APPENDICES

Appendix 1. Observation Sheet of The Implement of Project-Based Learning

I. BLUEPRINT OF OBSERVATION SHEET

The observation sheet was used to collect information or data related to how the Project-Based learning was implemented. The blueprint of the observation sheet can be seen as follows.

Table 3.1 Blueprint for Observation Sheet

Classroom Observation Sheet for Kinds of PBL Implemented
in Teaching English at Bali Kiddy School

No	Classification based on Henry, as cited from Khoiriyah and Setyaningrum (2015), Novotna et al. (2016), and Kalabzova (2015)	Kinds of Projects based on the classification	Yes	No	Description
1	Based on the way to organise the project	Structured Project			
		Semi-structured project			
		Unstructured Project			
2	Based on the amount of time in doing the project	Mini projects			
		Short-term projects			
		Medium-term projects			
		Long-term projects			
3	Based on the learners' involvement	Individual projects			
		Group projects			
		Whole-class projects			
		Whole-school projects			
		Extensive projects			

Table 3.2 Blueprint for Observation Sheet

Classroom Observation Sheet for the Procedures in Implementing PBL for Teaching English at Bali Kiddy School

No	Procedures based on Papandreou (1994), The George Lucas Educational Foundation (2005) and Bell (2010)	Description (Activities)	Notes
1	Preparation	The teacher introduces the topic to the students and asks them to discuss or ask questions	
		The teacher starts the teaching and learning process by giving students essential questions	
		Additional activities (if any) - -	
2	Design a plan for the project	The teacher gives students chance to participate by sharing their ideas on the projects	
		The teacher informs the rules of the project development (The project might be in the form of a presentation, a performance, a product, a publication, etc.)	
		The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project	
		Additional activities (if any) - -	
3	Create a schedule	The teacher and students discuss about the time allocation of working on the project	
		The teacher and students make an agreement or about the deadline of the project development in which the students must submit their end product	
		Additional activities (if any) -	
4	Conducting the project	The teacher facilitates the learning process to guide the students during the project development	

		The teacher help students when they find difficulties, and to ensure that the student is involved in the project	
		Additional activities (if any) -	
5	Assess the outcome	The teacher conducts assessment to measure the students' achievement	
		The teacher also provides students with feedback at this phase	
		Additional activities (if any) -	
6	Evaluation	The teacher and students reflect on the project they have done	
		The teacher needs to make sure that the students are able to find answers of essential question	
		The teacher and students share their experience of conducting the project and discuss the projects (what needs change and improvement for the following project, as well as share ideas on the new projects).	
		Additional activities (if any)	

Table 3.3 Blueprint for Observation Sheet

Classroom Observation Sheet for the Teacher's Difficulties in Implementing PBL
for Teaching English at Bali Kiddy School

No	Difficulties based on Cintang et al. (2007) and MacMath et al. (2017)	Description (Difficulties)	Notes
1	Preparation	Difficulties in planning	
		Difficulties in mastering projects	
		Other difficulties (if any) - -	
2	Project Activities	Difficulties in time management	
		Technical difficulties	
		Difficulties which because the inequality of students' capabilities needed for the project	
		Classroom interactions	
		Difficulties in facilitating students' inquiry	
		Difficulties in technology	
		Other difficulties (if any) - -	
3	Assessment	Difficulties in assessing the students' projects	
		Difficulties in providing constructive feedback to students and/or engaging them in self-assessment.	
		Other difficulties (if any) - -	

Appendix 2. Expert Judgement Sheet for Observation Sheet

EXPERT JUDGEMENT SHEET

Instrument : Observation Sheet

Judge   : Prof. Dr. Ni Nyoman Padmadewi, M.A.

Indicators		Decisions		Suggestion
		Relevant	Irrelevant	
Kinds of PBL				
Based on the way to organise the project	Structured Project	√		
	Semi-structured project	√		
	Unstructured Project	√		
Based on the amount of time in doing the project	Mini projects	√		
	Short-term projects	√		
	Medium-term projects	√		
	Long-term projects	√		
Based on the learners' involvement	Individual projects	√		
	Group projects	√		
	Whole-class projects	√		
	Whole-school projects	√		
	Extensive projects	√		
Procedure in implementing PBL				
Preparation	The teacher introduces the topic to the students and asks them to discuss or ask questions	√		
	The teacher starts the teaching and	√		

	learning process by giving students essential questions			
	Additional activities (if any) - -	√		
Design a plan for the project	The teacher gives students chance to participate by sharing their ideas on the projects	√		
	The teacher informs the rules of the project development (The project might be in the form of a presentation, a performance, a product, a publication, etc.)	√		
	The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project	√		
	Additional activities (if any) - -	√		
Create a schedule	The teacher and students discuss about the time allocation of working on the project	√		
	The teacher and students make an agreement or	√		

	about the deadline of the project development in which the students must submit their end product			
	Additional activities (if any) - -	√		
Conducting the project	The teacher facilitate the learning process to guide the students during the project development	√		
	The teacher help students when they find difficulties, and to ensure that the student is involved in the project	√		
	Additional activities (if any) - -	√		
Assess the outcome	The teacher conducts assessment to measure the students' achievement	√		
	The teacher also provides students with feedback at this phase	√		
	Additional activities (if any) - -	√		
Evaluation	The teacher and students reflect on	√		

	the project they have done			
	The teacher needs to make sure that the students are able to find answers of essential question	√		
	The teacher and students share their experience of conducting the project and discuss the projects (what needs change and improvement for the following project, as well as share ideas on the new projects).	√		
	Additional activities (if any)	√		
Difficulties in implementing PBL				
Preparation	Difficulties in planning	√		
	Difficulties in mastering projects	√		
	Other difficulties (if any) - -	√		
Project Activities	Difficulties in time management	√		
	Technical difficulties	√		
	Difficulties which because the inequality of students' capabilities needed for the project	√		
	Classroom interactions	√		

	Difficulties in facilitating students' inquiry	√		
	Difficulties in technology	√		
	Other difficulties (if any) - -	√		
Assessment	Difficulties in assessing the students' projects	√		
	Difficulties in providing constructive feedback to students and/or engaging them in self-assessment.	√		
	Other difficulties (if any) - -	√		

Singaraja, 3rd March 2025
Judge,

Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP 196202021988032001

EXPERT JUDGEMENT SHEET

Instrument : Observation Sheet

Judge   : Prof. Dra. Luh Putu Artini, M.A., Ph.D.

Indicators		Decisions		Suggestion
		Relevant	Irrelevant	
Kinds of PBL				
Based on the way to organise the project	Structured Project	√		
	Semi-structured project	√		
	Unstructured Project	√		
Based on the amount of time in doing the project	Mini projects	√		
	Short-term projects	√		
	Medium-term projects	√		
	Long-term projects	√		
Based on the learners' involvement	Individual projects	√		
	Group projects	√		
	Whole-class projects	√		
	Whole-school projects	√		
	Extensive projects	√		
Procedure in implementing PBL				
Preparation	The teacher introduces the topic to the students and asks them to discuss or ask questions	√		
	The teacher starts the teaching and learning process by giving	√		

	students essential questions			
	Additional activities (if any) - -	√		
Design a plan for the project	The teacher gives students chance to participate by sharing their ideas on the projects	√		
	The teacher informs the rules of the project development (The project might be in the form of a presentation, a performance, a product, a publication, etc.)	√		
	The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project	√		
	Additional activities (if any) - -	√		
Create a schedule	The teacher and students discuss about the time allocation of working on the project	√		
	The teacher and students make an agreement or about the deadline of the project	√		

	development in which the students must submit their end product			
	Additional activities (if any) - -	√		
Conducting the project	The teacher facilitate the learning process to guide the students during the project development	√		
	The teacher help students when they find difficulties, and to ensure that the student is involved in the project	√		
	Additional activities (if any) - -	√		
Assess the outcome	The teacher conducts assessment to measure the students' achievement	√		
	The teacher also provides students with feedback at this phase	√		
	Additional activities (if any) - -	√		
Evaluation	The teacher and students reflect on the project they have done	√		

	The teacher needs to make sure that the students are able to find answers of essential question	√		
	The teacher and students share their experience of conducting the project and discuss the projects (what needs change and improvement for the following project, as well as share ideas on the new projects).	√		
	Additional activities (if any)	√		
Difficulties in implementing PBL				
Preparation	Difficulties in planning	√		
	Difficulties in mastering projects	√		
	Other difficulties (if any) - -	√		
Project Activities	Difficulties in time management	√		
	Technical difficulties	√		
	Difficulties which because the inequality of students' capabilities needed for the project	√		
	Classroom interactions	√		

	Difficulties in facilitating students' inquiry	√		
	Difficulties in technology	√		
	Other difficulties (if any) - -	√		
Assessment	Difficulties in assessing the students' projects	√		
	Difficulties in providing constructive feedback to students and/or engaging them in self-assessment.	√		
	Other difficulties (if any) - -	√		

Singaraja, 3rd March 2025
Judge,

Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP 196407141988102001

Appendix 3. Questionnaire on Teachers' Implementation of PjBL

I. BLUEPRINT OF THE QUESTIONNAIRE

This questionnaire is administered to have a better understanding about the Implementation of PjBL in Teaching English to Young Learners at Bali Kiddy School. The blueprint of the questionnaires can be seen as follows.

Table 3.4 Blueprint for Questionnaire

Research Problems adapted from Dewi (2020)	Question	Answer
Kinds of projects implemented by the teachers in teaching English for grade 2 at Bali Kiddy School	17. What kinds of projects are implemented by the teachers in teaching English for grade 2 at Bali Kiddy School?	
	2. How do the teachers usually organize the project?	
	3. Do the teachers usually give an amount of time to do the project?	
	4. How do the teachers usually ask the learners' involvement in doing the project?	
	5. Do the teachers usually determine the aim of giving each of the projects?	
Procedures of teaching English implemented in teaching each of the project given	6. What procedures of teaching English are implemented in teaching each of the projects given?	
	7. What activities do the teachers usually have in the preparation of the project?	
	8. How is the teachers and students' role in conducting the project given?	
	9. How will the teachers assess each of the projects given?	
	10. Will the teachers give any evaluation after the students completing the projects given?	

