AN INVESTIGATION INTO EFL TEACHERS' PERCEPTIONS OF PROJECT-BASED LEARNING IN ENGLISH-SPEAKING CLASSES

NGHIÊN CỨU NHẬN THỨC CỦA GIÁO VIÊN VỀ PHƯƠNG PHÁP HỌC THEO DỰ ÁN Ở CÁC LỚP KỸ NĂNG NÓI TIẾNG ANH

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Abstract - While Project-based Learning (PBL) has gained increasing traction in educational institutions globally, limited research has explored how teachers perceive its effectiveness in enhancing English-speaking skills, particularly among grade 9 students. This study investigates teachers' perceptions of implementing PBL to improve the English-speaking proficiency of grade 9 learners at Duc Tri Lower Secondary School, Vietnam. Adopting a qualitative research design, the study examines how PBL influences instructional practices, student engagement, and oral language development. Data were collected through teacher questionnaires, semi-structured interviews, and classroom observations. The findings reveal both the perceived benefits of PBL and the challenges teachers face in its implementation. The study also proposes practical strategies to overcome these obstacles and optimize the integration of PBL in English language instruction.

Key words - Project-Based Learning (PBL); student-oriented method; perceptions; English-speaking skills

Tóm tắt - Trong những năm gần đây, học tập theo dự án (PBL) ngày càng được quan tâm, nhưng ít nghiên cứu giúp hiểu rõ cách giáo viên nhận thức về PBL trong việc cải thiện kỹ năng nói tiếng Anh của học sinh, đặc biệt là học sinh lớp 9. Mục đích của nghiên cứu này là tìm hiểu nhận thức của giáo viên về việc sử dụng PBL trong việc cải thiện kỹ năng nói tiếng Anh của học sinh lớp 9 tại Trường trung học cơ sở Đức Trí, Việt Nam. Thông qua phương pháp định tính, nghiên cứu này phân tích tác động của PBL đến các hoạt động giảng dạy, sự tham gia học tập của học sinh và sự phát triển kỹ năng nói. Dữ liệu được thu thập thông qua các bảng câu hỏi, phỏng vấn và quan sát lớp học có sự tham gia của giáo viên tại trường. Ngoài ra, kết quả nghiên cứu đã xác định được một số trở ngại và hạn chế ảnh hưởng đến việc áp dụng PBL, đồng thời đề xuất các giải pháp tối ưu hóa việc sử dụng PBL trong lĩnh vực giảng dạy tiếng Anh.

Từ khóa - Học tập theo dự án (PBL); phương pháp lấy học sinh làm trung tâm; nhận thức; kỹ năng nói tiếng Anh

1. Introduction

In the language teaching context, PBL has attracted great attention from the professional research community regarding its effectiveness in learning and teaching English to foreign language learners (EFL). The role of PBL is indispensable in enhancing learners' skills, especially speaking skills, as shown in studies evaluating the effectiveness of PBL for English-speaking skill development. Maulany's study on PBL highlighted positive results in developing primary students' English-speaking skills in five aspects: comprehension, vocabulary, grammar, fluency, and pronunciation [1]. The author of this two-cycle action research concludes that five aspects of speaking improved, but comprehension and vocabulary were enhanced most significantly via nine speaking activities, with each activity influencing each sector of speaking skills. For example, drilling enables students to develop comprehension, grammar, and pronunciation, whereas storytelling helps improve student's comprehension, vocabulary, grammar, and pronunciation aspects.

Another study done by Nguyen et al. reveals the significance of PBL in advancing speaking skills in various sub-skills including lexical resources, grammatical structures, pronunciation, rhythm, and intonation in a virtual learning environment [2]. This study is quite similar to Angelina's research [3], when the author asserts that PBL implementation shows the improvement of students' speaking skills in grammar, vocabulary, comprehension, fluency, and pronunciation. The author reports that the descriptive data gained from the questionnaire and interview show that thanks to PBL, students are forced to practice speaking skills since they have topics and specific topics for discussion, which improve high school students' confidence, communication, and motivation in speaking English.

At the junior high school level, Dewi used a quasi-experimental design to evaluate the effect of PBL on 8th-grade students' speaking abilities, noting a rise in post-test scores from 36.25 to 70.12 [4]. Although the results strongly support the instructional benefits of PBL, the research did not examine teachers' roles in scaffolding student projects or adapting PBL for different language proficiency levels. Jariah et al. conducted a qualitative study at SMAN 5 Takalar to analyze how teachers implement PBL [5]. They discovered that although most teachers followed the PBL processes, some skipped important steps such as project assessment and evaluation. In addition to highlighting insufficient implementation, the study did not thoroughly examine teachers' perspectives, experiences, or the contextual elements affecting PBL implementation.

