalist, A student.  River, hometown, big, city, town, village.	Feedback modeling	Students in pairs made self-introduction dialogues	"To be" verb	Students create and edit the script for the project.
3	Grammar revision	Do/ does, Do not. does not	ESL travel conversation		Present Simple	

4	Hobbies	Watching movies, playing chess, reading books, traveling, walking, mountain climbing.		Asking and answering questions about hobbies		
5	What's the weather today?	What is the weather usually like in July? Hot, cold, stormy, rainy,		Challenging questions.	Present Simple questions	
6	Holidays	What are the biggest holidays in your city?	Feedback modeling(revision) Holiday and special events video	Speak about your favorite holiday.	Connective words: and, because, but	
7	Your favorite countries.	What countries would you like to visit?	What countries would you like to see?	Wheel decides.	Forming questions and negatives with the verb be	
8	Revision					
9	Finalize projects					
10	Finalize projects					
11	Final project presentations					

## Project

1. Digital storytelling about group members.

	<b>Project-Based Planning</b>
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Day 1	<p><b>Objective:</b> 1. Students will be able to identify the projects and come up to a final project between their groups.</p> <p>2. use vocabulary that is common when introducing themselves.</p> <ul style="list-style-type: none"> <li>● The teacher introduces the projects in which students will record a job interview/small talks with tourists/documentary about group members, prepare the script, and collaboratively create the plot.</li> <li>● After reviewing the projects and getting acquainted with their group mates, students in groups choose a project they want to work on.</li> <li>● The teacher uses PowerPoint to display the target vocabulary and grammar forms and model how to start a conversation and introduce yourself.</li> </ul>
Day 2	<p><b>Objective:</b> 1. Students will be able to use vocabulary that is common when speaking with themselves and introducing their hometown.</p> <p>2. Students/groups will be able to give and receive constructive feedback from each other.</p> <ul style="list-style-type: none"> <li>● The teacher uses PowerPoint and the Internet to display the target vocabulary and grammar forms and model how to interact with tourists.</li> <li>● Introducing the brainstorming and the draft script created last week, students in groups finalize the hand and present the class for feedback.</li> </ul>
Day 3	<p><b>Objective:</b> 1. Students will be able to identify and use the vocabulary and grammar Forms in the project script.</p> <p>2. In groups, students will be able to finalize their first draft scripts.</p> <ul style="list-style-type: none"> <li>● The teacher uses PowerPoint and the Internet to display the target vocabulary and grammar forms(Present Simple).</li> </ul>
Day 4	<p><b>Objective:</b> 1. Students create a Rubric for projects assessment.</p> <p>2. Students will be able to use the vocabulary and grammar forms that are Ordinary when speaking about their hobbies.</p> <ul style="list-style-type: none"> <li>● The teacher explains the importance and usage of Rubrics and Guide students to create a specific Rubric for their projects.</li> <li>● The teacher uses PowerPoint and the Internet to display the target vocabulary and grammar forms and model how to interact with tourists.</li> </ul>
Day 5	<p><b>Objective:</b> 1. Finalize the Rubric for project assessment</p> <p>2. Students will be able to use the vocabulary and grammar forms that are Ordinary when speaking about the weather.</p>

	<ul style="list-style-type: none"> <li>● Students make their changes and suggestions on Rubric</li> <li>● The teacher uses the Internet to display the target vocabulary and grammar forms and model how to interact with tourists.</li> </ul>
Day 6	<p><b>Objective:</b> 1. Students will be able to understand what is feedback and why is it Essential to give feedback.</p> <p>2. Students will be able to use the vocabulary and grammar forms that are Ordinary when speaking about their favorite holidays.</p> <ul style="list-style-type: none"> <li>● The teacher explains the importance of feedback and models two feedback types for students, then discuss complex of it</li> <li>● The teacher uses the Internet to display the target vocabulary and grammar forms and model how to interact with tourists.</li> </ul>
Day 7	<p><b>Objective:</b> 1. Students will be able to give and receive constructive feedback from each Other.</p> <p>2. Students will be able to differentiate reliable sources</p> <p>3. Students will be able to use the vocabulary and grammar forms that are Ordinary when speaking about countries.</p> <ul style="list-style-type: none"> <li>● Groups present their projects and give each other feedback</li> <li>● Students share their experience how they find helpful information and learn about reliable sources</li> <li>● The teacher uses the Internet to display the target vocabulary and grammar forms and model how to interact with tourists.</li> </ul>
Day 8	<p><b>Objective:</b> 1. Students will be able to revise all the materials learned so far</p> <p>2. Students will work in groups.</p>
Day 9	<p><b>Objective:</b> 1. Groups work on their projects</p> <p>2. Groups present their projects to the class and receive feedback</p>
Day 10	<p>Objective: 1. Groups finalize the projects based on the feedback they received in last Last lesson.</p> <p>2. Q&amp;A for groups.</p>
Day 11	Group Presents their projects.