Difficulties faced by the teachers in teaching English using PBL in the classroom	11. What are the difficulties faced by the teachers in teaching English using project-based learning in the classroom?	
	12. What do you feel when teaching an English class using a project-based learning strategy?	
	13. What do you think about the implementation of project-based learning in your English class?	
	14. Have you ever found any difficulties during the preparation such as choosing the topic of project-based learning in your English class?	
	15. Have you ever found any obstacles during the implementation such as handling the students while implementing project-based learning in your English class?	
	16. Have you ever found any difficulties in assessing the students' projects? And how are the students' achievement after being taught using project based learning?	
4. Other information: If you have other information concerning the implementation of PBL needs to be informed, please kindly describe briefly in the next column.	Additional information: ……………. ……………. …………….	

Appendix 4. Expert Judgement Sheet for Questionnaire

EXPERT JUDGEMENT SHEET

Instrument **: Questionnaire**

Judge **: Prof. Dr. Ni Nyoman Padmadewi, M.A.**

Items	Decisions		Suggestion
	Relevant	**Irrelevant**	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		

Singaraja, 3rd March 2025
Judge,

Prof. Dr. Ni Nyoman Padmadewi,
M.A.
NIP 196202021988032001

EXPERT JUDGEMENT SHEET

Instrument : Questionnaire

Judge   : Prof. Dra. Luh Putu Artini, M.A., Ph.D.

Items	Decisions		Suggestion
	Relevant	**Irrelevant**	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		
15	√		
16	√		

Singaraja, 3rd March 2025
Judge,

Prof. Dra. Luh Putu Artini,
M.A., Ph.D.
NIP 196407141988102001

Appendix 5. Interview Guide of The Implementation of Project-Based Learning

I.   BLUEPRINT OF THE INTERVIEW GUIDE

To confirm and verify data collected through questionnaires, an interview guide is used to interview the Grade 2 English teachers of Bali Kiddy School. The interview is conducted to get more detailed information related to implementation of Project-Based learning. The blueprint of the interview guide can be seen in the following table.

Table 3.5 Blueprint for Interview Guide

Research Problems adapted from Dewi (2020)	Question(s)	Items
Kinds of projects implemented by the teachers in teaching English for grade 2 at Bali Kiddy School.	15. How do the teachers usually organise the project?	1, 2, 3, 4
	2. Do the teachers usually give an amount of time in doing the project?	
	3. How do the teachers usually ask the learners' involvement in doing the project?	
	4. Do the teachers usually determine the aim of giving each of the projects?	
Procedures of teaching English implemented in teaching each of the projects given	5. What procedures of teaching English are implemented in teaching each of the projects given?	5, 6, 7, 8, 9
	6. What activities do the teachers usually have	

	in the preparation of the project?	
	7. How is the teacher and students' role in conducting the project given?	
	8. How will the teachers assess each of the projects given?	
	9. Will the teachers give any evaluation after the students doing the projects given?	
Difficulties faced by the teachers in teaching English using PBL in the classroom	10. What do you feel when teaching the English class using a project-based learning strategy?	10, 11, 12, 13, 14
	11. What do you think about the implementation of project-based learning in your English class?	
	12. Have you ever found any difficulties during the preparation such as choosing the topic of project-based learning in your English class?	
	13. Have you ever found any obstacles during the implementation such as handling the students while implementing project-based learning in your English class?	
	14. Have you ever found any difficulties in assessing the students' projects? And how are the students' achievement after being	

	taught using project based learning?	

II. INTERVIEW GUIDE

INTERVIEW GUIDE

A. List of Questions for Interview

1. How do the teachers usually organise the project?

2. Do the teachers usually give an amount of time in doing the project?

3. How do the teachers usually ask the learners' involvement in doing the project?

4. Do the teachers usually determine the aim of giving each of the projects?

5. What procedures of teaching English are implemented in teaching each of the projects given?

6. What activities do the teachers usually have in the preparation of the project?

7. How is the teacher and students' role in conducting the project given?

8. How will the teachers assess each of the projects given?

9. Will the teachers give any evaluation after the students doing the projects given?

10. What do you feel when teaching the English class using a project-based learning strategy?

11. What do you think about the implementation of project-based learning in your English class?

12. Have you ever found any difficulties during the preparation such as choosing the topic of project-based learning in your English class?

13. Have you ever found any obstacles during the implementation such as handling the students while implementing project-based learning in your English class?

14. Have you ever found any difficulties in assessing the students' projects? And how are the students' achievement after being taught using project based learning?

Appendix 6. Expert Judgement Sheet for Interview Guide

EXPERT JUDGEMENT SHEET

Instrument : Interview Guide

Judge : Prof. Dr. Ni Nyoman Padmadewi, M.A.

Items	Decisions		Suggestion
	Relevant	**Irrelevant**	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		

Singaraja, 3rd March 2025
Judge,

Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP 196202021988032001

EXPERT JUDGEMENT SHEET

Instrument : Interview Guide

Judge   : Prof. Dra. Luh Putu Artini, M.A., Ph.D.

Items	Decisions		Suggestion
	Relevant	**Irrelevant**	
1	√		
2	√		
3	√		
4	√		
5	√		
6	√		
7	√		
8	√		
9	√		
10	√		
11	√		
12	√		
13	√		
14	√		

Singaraja, 3rd March 2025
Judge,

Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP 196407141988102001

Appendix 7: The Result of Classroom Observation in Grade 2A

Classroom Observation Checklist for Kinds of PBL Implemented

in Teaching English at Bali Kiddy School

Instrument   : Classroom Observation Checklist

Date   : 11th and 12th March 2025

Grade   : 2A

This is a classroom observation checklist. Please put thick (√) to yes if the kinds of projects are found during classroom observation. Please put cross (x) if the kinds of projects are not found during the observation. Describe how the teachers do the kinds of projects on the description column.

No	Classification based on Henry, as cited from Khoiriyah and Setyaningrum, (2015), Novotna et al. (2016) and Kalabzova (2015)	Kinds of Projects based on the classification	Yes	No	Description
1	Based on the way to organize the project	Structured Project		x	
		Semi-structured project	√		Project: Miniature of City The project is partially guided by the teacher and partially shaped by the students. The teacher provides the general theme, while students select various public places to include in their city and create miniature models of them. They are also encouraged to

				x	incorporate their own creativity into the design.
		Unstructured Project		x	
2	Based on the amount of time in doing the project	Mini projects	√		It is a mini project that can be completed in one or two meetings.
		Short-term projects		x	
		Medium-term projects		x	
		Long-term projects		x	
3	Based on the learners' involvement	Individual projects	√		The project is an individual task that each student prepares, designs, and presents on their own.
		Group projects		x	
		Whole-class projects		x	
		Whole-school projects		x	
		Extensive projects		x	
5	Other projects (if any)			x	

Classroom Observation Checklist for the Procedures in Implementing PBL for Teaching English at Bali Kiddy School

Instrument   : Classroom Observation Checklist

Date   : 11th and 12th March 2025

Grade   : 2A

This is a classroom observation checklist. Please put thick (√) to yes if the procedures are found during classroom observation. Please put cross (x) if the procedures are not found during the observation. Describe how the teachers do the procedures in implementing PBL on the description column.

No	Procedures based on Papandreou (1994), The George Lucas Educational Foundation (2005) and Bell (2010)	Criteria	Yes	No	Description
1	Preparation	The teacher introduces the topic to the students and asks them to discuss or ask questions	√		The teacher begins by introducing the topic and encourages students to ask questions related to it.
		The teacher starts the teaching and learning process by giving students essential questions	√		A brainstorming session is also conducted to help spark students' critical thinking about the material they are about to study.
		Additional activities (if any) - -		x	
2	Design a plan for the project	The teacher gives students chance to participate by	√		The teacher asked the students which public places they would include,

		sharing their ideas on the projects			how they planned to design their miniature city, and what information they wanted to present with it.
		The teacher informs the rules of the project development (The project might be in the form of a presentation, a performance, a product, a publication, etc.)	√		Yes, the teacher explained the guidelines and format of the project, which is to be presented by the students.
		The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project	√		Yes, the teacher provided all the necessary information at the beginning, including the project topic, the steps to complete it, and the materials students needed to prepare.
		Additional activities (if any) - -		x	
3	Create a schedule	The teacher and students discuss about the time allocation of working on the project	√		Yes, the time allocation was discussed, with two class sessions designated for completing the project.
		The teacher and students make an agreement or about the deadline of the project development in	√		The teacher informed the students that they would work on the project over two sessions and present it in the following meeting.

		which the students must submit their end product			
		Additional activities (if any) - -		x	
4	Conducting the project	The teacher facilitate the learning process to guide the students during the project development	√		The teacher looked around the classroom, monitored students' progress, checked in on their work, and provided assistance to those who needed help.
		The teacher help students when they find difficulties, and to ensure that the student is involved in the project	√		The teacher walked around the classroom to ensure that all students were actively engaged in the project.
		Additional activities (if any) - -		x	
5	Assess the outcome	The teacher conducts assessment to measure the students' achievement	√		The teacher conducted the assessment using a scoring rubric, evaluating both the quality of the project and the students' presentation.
		The teacher also provides students with feedback at this phase	√		The teacher provided positive feedback to acknowledge and appreciate the students' efforts in completing the project.

		Additional activities (if any) - -		x	
6	Evaluation	The teacher and students reflect on the project they have done	√		A discussion was held after the students presented their projects, during which the teacher asked about the challenges they encountered and the most enjoyable aspects of the project.
		The teacher needs to make sure that the students are able to find answers of essential question	√		The teacher ensured that students understood the material by asking them follow-up questions.
		The teacher and students share their experience of conducting the project and discuss the projects (what needs change and improvement for the following project, as well as share ideas on the new projects).	√		Yes, they had a sharing session where the teacher offered suggestions on areas the students could improve in their project.
		Additional activities (if any)		x	

Classroom Observation Checklist for the Teacher's Difficulties in Implementing PBL for Teaching English at Bali Kiddy School

Instrument   : Classroom Observation Checklist

Date   : 11th and 12th March 2025

Grade   : 2A

This is a classroom observation checklist. Please put thick (√) to yes if the difficulties are found during classroom observation. Please put cross (x) if the difficulties are not found during the observation. Describe how the teachers faced the difficulties in implementing PBL on the description column.