Habok and Nagy, investigated teachers' perceptions of PBL in enhancing English language skills and 21st-century competencies [6]. Their research shed light on how teachers view their roles, the perceived success of PBL, and the ways it is evaluated in classroom settings. The study examined factors that influence their willingness and ability to implement PBL in language classrooms. This study emphasized challenges such as lack of training, time constraints, and curriculum pressures, which often hinder effective implementation. However, the analysis of how teachers' perceptions translate into actual classroom practices, particularly in diverse educational contexts is still limited in scope and context.

Overall, these studies point to a strong body of research demonstrating PBL's beneficial effects on students' speaking abilities. Nonetheless, there is still a persistent void in the literature about the attitudes, methods, and difficulties faced by EFL teachers when creating and implementing PBL in speaking-focused classes, especially in secondary education. Given that effective PBL implementation depends on teacher agency, comprehension, and classroom behaviors in addition to curriculum design, this gap is particularly pertinent. This study aims to investigate teachers' perceptions of using PBL in English-speaking classes at Duc Tri Lower Secondary School, Viet Nam, to further explore PBL's potential and challenges in secondary education. The paper answers the research question: How do teachers perceive PBL in their English-speaking classes?

2. Theoretical Foundation

2.1. PBL and Speaking Skill Development

PBL is a motivational and innovative teaching model that focuses on applying knowledge to real-life and meaningful projects. In this setting, ESL teachers value and understand the use of PBL in improving students' English-speaking skills [7]. In other words, PBL is an interactive teaching method that puts students at the centre of the learning process. PBL encourages autonomy, builds knowledge through practice, and promotes goals, collaboration, communication, and reflection in real-world contexts. Students participate in real-life situations, ask questions, research, and find solutions under the guidance of teachers [8].

Dewi stipulates that the deployment of PBL in teaching speaking undergoes several steps [9]. In the first step, speculation involves instructors giving students the right to choose project topics based on the curriculum and discussing with students to determine appropriate ones. The next stage of designing the project activities refers to establishing the structure of the project activities such as group formation, role assignment, and methodology decisions. Finally, after gathering data, exchanging ideas with peers, and consulting with teachers about some problems that arise from the process, students then present their final artefacts in various ways to receive feedback and assessment from classmates and teachers.

Despite these findings, research on middle school students, particularly ninth graders, remains limited. This study aims to address this gap by examining teachers' perceptions of PBL in speaking classes and its impact on ninth-grade students' speaking skill development. By doing so, the study contributes to a deeper understanding of the benefits and challenges of PBL in EFL education.

2.2. The Conceptual Framework of Perceptions in Learning and Teaching

Gencoglu et al. investigate meticulously students' perceptions, thereby evaluating teachers teaching quality in secondary and higher education [10]. As can be delineated from the paradigm, it is hypothesized that value orientation might play a critical role in every layer of society, encompassing social interactions manifested as value congruence and social desirability. Likewise, teachers' and students' value orientations could be in interaction with cultural value orientations, generating value congruence. Also, cultural value orientations may be congruent with two sectors of social desirability, namely, impression management and self-deceptive positivity. The authors then highlight that the research on the variability of students' perceptions is crucial in enhancing the development of teaching quality and, ultimately, education quality. The conceptual framework proposed is essential to serve as the theoretical rationale guiding future empirical research for examining the antecedents of student perception variability of teaching quality.

3. Research Methodology

3.1. Research Design

In order to discover the perceptions of ESL teachers in using PBL to improve English-speaking skills, this study adopts a primarily qualitative approach, complemented by quantitative data to support the quantification of themes and patterns emerging from teacher responses.

3.2. Data Collection

Participants in this study were 12 EFL teachers who are currently teaching at Duc Tri Lower Secondary School in Da Nang City. The selected teachers represented a range of experiences and backgrounds in teaching English to secondary school students. This varied choice of participants ensures a comprehensive cognitive understanding of the use of PBL to improve English speaking skills in secondary education, especially in teaching grade 9 students. Teachers were coded from T1 to T12.