## Appendix C: Lesson Plans

**Lesson plan #1**

Lesson opening (5mins)	<p>-Greet students</p> <p>Introduce students that we will do a project and learn during this course while completing the project.</p> <p>-Tell Ss that they will mainly work in groups.</p>
Introducing PBL projects (15 mins)	<p>-Introduce Ss to the projects and tell them that each group will choose a project they would like to work on. (T uses both English and Armenian while giving details about projects, T uses <u>PowerPoint</u>)</p> <ul style="list-style-type: none"> <li>● A tour around your village.</li> <li>● Small talks with tourists.</li> <li>● DST: introducing the group members.</li> </ul>
Students in groups choose a project. (10)	<p>-Teacher has already divided the class into five groups(each group has three members).</p> <p>-After introducing Ss to all three projects and their groups, T uses Zoom breakout rooms and asks Ss to choose a project they want to work on. Ss have 3-4 minutes to select a provisional project for the course(Ss can change their projects if they do not feel comfortable till the next lesson).</p> <p>-Ss come back to the main room and introduce their projects to the class.</p>
Display the target vocabulary (20 mins)	<p>Brainstorming:</p> <p>How do we start a conversation? What do we say when we first meet a person?</p> <p>Ss answers: Hello!, Hi, Good morning. What is your name? How are you? Nice to meet you...</p> <p>-T elicits all the answers and tells them that they all are correct as when we meet a person, we greet them, ask “how are you?”</p> <p>-T asks 2 Ss, i.e., Anush and Roman, to do a short role-play and model how to start a conversation.</p> <p>-T thanks to the Ssfor volunteering and tells Ss that when introducing yourself, the interviewer/speaker may ask you, “where do you live?” or “What do you do?” so, today, we will learn how to answer these questions.</p> <p>T uses <u>Engoo materials</u> and activities for vocabulary delivery and practice.</p>
Group work	<p>-Ask Ss to think about the beginning of their script and prepare the draft.</p> <p>-Ss work in breakout rooms for 5 mins</p>

activity (10 mins)	-After finishing the activity, groups come back to the main room and introduce their drafts to the class. -Other groups listen carefully and give feedback to each other.
Wrap-up	
Homework	Work on the feedback groups received from their classmates and teacher.

### Lesson plan# 2

Lesson opening (15 mins)	-Greet Ss, - play <u>wheel decides the game</u> with them for vocabulary and grammar revision. -Ss may have some difficulties in answering questions such Are you a teacher? a. Yes, I do. Yes, b. I am, give them time to think and discuss the answers, why a and why b?
Grammar practice (20mins)	<u>To be+ professions</u> <u>The verb to be present tense</u> <u>To be question forms.</u> -These are whole-class exercises, T shares screen Ss tell their answers, T, fill them. Sometimes T may ask why did you choose a? To discuss the solutions with Ss. Today will concentrate mainly on the “To be” verb.
What is constructive feedback? (30 mins)	T models feedback for students: T chooses two students and gives them feedback about their classroom participation, e.g., 1) Anush, you are writing very slowly, which does not let you concentrate on the lesson and actively participate. You should think about this. 2) Vazgen, you are doing good during our classes. I see you are carefully following our classroom rules, you help your friends, but you are not participating as actively as you can. I think this is because you write slowly. I suggest you take a picture of the part you need to register and do it at home or ask

	<p>classmates to borrow their copybooks and write after the lesson. Discuss these two examples with the class. Give them helping/guiding questions and elicit their answers.</p> <ul style="list-style-type: none"> <li>● What is the difference between the two comments T gave the Ss?</li> <li>● Can you feel the difference in the tone T used when speaking with Vazgen and Anush?</li> <li>● What words did T use when speaking with Anush/Vazgen?</li> <li>● How did Anush feel?</li> <li>● How did Vazgen feel?</li> <li>● Which comment did you like? Why?</li> </ul> <p>Tell them that this commenting, which is meant for improvement, is called feedback. Tell them that they will actively give each other's group projects feedback to help their classmates have better projects during the classes.</p>
Group work (10 mins)	Students in their groups finalize their draft scripts in Zoom breakout rooms and introduce them to the class for feedback.
Feedback time (10 mins)	Groups come back to the main room, introduce their draft scripts. Other groups listen carefully, take notes and give constructive feedback to their classmates.

### Lesson Plan #3

Lesson Opening (5 mins)	<p>-Greet students, ask how did they spend the weekend? -Ask one of the students to remind us what we did in our last lesson?</p>
Grammar practice (30 mins)	<p><a href="#">Simple Present</a> <a href="#">Simple Present</a> <a href="#">Simple Present</a></p> <p>-These are whole-class exercises, T shares screen Ss tell their answers, T, fill them. Sometimes T may ask why did you choose a?</p>

	To discuss the solutions with Ss. Today will concentrate mainly on the “Present Simple” tense.
What is constructive feedback? ( 10 mins)	Some Ss were absent for the last lesson and did miss the feedback explanation part. T asks one of the students present for the last lesson to explain feedback and the importance of giving and receiving feedback.
Video watching (ESL travel Conversation) (10 mins)	T plays a video about <a href="#">ESL Travel Conversation</a> . -This activity may seem complicated for the Ss. Simplify the exercise by doing pre-watching activities: discuss all the unknown words and statements with Ss. Ask Ss to concentrate on these two questions: -How did the speakers start the conversation? -What was the discussion about? And to write the unknown words.
Group Work (10 mins)	In groups, Ss write the continuation of the scripts.