No	Difficulties based on Cintang et al. (2007) and MacMath et al. (2017)	Criteria	Yes	No	Description
1	Preparation	Difficulties in planning		x	I found the planning process smooth, thanks to the excellent organization by both the teacher and the students. Further details will be collected through interviews and questionnaires.
		Difficulties in mastering projects		x	
		Other difficulties (if any) - -		x	
2	Project Activities	Difficulties in time management	√		The teacher seemed to struggle with time management, especially when it came to providing

				x	individual support to each student during their project work.
		Technical difficulties		x	
		Difficulties which because the inequality of students' capabilities needed for the project	√		Not all students appeared able to complete the project on their own, so the teacher offered support and guidance to help them.
		Classroom interactions	x		
		Difficulties in facilitating students' inquiry		x	
		Difficulties in technology		x	
		Other difficulties (if any) - -		x	
3	Assessment	Difficulties in assessing the students' projects		x	
		Difficulties in providing constructive feedback to students and/or engaging them		x	

		in self-assessment.			
		Other difficulties (if any) - -		x	

Appendix 8: The Result of Classroom Observation in Grade 2B

Classroom Observation Checklist for Kinds of PBL Implemented

in Teaching English at Bali Kiddy School

Instrument : Classroom Observation Checklist

Date : 11th and 12th March 2025

Grade : 2B

This is a classroom observation checklist. Please put thick (√) to yes if the kinds of projects are found during classroom observation. Please put cross (x) if the kinds of projects are not found during the observation. Describe how the teachers do the kinds of projects on the description column.

No	Classification based on Henry, as cited from Khoiriyah and Setyaningrum, (2015), Novotna et al. (2016) and Kalabzova (2015)	Kinds of Projects based on the classification	Yes	No	Description
1	Based on the way to organize the project	Structured Project		x	
		Semi-structured project	√		Project: Miniature of City The project was guided by the teacher, who provided the theme and general instructions. Students designed their own cities, selected locations, and built miniatures using recyclable materials.
		Unstructured Project		x	

2	Based on the amount of time in doing the project	Mini projects	√		The preparation and presentation phases took two sessions to finish.
		Short-term projects		x	
		Medium-term projects		x	
		Long-term projects		x	
3	Based on the learners' involvement	Individual projects	√		Students created and presented their own miniature city individually.
		Group projects		x	
		Whole-class projects		x	
		Whole-school projects		x	
		Extensive projects		x	
5	*Other projects (if any)*			x	

Classroom Observation Checklist for the Procedures in Implementing PBL for Teaching English at Bali Kiddy School

Instrument   : Classroom Observation Checklist

Date   : 11th and 12th March 2025

Grade   : 2B

This is a classroom observation checklist. Please put thick (√) to yes if the procedures are found during classroom observation. Please put cross (x) if the procedures are not found during the observation. Describe how the teachers do the procedures in implementing PBL on the description column.

No	Procedures based on Papandreou (1994), The George Lucas Educational Foundation (2005) and Bell (2010)	Criteria	Yes	No	Description
1	Preparation	The teacher introduces the topic to the students and asks them to discuss or ask questions	√		The teacher asked students to list familiar places to visit after introducing the vocabulary related to cities.
		The teacher starts the teaching and learning process by giving students essential questions	√		The teacher asked, "What places do we find in a city?" to spark students' thinking.
		Additional activities (if any) - -		x	

2	Design a plan for the project	The teacher gives students chance to participate by sharing their ideas on the projects	√		The teacher instructed students to choose at least two public places to include in their city. Students could choose how to design and label their models.
		The teacher informs the rules of the project development (The project might be in the form of a presentation, a performance, a product, a publication, etc.)	√		The teacher outlined the output format: students were to design a 3D model and present it to the class using simple sentences.
		The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project	√		Students were asked to bring recyclable items (such as cardboard and tissue rolls), and the teacher showed examples of modest city models.
		Additional activities (if any) - -		x	
3	Create a schedule	The teacher and students discuss about the time allocation of working on the project	√		A two-day plan was set: one day for building and one day for presenting.

			√		
		The teacher and students make an agreement or about the deadline of the project development in which the students must submit their end product	√		The students agreed to complete the models by the end of the next day and present them in small groups.
		Additional activities (if any) - -		x	
4	Conducting the project	The teacher facilitate the learning process to guide the students during the project development	√		Throughout the project, the teacher evaluated students' work, addressed questions, and assisted children with cutting, glueing, and creating.
		The teacher help students when they find difficulties, and to ensure that the student is involved in the project	√		The teacher made ensured that all students were on focus on and commended their efforts, particularly those who first expressed hesitation.
		Additional activities (if any) - -		x	
5	Assess the outcome	The teacher conducts assessment to measure the	√		The teacher used rubrics to evaluate the students' pronunciation, vocabulary

		students' achievement			accuracy, and effort in making the models.
		The teacher also provides students with feedback at this phase	√		Following each presentation, feedback was given orally, emphasising the students' requirements while offering gentle suggestions.
		Additional activities (if any) - -		x	
6	Evaluation	The teacher and students reflect on the project they have done	√		A brief reflection session was held, during which students stated what they enjoyed and what they found challenging.
		The teacher needs to make sure that the students are able to find answers of essential question	√		The teacher went over vocabulary and asked each student to pick out the places they created using full sentences.
		The teacher and students share their experience of conducting the project and discuss the projects (what needs change and improvement for the following project, as well as share ideas on the new projects).	√		Students proposed new projects, and the teacher identified areas for improvement (for example, clearer group instructions for future work).

		Additional activities (if any)		x	

Classroom Observation Checklist for the Teacher's Difficulties in Implementing PBL for Teaching English at Bali Kiddy School

Instrument : Classroom Observation Checklist

Date : 11th and 12th March 2025

Grade : 2B

This is a classroom observation checklist. Please put thick (√) to yes if the difficulties are found during classroom observation. Please put cross (x) if the difficulties are not found during the observation. Describe how the teachers faced the difficulties in implementing PBL on the description column.

No	Difficulties based on Cintang et al. (2007) and MacMath et al. (2017)	Criteria	Yes	No	Description
1	Preparation	Difficulties in planning		x	The teacher had a clear class plan and project flow.
		Difficulties in mastering projects		x	The teacher showed confidence in managing the project.
		Other difficulties (if any) - -		x	
2	Project Activities	Difficulties in time management	√		During the creating stage, the teacher tried to ensure that all children received equal attention.
		Technical difficulties		x	No significant technical concerns occurred.
		Difficulties which because the	√		Some students needed further assistance with

		inequality of students' capabilities needed for the project			cutting and glueing. The teacher helped them personally.
		Classroom interactions	x		The environment was positive and engaged.
		Difficulties in facilitating students' inquiry		x	There was no major obstacle observed.
		Difficulties in technology		x	
		Other difficulties (if any) - -		x	
3	Assessment	Difficulties in assessing the students' projects		x	The teacher used the scoring rubric without difficulties.
		Difficulties in providing constructive feedback to students and/or engaging them in self-assessment.		x	The feedback was clear and supportive.
		Other difficulties (if any) - -		x	

Appendix 9: The Result of Classroom Observation in Grade 2C

Classroom Observation Checklist for Kinds of PBL Implemented

in Teaching English at Bali Kiddy School

Instrument   : Classroom Observation Checklist

Date   : 18th and 19th March 2025

Grade   : 2C

This is a classroom observation checklist. Please put thick (√) to yes if the kinds of projects are found during classroom observation. Please put cross (x) if the kinds of projects are not found during the observation. Describe how the teachers do the kinds of projects on the description column.

No	Classification based on Henry, as cited from Khoiriyah and Setyaningrum, (2015), Novotna et al. (2016) and Kalabzova (2015)	Kinds of Projects based on the classification	Yes	No	Description
1	Based on the way to organize the project	Structured Project		x	
		Semi-structured project	√		The project: My Future Transportation The project is partially structured by the teacher and partially driven by student input. While the teacher provides the overarching theme, designing a future mode of transportation, students are responsible for developing the concept and creating supporting details. They are encouraged to apply their own creativity

				x	throughout the design process.
		Unstructured Project		x	
2	Based on the amount of time in doing the project	Mini projects	√		This is a mini project designed to be completed within one session.
		Short-term projects		x	
		Medium-term projects		x	
		Long-term projects		x	
3	Based on the learners' involvement	Individual projects	√		The project is done individually, with each student preparing, designing, and presenting their own work.
		Group projects		x	
		Whole-class projects		x	
		Whole-school projects		x	
		Extensive projects		x	

Classroom Observation Checklist for the Procedures in Implementing PBL for Teaching English at Bali Kiddy School

Instrument : Classroom Observation Checklist

Date : 18th and 19th March 2025

Grade : 2C

This is a classroom observation checklist. Please put thick (√) to yes if the procedures are found during classroom observation. Please put cross (x) if the procedures are not found during the observation. Describe how the teachers do the procedures in implementing PBL on the description column.