To collect data, the author used a combination of means questionnaires, interviews and classroom observations to have a multi-dimensional view of teachers' perceptions of applying the PBL method in developing students' English-speaking skills. Using a questionnaire enables the author to collect quantitative data from teachers. A Likert scale will be integrated into the question to measure their level of agreement or disagreement towards PBL. A total of five teachers participated in the interview phase of the study, in which they presented their views, and opinions on the effectiveness and challenges of applying PBL in developing students' speaking skills. These participants were selected through purposive sampling, as they comprised the full group of Grade 9 English teachers at

Duc Tri Lower Secondary School with direct experience implementing PBL. Given the qualitative nature of the study, the emphasis was placed on depth of insight rather than breadth of coverage. Classroom observations over 4 weeks helped the author gain a practical insight into what happened in PBL speaking classes.

3.3. Data Analysis

The data collected from the questionnaire, interviews, and class observations were analysed in both quantitative and qualitative terms. Teachers' perceptions cover their understanding of PBL, its role in students' English speaking skill development, their teaching practice via PBL, their challenges, and their suggestions for better improvement. The data were processed in Excel and presented in tables and charts.

Observational data were specifically recorded, and the important aspects of the classroom (language interaction, communication skills, group cooperation, ability to solve problems, teacher-student interaction, practicality, and application of knowledge) were noted. Further related themes were also identified by interviewing the 5 selected English teachers to delve into their PBL teaching.

The reliability is maintained by the triangulation by using three different tools - questionnaires, interviews, and classroom observations - designed based on a solid conceptual framework, ensuring consistency across data sources. Validity was enhanced through the use of multiple instruments, allowing for data richness and minimizing potential bias through methodological triangulation, in line with Cohen et al. [11].

4. Finding and Discussion

4.1. Understanding PBL in English-Speaking Classes

The results from a question in the teachers' questionnaire: "*From your perspective, what is project-based learning applied in English-speaking classes?*" showed that teachers could perceive the meaning of PBL in English-speaking classes. Eleven teachers considered PBL to be a student-oriented approach while nine teachers said that PBL supported students in developing collaboration skills to create efficient learning. Also, all teachers (from T1 to T12) were convinced that *"PBL is an innovative method, facilitating students to acquire knowledge and different skills, including speaking skills, teamwork, and critical thinking skills"*. Nearly half of teachers (T1, T2, T3, T4, and T6) agreed that *"PBL is an authentic product of Ss through the process of knowledge acquisition"*. Eight teachers defined PBL as a method to *"help students in practical implications as well as real-world issues"* (8 teachers from the questionnaires, T1 to T8), which doubled the number of teachers who claimed *"PBL in a didactic approach in which teachers are facilitators who instruct Ss to create a learning project on their own"*. The survey findings reveal a strong, shared understanding among teachers of project-based learning (PBL) as a student-centred and skill-enhancing method in English-speaking classes. Teachers emphasized the development of collaboration, critical thinking, and real-world applications. These studies also presented a shift in

language pedagogy towards active, project-driven approaches.

4.2. The Role of PBL in Improving Aspects of English-Speaking Skills

The figure illustrates the various aspects of English-speaking skills that the participants perceived to have improved through PBL. Pronunciation accounts for about 11% of the perceived improvements, highlighting its significance in the development of more accurate speech. Vocabulary development is slightly higher at approximately 12 %, indicating participants felt PBL notably enriched their lexical resources for effective communication. Fluency, representing about 10 %, reflects the participants' increased ability to speak smoothly and confidently. Grammar, at around 6%, appears to have experienced the least improvement, suggesting it may not have been a central focus of PBL activities. Comprehension, aligning with pronunciation at about 12%, emphasizes enhanced listening and understanding abilities.
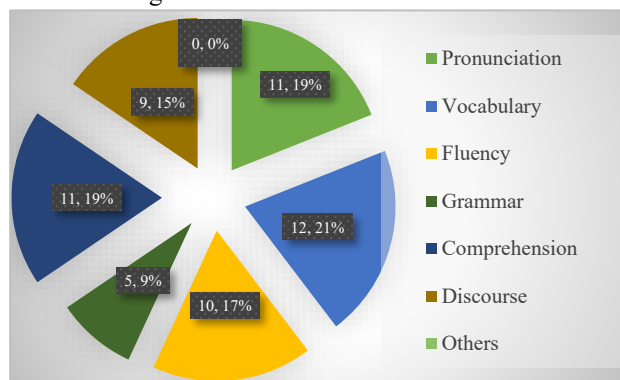