#### Lesson Plan #4

Lesson opening (5 mins)	T greets students and asks about projects while waiting for the rest of the class to come.
Rubric creation (30 mins)	T explains Ss what rubrics are and when and why they are used for. Show them a sample of a <a href="#">rubric</a> . Discuss it with the class. Start creating the rubric: -Ss make suggestions about Rubric by answering the questions: How will the speaking be graded? Why is it important? How will the speech be graded?
Vocabulary Teaching and practice(30 mins)	Ask one of the students how is the weather today? After the answer, thanks to the students and

	<p>tell the class you will</p> <p>Learn how to speak about the weather using <a href="#">Engoo material</a> and activities.</p>
Working in groups (20 mins)	In groups, Ss work on their projects. T spends 5-7 mins in each group, gives feedback, and guides them if needed.

### Lesson plan #5

Lesson opening (15 mins)	<ul style="list-style-type: none"> <li>-Greet Ss</li> <li>-Speak about their projects' progress</li> </ul> <p>Activity: Students challenge each other to ask and answer questions using the vocabulary and the grammar forms learned.</p>
Rubric finalization (10 mins)	-Ss make their comments on the Rubric created in the last lesson and make changes
Vocabulary/Grammar teaching-practice (30 mins)	<ul style="list-style-type: none"> <li>-As we learned about weather in the last lesson, tell Ss that today will specifically talk about the weather in July</li> <li>-use <a href="#">Engoo materials</a> and activities</li> </ul> <p>For grammar practice, <a href="#">Present simple tense</a> using the activities in the link.</p>
Group work(30 mins)	<ul style="list-style-type: none"> <li>-Ss in their groups work on the projects,</li> <li>-T joins the group from time to time and guides them.</li> </ul>

### Lesson Plan #6

Lesson opening (10 mins)	<ul style="list-style-type: none"> <li>-Greet Ss</li> <li>-Ask them questions about whether, e.g., What is the weather usually like in Debed June?</li> <li>- What is your favorite weather?</li> <li>-Guide them to ask each other questions.</li> </ul>
Feedback discussion (15 mins)	Ss seem not to understand what feedback is.

	<p>Bring more examples of feedback and model feedback for them</p> <p>-discuss the importance of giving constructive feedback.</p>
Vocabulary/Grammar teaching-practice (30 mins)	<p>-Ask Ss about their favorite holidays?</p> <p>-watch the <a href="#">video</a> about holidays and special events and ask them to think about:</p> <ul style="list-style-type: none"> <li>● What new holidays do they learn from the video?</li> <li>● Find two and more holidays that you have in your country.</li> </ul> <p>-After watching the video discuss Ss answers. Use <a href="#">Engoo materials</a> and activities for teaching new material, <a href="#">Grammar activities</a></p>
Group work(30 mins)	<p>-Ss in their groups work on the projects,</p> <p>-T joins the group from time to time and guides them.</p>

### Lesson Plan #7

Lesson opening (10 mins)	<p>-Greet Ss</p> <p>-Ask them to speak about their favorite holidays,</p> <p>-Guide them to create a conversation based on the vocabulary.</p>
Feedback, Research, reliable sources(40 mins)	<p>Once again, discuss feedback and let students speak about the importance of giving feedback; they need to talk more about feedback and give each other feedback not to feel shy or uncomfortable when giving or receiving.</p> <p>-Watch a video  <a href="https://www.youtube.com/watch?v=q1k8rcYUmbQ">https://www.youtube.com/watch?v=q1k8rcYUmbQ</a></p> <p>The video may be complex for students to understand, pause sometimes, and discuss in Armenian, make sure they know everything, and go on.</p> <p>-Discuss how students find information from the internet, bring examples.</p>



Vocabulary. Grammar (20 mins)	- <a href="#">What countries would you like to visit?</a> Do the activities, concentrate on the last activity so the students may have an opportunity to speak more
Group works (20 mins)	-Ss in their groups work on the projects, -T joins the group from time to time and guides them.

<b>Lesson Plan #8 Revision</b>	<b>Lesson Plan #9,10 Finalize Projects</b>	<b>Lesson Plan #11 Projects Presentation</b>
<ul style="list-style-type: none"> <li>• Revise the units learned so far using the <a href="#">activities and materials</a>.</li> <li>• Highlight and spend more time on the activities where students need to ask and answer questions. Make sure students form right and meaningful questions.</li> <li>• For the last 20 mins group work in their groups.</li> </ul>	<p>Students find it challenging to get in their groups after the lesson, so these two lesson groups will mainly concentrate on their projects.</p> <p>The teacher joins the groups from time to time and has discussions about their script, time management, and group members' roles.</p>	<p>-Groups present their projects -Give each other feedback There will be guests; they also give feedback.</p> <p>-Divide the class into three groups. There will be an English speaker with whom students will speak and use all their knowledge learned during this course in each group.</p> <p>- Thank groups for their participation, and guests for coming and finis</p>