No	Procedures based on Papandreou (1994), The George Lucas Educational Foundation (2005) and Bell (2010)	Criteria	Yes	No	Description
1	Preparation	The teacher introduces the topic to the students and asks them to discuss or ask questions	√		The teacher introduces the overarching topic and encourages students to pose questions related to the subject matter.
		The teacher starts the teaching and learning process by giving students essential questions	√		The teacher also facilitated a brainstorming session to stimulate students' critical thinking in relation to the material they were about to study.
		Additional activities (if any) - -		x	

2	Design a plan for the project	The teacher gives students chance to participate by sharing their ideas on the projects	√		Yes, the teacher prompted students to imagine a mythical creature of their own creation, guiding them to consider how they would design it and what information they wished to include about it.
		The teacher informs the rules of the project development (The project might be in the form of a presentation, a performance, a product, a publication, etc.)	√		Yes, the teacher provides an explanation of the project guidelines and format, which takes the form of a presentation.
		The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project	√		Yes, the teacher provided comprehensive information at the outset, including the subject matter, the steps required to complete the project, and the materials students needed to prepare.
		Additional activities (if any) - -		x	
3	Create a schedule	The teacher and students discuss about the time allocation of	√		Yes, the time allocation was discussed. The project is scheduled to be completed within two sessions.

		working on the project			
		The teacher and students make an agreement or about the deadline of the project development in which the students must submit their end product	√		The teacher informed the students that the project would be completed within two sessions and presented immediately afterward.
		Additional activities (if any) - -		x	
4	Conducting the project	The teacher facilitate the learning process to guide the students during the project development	√		The teacher monitored the classroom by observing student activities, inquiring about their progress, and providing support to those who required assistance.
		The teacher help students when they find difficulties, and to ensure that the student is involved in the project	√		The teacher circulates throughout the classroom to monitor and ensure that all students are actively engaged in the project.
		Additional activities (if any) -		x	

		-			
5	Assess the outcome	The teacher conducts assessment to measure the students' achievement	√		The teacher evaluates student performance using a predetermined scoring rubric, assessing both the quality of the project and the manner in which it is presented.
		The teacher also provides students with feedback at this phase	√		The teacher provided constructive feedback to acknowledge and commend the students' efforts in completing the project.
		Additional activities (if any) - -		x	
6	Evaluation	The teacher and students reflect on the project they have done	√		Following the student presentations, a reflective discussion was held during which the teacher inquired about the challenges encountered by the students and the aspects of the project they found most engaging.
		The teacher needs to make sure that the students are able to find answers of essential question	√		Teacher ensured students' comprehension of the material by posing questions to assess their understanding.
		The teacher and students share their experience of conducting the project and discuss the	√		Indeed, a feedback session was conducted during which the teacher provided suggestions on areas for

		projects (what needs change and improvement for the following project, as well as share ideas on the new projects).			improvement in the students' projects.
		Additional activities (if any) - -		x	

Classroom Observation Checklist for the Teacher's Difficulties in Implementing PBL for Teaching English at Bali Kiddy School

Instrument   : Classroom Observation Checklist

Date   : 18th and 19th March 2025

Grade   : 2C

This is a classroom observation checklist. Please put thick (√) to yes if the difficulties are found during classroom observation. Please put cross (x) if the difficulties are not found during the observation. Describe how the teachers faced the difficulties in implementing PBL on the description column.

No	Difficulties based on Cintang et al. (2007) and MacMath et al. (2017)	Criteria	Yes	No	Description
1	Preparation	Difficulties in planning		x	Planning was not challenging, as everything had been well-organized by both the teacher and students. Additional information will be gathered through interviews and questionnaires.
		Difficulties in mastering projects		x	
		Other difficulties (if any) - -		x	
2	Project Activities	Difficulties in time management	√		The teacher appeared to encounter challenges in time management, particularly when attending to each student working individually.

		Technical difficulties		x	
		Difficulties which because the inequality of students' capabilities needed for the project	√		It appeared that not all students possessed the capability to complete the project independently; therefore, the teacher provided assistance and guidance as needed.
		Classroom interactions		x	
		Difficulties in facilitating students' inquiry		x	
		Difficulties in technology		x	
		Other difficulties (if any) - -			
3	Assessment	Difficulties in assessing the students' projects		x	
		Difficulties in providing constructive feedback to students and/or engaging them		x	

		in self-assessment.			
		Other difficulties (if any) - -		x	

Appendix 10: The Result of Classroom Observation in Grade 2D

Classroom Observation Checklist for Kinds of PBL Implemented

in Teaching English at Bali Kiddy School

Instrument   : Classroom Observation Checklist

Date   : 18th and 19th March 2025

Grade   : 2D

This is a classroom observation checklist. Please put thick (√) to yes if the kinds of projects are found during classroom observation. Please put cross (x) if the kinds of projects are not found during the observation. Describe how the teachers do the kinds of projects on the description column.

No	Classification based on Henry, as cited from Khoiriyah and Setyaningrum, (2015), Novotna et al. (2016) and Kalabzova (2015)	Kinds of Projects based on the classification	Yes	No	Description
1	Based on the way to organize the project	Structured Project		x	
		Semi-structured project	√		The project: My Future Transportation The teacher gave the topic and main instructions. Students had the opportunity to create their own inventive transportation and explain its purpose. Creativity and uniqueness were strongly encouraged.
		Unstructured Project		x	

2	Based on the amount of time in doing the project	Mini projects	√		The project was completed over two sessions, including the presentation.
		Short-term projects		x	
		Medium-term projects		x	
		Long-term projects		x	
3	Based on the learners' involvement	Individual projects	√		Each student designed their own futuristic transportation and presented it to the class.
		Group projects		x	
		Whole-class projects		x	
		Whole-school projects		x	
		Extensive projects		x	

Classroom Observation Checklist for the Procedures in Implementing PBL for Teaching English at Bali Kiddy School

Instrument   : Classroom Observation Checklist

Date   : 18th and 19th March 2025

Grade   : 2D

This is a classroom observation checklist. Please put thick (√) to yes if the procedures are found during classroom observation. Please put cross (x) if the procedures are not found during the observation. Describe how the teachers do the procedures in implementing PBL on the description column.

No	Procedures based on Papandreou (1994), The George Lucas Educational Foundation (2005) and Bell (2010)	Criteria	Yes	No	Description
1	Preparation	The teacher introduces the topic to the students and asks them to discuss or ask questions	√		The teacher introduced the project topic and invited students to visualise future transportation. Students were encouraged to share their thoughts openly.
		The teacher starts the teaching and learning process by giving students essential questions	√		Questions such as: *"How will people travel in the future?"* To encourage critical thinking, questions such as *"What kind of transport do we need?"* were posed.
		Additional activities (if any) - -		x	
2	Design a plan for the project	The teacher gives students chance to participate by	√		Students explored ideas and developed a travel plan. The

		sharing their ideas on the projects			teacher provided general instructions and materials.
		The teacher informs the rules of the project development (The project might be in the form of a presentation, a performance, a product, a publication, etc.)	√		Students were instructed to draw and 3D model their future transportation, as well as create and describe it in English.
		The teacher inform the selection of the materials, the activities leading to the project accomplishment, and the tools needed for the project	√		The teacher specified what they needed: coloured paper, markers, and scissors. The steps were given clearly.
		Additional activities (if any) - -		x	
3	Create a schedule	The teacher and students discuss about the time allocation of working on the project	√		The teacher explained that all activities would be completed in two class periods.
		The teacher and students make an agreement or about the deadline of the project development in	√		Students were instructed to complete their work during the first session and be prepared to present in the second session.

		which the students must submit their end product			
		Additional activities (if any) - -		x	
4	Conducting the project	The teacher facilitate the learning process to guide the students during the project development	√		The teacher observed, made comments, and assisted with vocabulary as needed.
		The teacher help students when they find difficulties, and to ensure that the student is involved in the project	√		Every student were active, and the teacher moved around encouraging and assisting as needed.
		Additional activities (if any) - -		x	
5	Assess the outcome	The teacher conducts assessment to measure the students' achievement	√		The assessment focused on idea clarity, language utilisation, and presenting confidence.
		The teacher also provides students with feedback at this phase	√		The teacher gave verbal praise and recommendations on pronunciation and sentence structure.

		Additional activities (if any) - -		x	
6	Evaluation	The teacher and students reflect on the project they have done	√		After the activity, the teacher invited students to think about what they had enjoyed doing and what they had learnt.
		The teacher needs to make sure that the students are able to find answers of essential question	√		The students were questioned again, "Why is your transport useful?" to confirm understanding.
		The teacher and students share their experience of conducting the project and discuss the projects (what needs change and improvement for the following project, as well as share ideas on the new projects).	√		The teacher encouraged the students to consider how they could enhance their designs the following time.
		Additional activities (if any) - -		x	

Classroom Observation Checklist for the Teacher's Difficulties in Implementing PBL for Teaching English at Bali Kiddy School

Instrument : Classroom Observation Checklist

Date : 18th and 19th March 2025

Grade : 2D

This is a classroom observation checklist. Please put thick (√) to yes if the difficulties are found during classroom observation. Please put cross (x) if the difficulties are not found during the observation. Describe how the teachers faced the difficulties in implementing PBL on the description column.