Figure 1. *Aspects of English-Speaking Skills Perceived to be Enhanced by PBL*

Data from the observation form revealed the students' perceived improvement in various aspects of speaking skills after PBL exposure. Overall, the students' performance could meet the objectives of the units that were observed in five sub-skill areas, including pronunciation, lexical resources, fluency, grammar, and comprehension. Nevertheless, lexical resources were likely to be the aspect that had the largest improvement because the author realized the students were capable of using words related to topics. To be more accurate, in unit 3, the students could use lexical items related to "teens stress and pressure" and some social support clubs for teens. They could easily introduce the main features of their club, including name, time, venue, targets, benefits, and activities. However, they misunderstood the use of the adjectives "stressed" and "stressful". In unit 5, the students could use lexical items related to dishes and ways of preparing and cooking food, like chop, slice, mix, marinate, and peel. Having said that, the author believed that the students still forgot to use some adjectives to describe the food, such as "delicious", "tasty", or "yummy".

Regarding unit 1 taught by T1, it was reported that almost all Ss could pronounce words of social clubs correctly despite some mistakes in the ending sound /t/ in

the word "stress**ed**" and pronounced wrongly /s/ instead of /ʃ/ of the word "pre**ss**ure". In unit 2, the same enhancement could be seen in the pronunciation of cooking words, but the students were still confused by the pronunciation of "recipe" versus "receipt" or "dessert" versus "dessert". By contrast, albeit with some improvements, the author assumed that fluency, comprehension, and grammar progress were quite limited due to the lack of time for project presentation. Each student just had a modest time to show their project outcomes, leading to restrictions in the development of these areas.

The findings indicate that PBL plays a crucial role in enhancing students' speaking abilities by focusing on different aspects of the speaking skill including pronunciation, lexical resources, fluency, grammar, and comprehension. By engaging students in collaborative, real-life projects, PBL creates communicative situations that require spontaneous language use, thus promoting fluency and vocabulary development. Pronunciation and grammatical accuracy are naturally reinforced as students prepare for presentations, discussions, or performances that are central to PBL tasks. Moreover, comprehension improves through peer interaction and exposure to varied language inputs during group work. This holistic improvement reflects what previous research has emphasized - namely, that PBL applies knowledge to real-life and meaningful projects.

Other benefits of PBL were statistically demonstrated meticulously in Table 1 in which almost 100% of teachers perceived the advantages of PBL by claiming "*Strongly Agree*" (1) and "*Agree*" (2). The strongest consensus was found in the belief that PBL enhances "*leadership skills*", with 100% of the teachers (12 teachers) strongly agreeing. Additionally, 83.3% of the teachers (10 teachers) agreed that PBL "*fosters interaction between teachers and students*". 33.3% strongly agreed that "*PBL creates a great opportunity to access up-to-date technology*". Notably, 41.7% of the teachers (8 teachers) agreed that PBL "*improves critical thinking*", and 41.7% strongly agreed that PBL "*enhances creativity*".

The responses of teachers in interviews showed that four out of five teachers reported that PBL is pivotal in familiarizing Ss with "*real-work purposes*" in which practical English is utilized. Meanwhile, four teachers agreed that "*collaboration and communication skills*" were improved greatly by the PBL approach. Increasing "*confidence*" and "*the increase of speaking opportunities*" were the next benefits, with 2 teachers reporting each.

Overall, the teachers perceived PBL as a powerful approach for enhancing not only students' speaking skills but also their leadership, creativity, and real-world communication abilities. The method fosters active participation, stronger teacher-student relationships, and personal growth, making it a highly effective strategy in English-speaking classrooms. These findings highlight the need to promote and support PBL implementation as a core component of language education that promotes the well-rounded development of the students.

Table 1. *Benefits of PBL when Implemented in English-speaking Classes*

	STATEMENTS	1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly
1	Students can develop communication skills since they have more chances to discuss and work with classmates.	4	8	0	0	0
		33%	67%	0%	0%	0%
2	Students can enhance self-study skills since PBL requires them to fulfil different kinds of tasks to achieve outcomes.	5	7	0	0	0
		42%	57%	0%	0%	0%
3	Students' leadership skills are developed through PBL activities.	12	0	0	0	0
		100%	0%	0%	0%	0%
4	Problem-solving skills is one of the main skills that students can learn thanks to PBL activities.	2	9	1	0	0
		16.7%	75%	8.3%	0%	0%
5	Students have a chance to improve critical thinking skills.	4	8	0	0	0
		33.3%	66.7%	0%	0%	0%
6	When engaging in PBL activities, students can develop their creativity.	7	5	0	0	0
		58%	42%	0%	0%	0%
7	Students to know technology which supports students' speaking skills.	5	6	1	0	0
		41.7%	50%	8.3%	0%	0%
8	PBL stimulates the process of learning with real-life situations, allowing students to apply English in authentic settings.	5	6	1	0	0
		41.7%	50%	8.3%	0%	0%
9	PBL helps promote interaction between teachers and my students	2	10	0	0	0
		16.7%	83.3%	0%	7%	0%
10	It is a great opportunity to access up-to-date technology while I prepare PBL activities.	4	8	0	0	0
		33.3%	66.7%	0%	0%	0%