No	Difficulties based on Cintang et al. (2007) and MacMath et al. (2017)	Criteria	Yes	No	Description
1	Preparation	Difficulties in planning		x	The session was well-organised, with a clear flow.
		Difficulties in mastering projects		x	The teacher demonstrated a complete grasp of the material.
		Other difficulties (if any) - -		x	
2	Project Activities	Difficulties in time management	√		The teacher found it difficult to help every student equally throughout the hands-on activity.
		Technical difficulties		x	
		Difficulties which	√		Some students needed difficulties expressing their

		because the inequality of students' capabilities needed for the project			opinions in English; the teacher provided examples or guidance.
		Classroom interactions		x	Students participated actively; no difficulties were identified.
		Difficulties in facilitating students' inquiry		x	The inquiry proceeded successfully through the use of important questions.
		Difficulties in technology		x	
		Other difficulties (if any) - -			
3	Assessment	Difficulties in assessing the students' projects		x	The assessment went well with the rubric.
		Difficulties in providing constructive feedback to students and/or engaging them in		x	The feedback was beneficial and clear.

		self-assessment.			
		Other difficulties (if any) - -		x	

Appendix 11: The Result of Open-Questionnaire from English Teacher of Grade 2A

OPEN QUESTIONNAIRE		
This questionnaire is administered to have a better understanding about the Implementation of PjBL in Teaching English to Young Learners at Bali Kiddy School. Please kindly respond to each of the questions provided.		
Research Problems adapted from Dewi (2020)	**Question**	**Answer**
1. Kinds of project implemented by the teachers in teaching English for grade 4 at Bali Kiddy School	**1.** What kinds of projects are implemented by the teachers in teaching English for grade 2 at Bali Kiddy School?	We typically conduct both individual and group projects. These projects are sometimes fully designed by the teacher, while at other times they are developed through discussions with students. Depending on the nature of the project, it may be completed within one or two sessions, or it may extend over several days or even a week. Each project is designed with specific learning goals tailored to what students are expected to achieve.
	2. How do the teachers usually organize the project?	The teachers take the lead in planning and organizing the project, including selecting the topic, materials, methods, and presentation format, as younger students still require structured guidance. However, in some cases, teachers provide only a general theme, allowing students to choose specific topics and determine how they will carry out the project. This approach encourages students to develop confidence and creativity in designing their own work.
	3. Do the teachers usually give an amount of time in doing the project?	Yes, we do implement projects. Typically, they can be completed within a single meeting, or at most over a few days or a week. This is because the chosen projects need to be manageable and not overly

		complex, considering the developmental level of Grade 2 students.
	4. How do the teachers usually ask the learners' involvement in doing the project?	Teachers encourage students to develop their projects using their own ideas and creativity. During home-based learning, students often work on individual projects and present them independently. To enhance skills such as collaboration, communication, critical thinking, and creativity, students are also occasionally given opportunities to work in groups.
	5. Do the teachers usually determine the aim of giving each of the projects?	Yes, we do. Teachers occasionally provide problem-based tasks to stimulate students' critical thinking through real-life cases or scenarios. They also assign practical or hands-on activities, such as model-making. In addition, some projects are designed to foster appreciation of others' work, while others focus on developing specific skills, such as writing, through practice and repetition.
2. Procedures of teaching English implemented in teaching each of the project given	6. What procedures of teaching English are implemented in teaching each of the projects given?	Preparation, designing the project, conducting the project, assessing and evaluating the project.
	7. What activities do the teachers usually have in the preparation of the project?	Teachers will begin by introducing the project topic to the students and facilitating a brainstorming session through essential questions that align with the learning objectives to be achieved throughout the project.
	8. How is the teachers and students' role in conducting the project given?	Teachers play an active role in guiding students throughout the development of the project. They monitor student progress, provide assistance when challenges arise, and respond to student inquiries. In group projects, teachers also ensure that all students are engaged and participate meaningfully in the collaborative process.

	9. How will the teachers assess each of the projects given?	Teachers assess students using established scoring rubrics. Assessment is consistently conducted to evaluate both the outcome of the project and the students' overall achievement. Additionally, we provide positive and constructive feedback for each project.
	10. Will the teachers give any evaluation after the students completing the projects given?	Yes, we do. We typically ask students about any challenges they faced and which parts of the project they found most engaging. To assess their understanding, we ensure they can explain what they have learned. Additionally, teachers and students discuss together what aspects of the project could be improved for future implementation.
3. Difficulties faced by the teachers in teaching English using PBL in the classroom	11. What are the difficulties faced by the teachers in teaching English using project-based learning in the classroom?	Some challenges encountered during the preparation phase included selecting a topic that effectively aligned with the required learning objectives, managing time both in planning and during classroom implementation, as well as addressing the diverse abilities of students. Additionally, classroom management posed difficulties, particularly in guiding all students simultaneously and handling issues related to student discipline and engagement.
	12. What do you feel when teaching an English class using a project-based learning strategy?	I'm glad to see the students express their ideas and creativity.
	13. What do you think about the implementation of project-based learning in your English class?	The process is typically engaging and operates with efficiency
	11. Have you ever found any difficulties during	Yes, at times teachers experience uncertainty in selecting the most

	the preparation such as choosing the topic of project-based learning in your English class?	appropriate topic and project for the students. This challenge is usually addressed by collaborating with fellow teachers and occasionally engaging in discussions with the students themselves.
	12. Have you ever found any obstacles during the implementation such as handling the students while implementing project-based learning in your English class?	Yes, time management can sometimes be a challenge for teachers, particularly when trying to cover all the required materials within the project timeline. Therefore, careful planning and effective time management are essential during the preparation phase. However, the students generally complete the project well.
	13. Have you ever found any difficulties in assessing the students' projects? And how are the students' achievement after being taught using project based learning?	Up to this point, I haven't encountered any significant challenges in assessing student projects. The students consistently produce good results, as they are enthusiastic and put genuine effort into completing their work.
4. *Other information: If you have other information concerning the implementation of PBL needs to be informed, please kindly describe briefly in the next column.*	*Additional information:* …………… …………… ……………	

Badung, 20th March 2025

English Teacher of Grade 2A

Coded : T1

Appendix 12: The Result of Open-Questionnaire from English Teacher of Grade 2B

OPEN QUESTIONNAIRE		
This questionnaire is administered to have a better understanding about the Implementation of PjBL in Teaching English to Young Learners at Bali Kiddy School. Please kindly respond to each of the questions provided.		
Research Problems adapted from Dewi (2020)	**Question**	**Answer**
1. Kinds of project implemented by the teachers in teaching English at Bali Kiddy School	1. What kinds of projects are implemented by the teachers in teaching English at Bali Kiddy School?	Individual, group project, presentation, etc.
	2. How do the teachers usually organize the project?	Teachers are responsible for selecting the topics, preparing the materials, and determining the assessment methods for the projects. Everything is carefully planned, as students still require support and guidance throughout the process. However, I occasionally allow students to choose their own project topics and decide how they would like to carry them out. This approach encourages creativity and gives them a sense of ownership in their learning.
	3. Do the teachers usually give an	Yes, we do assign projects. Most of them can be completed within one or two class sessions. Occasionally,

		amount of time in doing the project?	teachers assign projects that require up to a week to finish. However, we always take into account the students' age and developmental level, as they are still in Grade 2.
	4.	How do the teachers usually ask the learners' involvement in doing the project?	Students will gather information related to a given topic, independently design a project, and present it to the class. To help develop their social skills and encourage collaboration, students also occasionally work in groups.
	5.	Do the teachers usually determine the aim of giving each of the projects?	Yes, we do. The purposes include encouraging students' critical thinking when solving a given problem, engaging them in hands-on creation such as building models or 3D shapes, fostering appreciation for art or others' work like music reviews, and developing their skills in reading, writing, listening, and speaking.
2. Procedures of teaching English implemented in teaching each of the project given	6.	What procedures of teaching English are implemented in teaching each of the projects given?	The procedures include preparing and designing the project, setting the time allocation or schedule, implementing the project, conducting assessments, and evaluating the overall process.
	7.	What activities do the teachers usually have in the preparation of the project?	Teachers begin by selecting a topic, determining the type and format of the project, and preparing the necessary materials along with an assessment rubric. At the start of the lesson, they typically introduce the topic to be explored and conduct a brainstorming session to activate and connect with students' prior knowledge related to the subject matter.
	8.	How is the teachers and students' role in conducting the project given?	Teachers guide and monitor students throughout the project process, while students take an active role in planning and designing their own projects.

	9. How will the teachers assess each of the projects given?	We refer to the established scoring rubric to assess the students' projects. In addition, we provide comments and constructive feedback on their work and overall effort.
	10. Will the teachers give any evaluation after the students completing the projects given?	Yes, we do. At the end of each lesson, we typically hold a reflective discussion with the students about their project. This sharing session is important as it allows students to talk about their experiences, the challenges they encountered, and areas that could be improved.
3. Difficulties faced by the teachers in teaching English using PBL in the classroom	1. What are the difficulties faced by the teachers in teaching English using project-based learning in the classroom?	Selecting an appropriate project format and topic that suits young learners, along with managing time, classroom dynamics, and addressing the varying abilities of students.
	2. What do you feel when teaching an English class using a project-based learning strategy?	It's great to see the students showing such enthusiasm and eagerness while working on their project.
	3. What do you think about the implementation of project-based learning in your English class?	It has been a positive, engaging, and enjoyable experience for both the teacher and students.
	4. Have you ever found any difficulties during the preparation such as choosing the topic of project-based learning in your English class?	Yes, particularly when determining the format of the project and selecting an appropriate topic for young learners. In such cases, teachers often engage in discussions or collaborative sharing, either among colleagues or with the students themselves.

	5. Have you ever found any obstacles during the implementation such as handling the students while implementing project-based learning in your English class?	Overall, the students approached the project with seriousness and demonstrated good adherence to the given instructions.
	6. Have you ever found any difficulties in assessing the students' projects? And how are the students' achievement after being taught using project based learning?	I did not encounter any difficulties in the assessment process because we had made thorough preparations from the start and clearly communicated to the students the expectations and criteria for achieving good results.
4. *Other information: If you have other information concerning the implementation of PBL needs to be informed, please kindly describe briefly in the next column.*	*Additional information:* ……………. ………….. …………..	

Badung, 20th March 2025

English Teacher of Grade 2B

Coded : T2

Appendix 13: The Result of Open-Questionnaire from English Teacher of Grade 2C

OPEN QUESTIONNAIRE		
This questionnaire is administered to have a better understanding about the Implementation of PjBL in Teaching English to Young Learners at Bali Kiddy School. Please kindly respond to each of the questions provided.		
Research Problems adapted from Dewi (2020)	**Question**	**Answer**
1. Kinds of project implemented by the teachers in teaching English for grade 4 at Bali Kiddy School	1. What kinds of projects are implemented by the teachers in teaching English at Bali Kiddy School?	I typically assign both individual and group projects to my students. In some cases, the projects are entirely planned by the teacher. In other instances, the teacher provides the topic, while students have the freedom to choose how they would like to present their work.
	2. How do the teachers usually organize the project?	The teachers are primarily responsible for organizing all aspects of the project, this includes selecting the topic, designing the project format, and creating the assessment criteria. This approach is taken because the students are still quite young, and having a structured framework helps them engage more effectively. However, in some cases, the process is partially co-constructed, with teachers guiding discussions that involve students in decision-making to help foster their critical thinking skills.
	3. Do the teachers usually give an amount of time to do the project?	Most of the projects conducted are mini projects and can typically be completed within a single class session. Occasionally, there are projects that require a longer duration, usually up to one or two weeks at most. The time allocated is

			intentionally limited to avoid placing undue pressure on young students.
	4.	How do the teachers usually ask the learners' involvement in doing the project?	Students are responsible for preparing materials, completing the project, and presenting it individually. At times, they also engage in group work, which fosters collaboration and allows them to support one another throughout the process.
	5.	Do the teachers usually determine the aim of giving each of the projects?	Yes, several of the projects are designed to address specific problems, which helps develop students' critical thinking skills. At times, students engage in projects that involve creating models or products, which may serve to enhance their artistic or musical appreciation, or to provide opportunities to practice various skills.
2. Procedures of teaching English implemented in teaching each of the project given	6.	What procedures of teaching English are implemented in teaching each of the projects given?	Our process typically involves several steps: preparing and designing the project plan, allocating time effectively, carrying out the project activities, assessing the outcomes, and finally, reflecting or evaluating the entire process at the end.
	7.	What activities do the teachers usually have in the preparation of the project?	The lesson typically begins with a class discussion, where the teachers introduce the topic and related content. They encourage students to engage by asking questions about the subject matter. Teachers often initiate brainstorming sessions and pose guiding questions to help students connect with the material.
	8.	How is the teachers and students' role in conducting the project given?	The teacher takes on the role of a facilitator and advisor, while the students are positioned as active participants who are expected to engage directly in the project.

	9. How will the teachers assess each of the projects given?	Assessment is guided by a scoring rubric and is based on both the project itself and how students present it. Feedback is typically provided after the presentation, whether the work was done individually or in groups.
	10. Will the teachers give any evaluation after the students completing the projects given?	Yes, we will. The teacher and students will engage in a discussion to reflect on the challenges encountered during the project as well as the aspects they found enjoyable.
3. Difficulties faced by the teachers in teaching English using PBL in the classroom	11. What are the difficulties faced by the teachers in teaching English using project-based learning in the classroom?	- Selecting a suitable topic that aligns with the required learning objectives (This challenge can be addressed by collaborating with fellow teachers or seeking input from students). - Deciding on an age-appropriate project format for young learners (This can also be resolved through discussions and idea-sharing with colleagues or students). - Limited time allocation for the project (This requires effective time management to ensure the project runs smoothly).
	12. What do you feel when teaching an English class using a project-based learning strategy?	I feel a sense of satisfaction when the project is well-planned and successfully executed, resulting in quality presentations from the students.
	13. What do you think about the implementation of project-based learning in your English class?	Project-based learning has been effectively implemented in my English class.
	14. Have you ever found any difficulties during the preparation such as choosing the topic of project-based learning in your English class?	Yes, I have experienced it. However, the issue was resolved through discussions and collaboration with other teachers and students to better support their individual capabilities.

	15. Have you ever found any obstacles during the implementation such as handling the students while implementing project-based learning in your English class?	Yes, unclear instructions at the beginning can lead to challenges during implementation, particularly in managing time effectively. Therefore, it is important for the teacher to provide clear guidelines, support students throughout the project, monitor their progress, and consistently remind them about the time allocation.
	16. Have you ever found any difficulties in assessing the students' projects? And how are the students' achievement after being taught using project based learning?	Not so far. This is because there is usually a mutual agreement between the teacher and students regarding the assessment, which encourages the students to put in their best effort to achieve good results.
4. *Other information:* *If you have other information concerning the implementation of PBL needs to be informed, please kindly describe briefly in the next column.*	*Additional information:*	I believe project-based learning is an effective approach for teaching English, especially to young learners. It allows them to engage joyfully in the project, express their creativity, actively participate in the process, and develop their 4C skills (critical thinking, communication, collaboration, and creativity).

Badung, 20th March 2025

English Teacher of Grade 2C

Coded : T3

OPEN QUESTIONNAIRE		
This questionnaire is administered to have a better understanding about the Implementation of PjBL in Teaching English to Young Learners at Bali Kiddy School. Please kindly respond to each of the questions provided.		
Research Problems adapted from Dewi (2020)	**Question**	**Answer**
1. Kinds of project implemented by the teachers in teaching English for grade 4 at Bali Kiddy School	1. What kinds of projects are implemented by the teachers in teaching English for grade 2 at Bali Kiddy School?	In Grade 2, students do a variety of mini-projects that are simple, interesting, and age-appropriate. These projects are semi-structured, with the teacher providing a general topic and allowing students to explore and express their thoughts. The activities are intended to reinforce vocabulary, grammar, and basic sentence structures while also encouraging creativity and self-directed learning.
	2. How do the teachers usually organize the project?	We usually start by introducing the topic and target language through storytelling, songs, or games. Then, we break the class into small groups or pairs and explain the project step-by-step. Visual aids and checklists are provided to guide them throughout the process.
	3. Do the teachers usually give an amount of time in doing the project?	Yes, we always set a specific timeline. For instance, most projects are completed within one to two weeks depending on complexity. This helps students manage their time and stay on task.
	4. How do the teachers usually ask the learners' involvement in doing the project?	We encourage students by making the project topics relatable and fun. We also allow them to make choices, such as selecting their own animals, story characters, or daily routines which increases engagement. Regular check-ins and praise also help boost participation.

	5. Do the teachers usually determine the aim of giving each of the projects?	Yes, each project has clear language objectives aligned with our curriculum. For example, the "My Favorite Animal" project focuses on descriptive adjectives and simple present tense, while the comic project targets sequencing and time expressions.
2. Procedures of teaching English implemented in teaching each of the project given	6. What procedures of teaching English are implemented in teaching each of the projects given?	We follow a three-phase cycle: (1) Language Input: introducing vocabulary and grammar through interactive lessons, (2) Practice and Planning: guided activities related to the topic, and (3) Project Creation: students apply what they've learned to create their project.
	7. What activities do the teachers usually have in the preparation of the project?	During preparation, we plan materials (templates, visuals, rubrics), introduce the language structures needed, and provide models or examples. We also anticipate possible difficulties and prepare scaffolding techniques.
	8. How is the teachers and students' role in conducting the project given?	Teachers act as facilitators and guides. We monitor progress, give feedback, and offer support when students face challenges. Students are active participants, they brainstorm, plan, create, and present their work.
	9. How will the teachers assess each of the projects given?	Assessment is done through rubrics focusing on criteria such as language use, creativity, effort, and presentation. We also observe collaboration, participation, and individual contributions when working in groups.
	10. Will the teachers give any evaluation after the students completing the projects given?	Yes, after project completion, we conduct short reflection sessions. We ask students to share their experience, what they've learned, and what they enjoyed. This encourages metacognition and self-awareness.
	11. What are the difficulties faced by	One challenge is the varied ability levels of students. Some students need extra

	the teachers in teaching English using project-based learning in the classroom?	support to stay focused and complete tasks. Time management and ensuring that language goals are met through creative activities can also be tricky.
	12. What do you feel when teaching an English class using a project-based learning strategy?	I feel excited and fulfilled because students often show enthusiasm and deeper understanding through projects. It's also rewarding to see how their confidence and communication skills improve.
3. Difficulties faced by the teachers in teaching English using PBL in the classroom	13. What do you think about the implementation of project-based learning in your English class?	I believe it is very effective for young learners. It promotes active learning, creativity, and real-world language use. Although it takes more preparation time, the benefits to student engagement and language retention are worth it.
	14. Have you ever found any difficulties during the preparation such as choosing the topic of project-based learning in your English class?	Yes, sometimes it's challenging to find topics that are both educational and engaging. It takes time to align the project themes with language goals and the children's interests.
	15. Have you ever found any obstacles during the implementation such as handling the students while implementing project-based learning in your English class?	Yes, classroom management can be an issue, especially with group work. Some students dominate while others withdraw. We try to balance roles and responsibilities, but it still requires ongoing monitoring.

	16. Have you ever found any difficulties in assessing the students' projects? And how are the students' achievement after being taught using project based learning?	Assessment can be subjective, especially with creative projects. That's why rubrics are essential. Overall, students show strong achievement, they remember vocabulary better, are more willing to speak in English, and demonstrate improved teamwork skills.
5. Other information: *If you have other information concerning the implementation of PBL needs to be informed, please kindly describe briefly in the next column.*	*Additional information:*	- Parents are often amazed by what their children can produce. - Sometimes we display the projects during school events or in-class showcases. - I find PBL helpful in building not just language skills, but also students' confidence and collaboration.

Badung, 20th March 2025

English Teacher of Grade 2D

Coded : T4

Appendix 15: Transcript of Interview with English Teacher of Grade 2A

R : Researcher

T1 : Teacher of Grade 2A (coded)

The Transcript of Interview with English Teacher of Grade 2A

R: How many years have you been teaching?

T1: I've been teaching at Bali Kiddy School for 4 years.

R: Which grade are you currently teaching, and how many students are in your class?

T1: I'm currently teaching Grade 2A, and there are 28 students in my class.

R: Based on my initial observation, it seems that the teachers at Bali Kiddy School apply project-based learning in the teaching process. How do teachers usually organize each project? Is it fully planned by the teacher, or is there student input?

T1: The teacher organizes the entire project, from selecting the topic, informing students about what to prepare, explaining what to do, how to present the project, and the assessment criteria. We plan it this way because students at this young age still need structured guidance.

R: So, everything is mostly prepared by the teacher? Do students ever get involved in planning the project?

T1: Yes, sometimes we only provide a general theme, and the students choose their specific topic and how they want to approach the project. I believe students should be encouraged to be brave and creative in designing their own work.

R: I see, so they do get opportunities to share their ideas. Do teachers usually set a time limit for completing the project?

T1: Yes, it depends. Some projects can be done in one lesson, while others may take a few days or even a week. We keep the project manageable, considering the students' age and abilities.