4.3. Teachers' Perceptions of the Enthusiasm of Students of PBL Activities in English-Speaking Classes

Half of teachers agreed that they often felt engaged, whereas the figure for students' enthusiasm declined by half to 25% when they clicked on the "*always*" and

"*occasionally*" options. No one said that they were not delighted when PBL was applied.

Data from teachers' interviews revealed positive feelings of students when experiencing a PBL class. When being asked if their *students felt enthusiastic about the PBL lessons in English-speaking classes,* teachers asserted that their students were enthusiastic about PBL activities. Data from teachers' interviews revealed positive feelings of Ss when experiencing a PBL class. When asked, "*Do you think your students feel enthusiastic about the PBL lessons in English-speaking classes? Why? Why not?*" teachers asserted that their students were enthusiastic about PBL activities.

"I think students generally tend to be enthusiastic about the PBL lessons in English-speaking classes because PBL projects often connect to real-world issues, making learning more interesting and meaningful. Moreover, PBL allows students to express their creativity, problem-solving skills, and language skills" (T4).

This enthusiasm was often linked to the sense of creativity that PBL allows, as students worked collaboratively toward tangible outcomes. This underscores PBL's ability to foster an encouraging language learning environment.

4.4. Teachers' Perception of the PBL Stages

Step 2 – Planning was shown to be the most appropriate section in which students have opportunities to talk, with 6 teachers consenting to the questionnaire forms. Four teachers chose step 3 – Scheduling and step 4 – Monitoring, while no one advocated that step 5 would be suitable for students to express their ideas.

The results from the interviews demonstrated that students have a chance to speak most at step 1– Essential question, step 2 – Planning, step 3 – Schedule, and step 4 – Monitoring. T2 and T3 expressed quite similar opinions. *During the introduction*, "*students were asked to brainstorm ideas, share their prior knowledge, and discuss their expectations for the project. This provided an opportunity for them to practice their speaking skills in a relatively informal setting*". (T2). *During the planning phase*, T3 claims that "[a]*s students develop their project plans, they will need to communicate their ideas to each other, discuss their roles and responsibilities, and negotiate how they will work together. This can involve a lot of talking and collaboration".* Meanwhile, T4 and T5 agreed that step 3 – Schedule and step 4 – Monitoring were the golden opportunities for students to perform speaking skills. Last but not least, T5 was convinced that Ss could have a chance to speak throughout PBL lessons "*because tasks are integrated to require students to speak".*

Structured projects were less commonly used, likely due to time constraints, curriculum demands, and limited teacher training in PBL design. As a result, teachers favored short-term or semi-structured projects that are easier to manage. However, this may reduce opportunities for deep learning and sustained language use, suggesting a need for more support and training to implement fully structured PBL effectively.

Organizing outcomes of PBL is a crucial step in PBL implementation. The oral presentation had a dominant position when twelve teachers opted for this activity; using posters ranked second place, with ten teachers choosing this type of outcome. Seven teachers chose role-play and videos. Theatrical performance, multimedia presentations, written reports, and bulletin board displays were the least favorable activities, with no one ticking on them.

The data from observation demonstrates that *oral presentations and posters* were used in the two observed classes, which was compatible with the results from the questionnaires. To be more specific, in unit 3 (Teens Stress and Pressure), the outcome of this period *was oral presentations* combined with simple *posters*; meanwhile, in unit 5 (Recipes and Eating Habits), groups determined to design *posters* as their final products in PBL speaking classes.

The findings underscore the strong teacher emphasis on speaking-focused, low-tech presentation formats that are accessible, communicative, and feasible within typical school constraints. While these formats are effective and practical, the limited use of other speaking-rich tasks - such as role-plays, videos, or multimedia presentations - suggests an opportunity for more variety in task design. Expanding the range of final products could cater to different learner styles, increase engagement, and more fully exploit PBL's potential to enhance communicative competence.

4.5. Challenges in Implementing PBL in English-Speaking Classes

The most notable concern was that 75% of teachers (9 teachers) agreed that "*it is hard to ensure all students participate activel*y". Another challenge was the "*time-consuming nature of PBL*", with 75% (9 teachers) agreeing that some projects last too long. "*Classroom management issues, such as noise*", were also noted by 58.3% (7 teachers). Additionally, 50% of teachers (6 teachers) felt that some "*PBL steps, like evaluation, are too advanced for students".*

Data from teachers' interviews show that *"Time management"* and "*assessment steps*" were considered to be the biggest challenges when teachers implemented PBL lessons.

"PBL lessons can be time-consuming, so it requires teachers to allocate time carefully for students to complete their projects" (T1).

"It can be challenging to assess Ss' learning in PBL lessons because there is not enough time to implement all steps. Hence, teachers need to develop clear assessment criteria that measure students' progress on the project" (T3).

The data reveal that teachers face several key challenges with PBL. Most notably, time management and assessment are the most difficult aspects of PBL, highlighting the need for clear criteria and careful planning to make PBL more feasible in practice.

4.6. Strategies for Designing Effective PBL Lessons to Improve Speaking Skills

The most widely supported solution, with five votes, was the implementation of a problem or question that

efficiently stimulated students' interest and engagement, whereas "students' speaking skills should be prioritized, with particular emphasis on pronunciation, vocabulary acquisition, and grammatical accuracy as key components" (4 teachers). The same number of teachers (4 teachers) agreed on the idea that equitable distribution of members' roles within groups is essential since it ensures the efficient functioning of the PBL approach in speaking classes and that the design of speaking classes utilizing PBL should integrate practical experiences that stimulate students' curiosity and engagement. The teachers (from T1 to T4) recommended that these remedies would be efficient in enhancing the quality of PBL lessons in English-speaking classes. Three teachers including T1, T3, and T5 assumed that "Teachers' instructional practices play a critical role in the successful implementation of PBL, guiding students to fulfill PBL activities in each step". Finally, three recommendations related to PBL activities and outcomes, assessment among group members, and additional training programs for teachers were agreed upon by 3 teachers for each option (T1, T2, and T4).

The teachers proposed a variety of strategies to strengthen the design of PBL lessons aimed at enhancing speaking skills. To optimize student engagement and oral skill development, educators should craft compelling, inquiry-driven tasks and ensure balanced group collaboration. Teacher guidance must be present throughout each phase of the PBL process, with clear assessment rubrics and ongoing support.

5. Conclusion

This study explored teachers' perceptions of using PBL to improve English-speaking skills for grade 9 students, at Duc Tri Lower Secondary School. Based on questionnaires, interviews and classroom observations, the study found that teachers had a quite favourable attitude towards PBL in enhancing students' speaking skills. The teachers perceived PBL as an innovative, student-centred approach that enhances English-speaking skills by improving vocabulary, pronunciation, and comprehension. They recognized PBL's role in fostering critical thinking, teamwork, and problem-solving skills. teachers implemented PBL weekly, emphasizing collaborative learning and engaging topics, though challenges such as time constraints led to modifications in PBL steps. Overall, teachers valued PBL for its effectiveness but faced difficulties in fully applying its structured framework.

Some implications can be made in implementing PBL in teaching and learning English-speaking skills. Firstly, it is essential to map particular outcome activities with typical skills to detect the impacts of activities on English skills. For instance, in a PBL task such as designing a travel guide, students collaboratively prepare and present destination content, which targets speaking sub-skills such as fluency, pronunciation, and interactive communication. By mapping such activities to specific language objectives, teachers can more systematically assess the impact of each task on students' oral language development.

To ensure all students participate actively in PBL is challenging, teachers can clear roles and responsibilities within groups and reinforce them throughout the project, not just at the start. Furthermore, teachers can design real-world, student-relevant project themes (e.g., environmental issues, local community needs), and use multimedia resources to spark curiosity.

To address the issue of time management, teachers can break the project into smaller, manageable phases with clear deadlines for each stage. Teachers can use concise, well-defined rubrics aligned with learning objectives, incorporate peer and self-assessment to share the evaluative workload, and set time limits for giving feedback to ensure it remains timely and manageable within the lesson framework. The study emphasizes the need for increased support and targeted teacher training to ensure the effective implementation of fully structured PBL lessons, particularly in enhancing speaking skills.

This study was limited by its small sample size and context-specific focus, suggesting that future research should explore the implementation of PBL in diverse educational settings and examine its long-term effects on students' speaking proficiency through larger-scale, longitudinal studies.

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