R: How do teachers usually involve students in the project process?

T1: We usually have students work individually, but sometimes in small groups as well.

R: Have they ever done a project as a whole class, school-wide, or with another school community?

T1: No, we haven't done that so far.

R: Regarding the project goals, do teachers usually set specific objectives for each project?

T1: Yes, we do. Sometimes the project is problem-based to stimulate critical thinking. Others might involve practical or hands-on tasks like building a model. We also assign projects that help students appreciate art or the work of others. At the end of every unit, they create a scrapbook where they write and present their learning. This helps reinforce their skills through repetition.

R: That sounds really valuable for students. May I ask what teaching procedures are typically used in delivering these projects?

T1: The first step is preparing the project plan.

R: What kinds of activities are usually included in the preparation phase?

T1: First, we introduce the topic and conduct a brainstorming session. We ask essential questions related to the goals we want students to achieve during the project.

R: How do teachers usually develop the project plan?

T1: Sometimes we allow students to share their ideas so the project aligns with their interests and abilities. Then we explain how the project will be done and how it should be presented. Students are often curious about how their work will be assessed, so we always prepare clear criteria for evaluation.

R: Do teachers and students discuss the project timeline together?

T1: Yes, setting time limits is important. Sometimes teachers decide the duration, but other times we discuss and agree on it with the students.

R: What are the roles of teachers and students during the project?

T1: Teachers act as guides throughout the process. We observe, assist when students face challenges, and ensure everyone participates especially in group projects. We also help them manage their time effectively so the project can be completed on schedule.

R: So, teachers serve as facilitators while students do the work. How do you assess their projects?

T1: We assess each project to evaluate the results and measure student achievement. We also give positive and constructive feedback.

R: Is there an evaluation after students complete the projects?

T1: Yes, we hold evaluations after assessments. We usually ask students about the challenges they faced and what they enjoyed the most. We also check their understanding and discuss improvements for future projects.

R: Mr., how do you feel when teaching English using project-based learning?

T1: I feel happy because students get the chance to express their ideas and creativity.

R: What's your opinion about implementing project-based learning in your English class?

T1: It's usually enjoyable and runs effectively.

R: Have you faced any difficulties when preparing, like choosing a suitable topic?

T1: Yes, sometimes it's challenging to find the right topic and match it with an appropriate project for the students.

R: How do you solve that issue?

T1: I usually consult with fellow teachers and sometimes even discuss options with the students.

R: Have you encountered obstacles during implementation?

T1: Time management is often an issue. It can be hard to cover all the material within the project timeline. That's why we must prepare thoroughly and manage time well. Fortunately, the students usually work seriously and follow instructions.

R: Have you faced difficulties due to varying student abilities?

T1: Yes, this is probably one of the biggest challenges. Students have different capabilities, so we try to design projects that can be handled by both high-achieving and lower-achieving students.

R: Do you find it difficult to assess students' projects? And how is their performance after being taught through project-based learning?

T1: I haven't had trouble assessing the projects so far. Students generally perform well because they're enthusiastic and put in good effort.

R: Thank you, Mr. Do you have any additional information to share about the implementation of project-based learning?

T1: No, I think everything has been covered already.
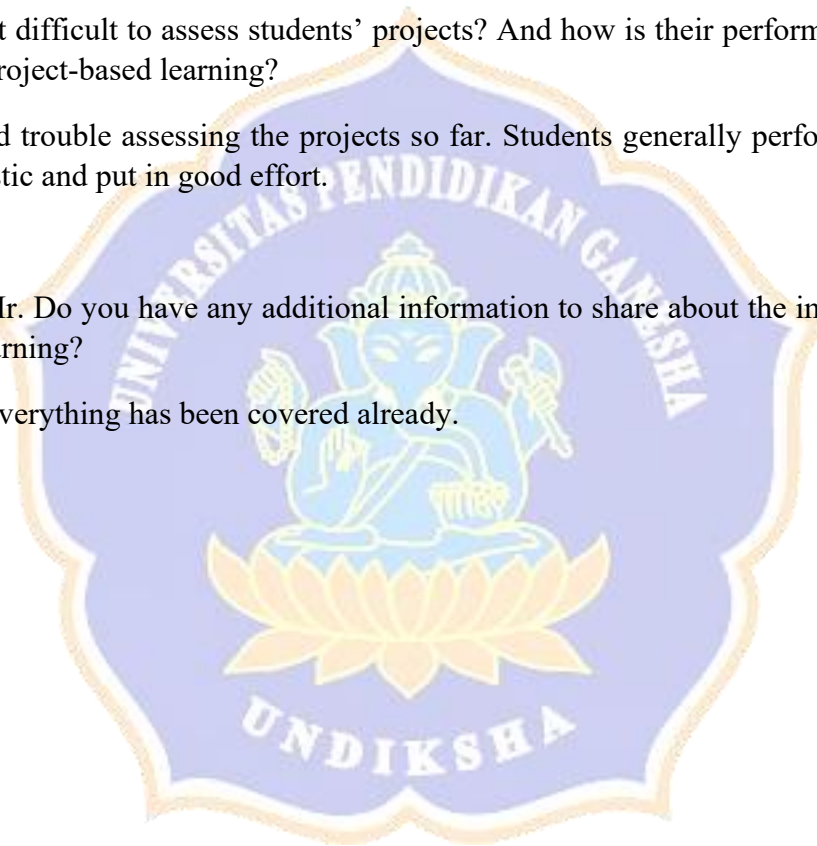
Appendix 16: Transcript of Interview with English Teacher of Grade 2B

R : Researcher

T2 : Teacher of Grade 2B (coded)

The Transcript of Interview with English Teacher of Grade 2B

R: How many years have you been teaching?

T2: I've been teaching at Bali Kiddy School for 9 years.

R: Which grade are you currently teaching, and how many students are in your class?

T2: I'm teaching Grade 2B, and there are 28 students in the class.

R: Based on my initial observation, it appears that the teachers at Bali Kiddy School implement project-based learning in their classes. How are the projects typically organized? Are they fully planned by the teacher, or do students contribute?

T2: Most of the project planning is done by the teacher, as the students still require a lot of assistance and guidance. This includes selecting the topic, designing the project, setting the timeline, and deciding the criteria for scoring.

R: Do you ever involve students in planning the project?

T2: Yes, sometimes I allow students to choose their specific project topics and how they want to complete them. This helps them become more creative and independent.

R: Do teachers usually provide a specific time limit for completing the project?

T2: Yes. Many projects are designed to be finished within one or two class sessions. In some cases, students may be given a week. The time frame is set with consideration of their age and development.

R: How do teachers usually involve students in carrying out the projects?

T2: Students are responsible for preparing the materials, completing the tasks, and presenting their projects individually. Occasionally, we assign group projects to help develop their social and collaboration skills.

R: Regarding the purpose, do teachers usually define the objective for each project?

T2: Yes, definitely. Some projects aim to develop critical thinking by asking students to solve a problem, while others may focus on hands-on activities such as building a model or reviewing a piece of music. We also use projects to enhance their reading, writing, listening, and speaking skills.

R: Can you explain the procedures followed when implementing a project in your English class?

T2: The process includes preparing and designing the project, determining the time allocation, conducting the project activities, assessing the outcome, and doing a final evaluation.

R: What activities are usually done during the preparation phase?

T2: At the beginning of the lesson, we introduce the topic and conduct brainstorming sessions to activate the students' prior knowledge related to the material.

R: How is the project design usually developed?

T2: Not all aspects are designed solely by the teacher. As I mentioned earlier, we give students opportunities to share their ideas to help shape the direction of the project.

R: Do teachers and students discuss the project schedule and time frame together?

T2: Yes, we do. It's important for both teachers and students to agree on the timeline so that students can manage their time effectively.

R: What are the roles of teachers and students during the project?

T2: The teacher acts as a facilitator who guides and supports students throughout the project. The students are expected to follow the steps of the project and complete their work independently or collaboratively.

R: How are the projects assessed?

T2: We prepare scoring rubrics to evaluate the projects. In addition to scores, we also give comments and feedback to recognize students' efforts.

R: Is there any evaluation after the project is finished?

T2: Yes. At the end of the lesson, we hold a reflection session with students to discuss their experiences, the challenges they faced, and suggestions for improvement.

R: How do you feel about teaching English using project-based learning, Ms.?

T2: I feel excited when I see how enthusiastic the students are about working on their projects.

R: What is your overall opinion on project-based learning in your English class?

T2: I think it's a great method, it's fun and engaging for both the teacher and the students.

R: Have you encountered any difficulties in the preparation phase, such as selecting a topic?

T2: Yes, I've faced challenges like deciding on the most appropriate format and topic for younger learners. In such cases, we usually discuss with fellow teachers or involve students in the selection.

R: Have you encountered any problems during project implementation, like managing students?

T2: Not really. The students usually take the projects seriously and follow instructions well. The main challenge is time management, especially with a larger group. But this can be handled through proper planning and by clearly communicating expectations and time limits at the start.

R: Have you experienced difficulties related to the students' varying abilities?

T2: Yes. Due to differences in ability, not all students can follow the project procedures easily. That's why we often assign group work, so they can help each other. The teacher also provides individual support when necessary.

R: How is the classroom interaction during project-based learning?

T2: It usually runs smoothly. The students are focused and want to do their best.

R: Have you had any difficulties assessing the projects? And how are the students' achievements after using this method?

T2: No major difficulties in assessment. We prepare everything thoroughly in advance and clearly explain the expectations. In terms of achievement, most students do well and produce satisfying results.

R: Thank you, Ms. Do you have any additional information you'd like to share regarding the implementation of project-based learning?

T2: No, I think that's all.
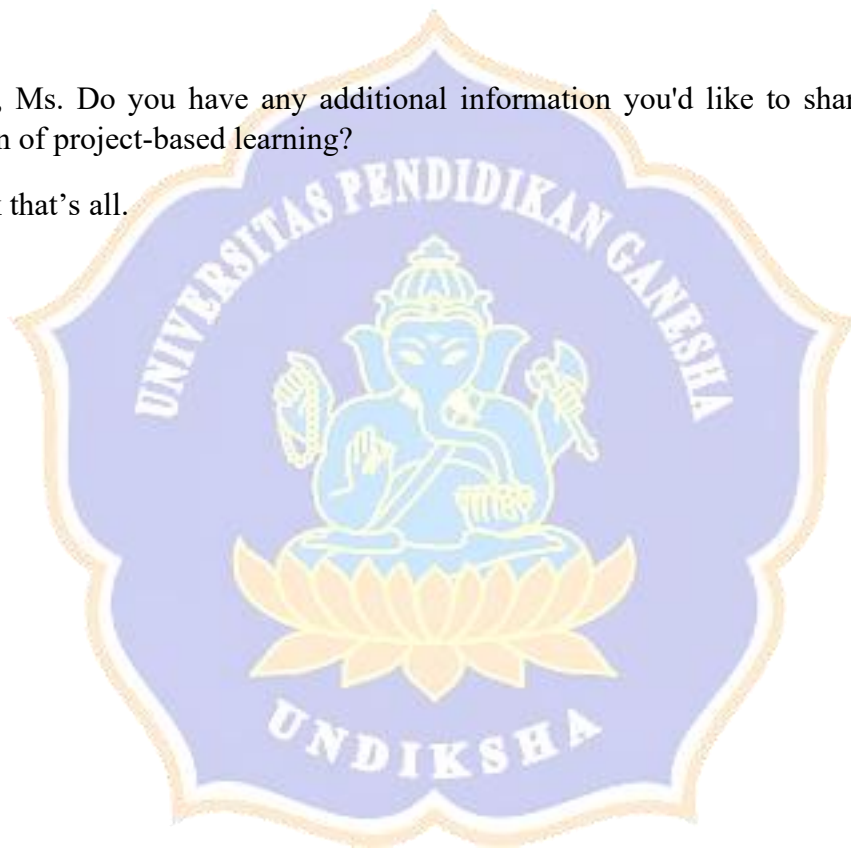
Appendix 17: Transcript of Interview with English Teacher of Grade 2C

R : Researcher

T3 : Teacher of Grade 2C (coded)

The Transcript of Interview with English Teacher of Grade 2C

R: How many years have you been teaching?

T3: I've been teaching at Bali Kiddy School for 8 years.

R: Which grade are you teaching now, and how many students are in your class?

T3: I teach Grade 2C, and there are 28 students in the class.

R: From what I've observed, Bali Kiddy teachers seem to apply project-based learning in the classroom. How do the teachers usually organize these projects? Are they fully prepared by the teachers?

T3: Yes, most of the projects are organized by the teacher because the students are still young. This helps them follow the process more easily. The teachers usually decide on the topic, design the project format, and create the scoring criteria.

R: Do you ever involve the students in planning the project?

T3: Yes, sometimes. It's a combination, part of the project is structured by the teacher, and part is discussed with the students. For example, the teacher may decide the topic, but the students are free to choose how they present it. This way, their creativity and critical thinking are encouraged.

R: I see. Do teachers usually provide a specific time frame for completing the projects?

T3: Yes. We inform them about the project first, then give them a specific time to complete it. Most projects are mini projects that can be done within a single meeting. However, some may take a week or two depending on the complexity. The time given is always limited so students don't feel overwhelmed.

R: How are students typically involved in carrying out the project?

T3: Students are responsible for preparing, completing, and presenting their project individually. Sometimes they also work in groups, which helps them develop collaboration and support each other. During the process, I check in with them about their progress and how they're dividing tasks.

R: Do the teachers usually define the objectives of the project?

T3: Absolutely. Some projects aim to help students solve problems and improve their critical thinking. Other projects involve creating models or products.

R: Are there other goals as well, Ms.?

T3: Yes, some projects are designed to develop aesthetic appreciation, such as reviewing a song they like. Most projects involve writing and presenting, so they get repeated practice in writing and speaking.

R: What procedures do you follow when using project-based learning to teach English?

T3: The process includes preparing and planning the project, allocating time, conducting the activity, assessing the outcome, and ending with reflection or evaluation.

R: What kind of activities do teachers usually conduct in the preparation phase?

T3: We introduce the topic and material and encourage students to ask related questions. Brainstorming is also part of the process to activate their prior knowledge.

R: How is the project plan usually designed?

T3: As mentioned earlier, sometimes it's not fully handled by the teacher. We involve students in sharing ideas and opinions. If it's fully teacher-designed, we clearly explain the rules and steps they need to follow.

R: Do you and your students ever discuss the project timeline?

T3: Yes, sometimes. In some cases, the time is determined by the teacher, but we also discuss it with students occasionally.

R: What are the roles of the teacher and the students in carrying out the project?

T3: The teacher acts as a facilitator and guide, observing, providing assistance, and helping students stay on track. Students are expected to take responsibility and follow the process.

R: How are the projects assessed?

T3: We assess the final result and how well they present it. Whether it's individual or group work, we provide feedback after the presentation.

R: Do you evaluate the students after the project is complete?

T3: Yes, we have discussions to reflect on the project—what challenges they faced, what they enjoyed, and what could be improved for next time.

R: How do you feel when teaching English using project-based learning, Ms.?

T3: When everything goes well, I feel very satisfied with the results the students present.

R: What's your opinion on the overall implementation of project-based learning in your English class?

T3: I believe it can be implemented effectively in my class.

R: Have you ever encountered any difficulties during the preparation phase, such as selecting the topic?

T3: Yes, I have. But we solve it by discussing with other teachers or even with students to find a topic that suits their level and interests.

R: What about challenges during implementation? How's the classroom interaction?

T3: Sometimes, the time given isn't enough. To overcome this, I give clear instructions and regularly check their progress. In general, the classroom interaction is effective, and the students show their best during lessons.

R: Have you experienced any difficulties due to students having different capability levels?

T3: Yes, this often comes up in group work. We solve it by creating balanced groups, mixing higher and lower-achieving students so they can support each other.

R: How does classroom interaction usually go, Ms.?

T3: It's not always smooth, especially during group work. There are sometimes discipline issues that interrupt the process. But we manage it by setting classroom rules.

R: Do you face any challenges in assessing the projects? And how's student achievement so far?

T3: So far, I haven't had any problems with assessment. The students generally perform well because they put in their best effort to meet the criteria.

R: Okay Ms., is there anything else you'd like to add about implementing project-based learning?

T3: Yes. In my opinion, project-based learning is an excellent strategy for teaching English to young learners. It allows them to work joyfully, express creativity, engage fully in the activity, and develop their 4C skills (critical thinking, communication, collaboration, and creativity).
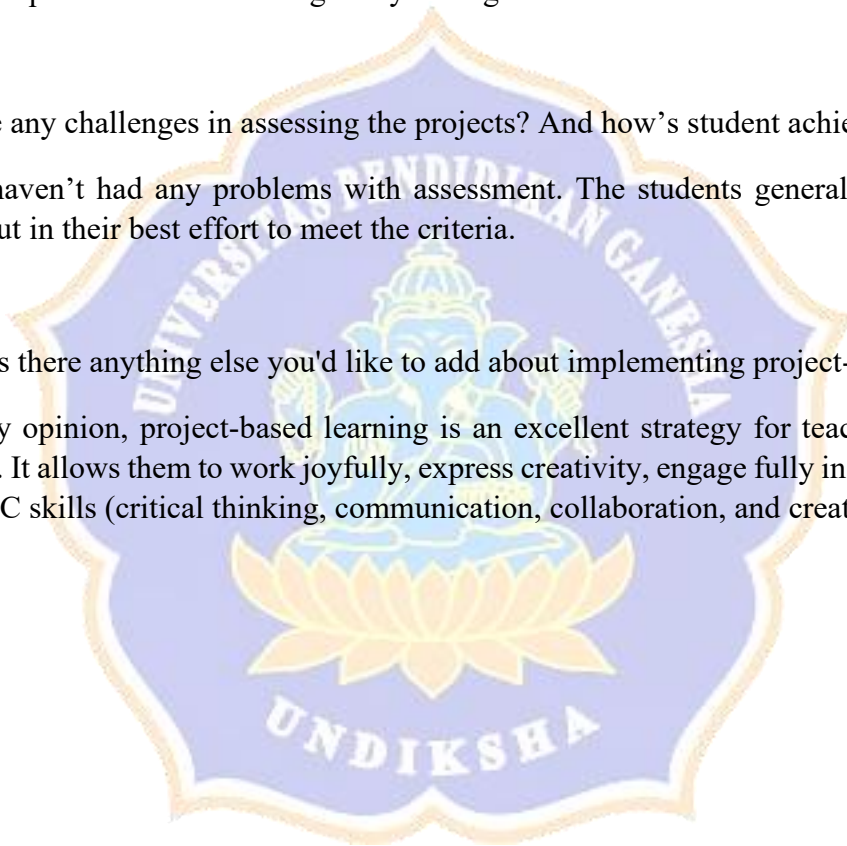
Appendix 18: Transcript of Interview with English Teacher of Grade 2D

R : Researcher

T4 : Teacher of Grade 2D (coded)

The Transcript of Interview with English Teacher of Grade 2D

R: How many years have you been teaching?

T4: I've been teaching at Bali Kiddy School for 8 years.

R: Which grade are you teaching currently and how many students are in your class?

T4: I'm currently teaching Grade 2D and there are 27 students in my class.

R: From my observation, the school implements project-based learning. How do the teachers usually organize each project? Are they fully planned by the teacher?

T4: Most of the time, the teacher plans and organizes the project, especially for younger learners like in Grade 2. This includes choosing the topic, providing clear instructions, and designing the steps. However, we also give space for students to express their ideas or preferences, especially in how they want to present the result.

R: Do you ever allow the students to be involved in organizing the project?

T4: Yes, occasionally we let them choose the format or part of the content. While the framework is guided by the teacher, involving students in decision-making helps them take ownership and be more creative.

R: Do you usually give a time frame for doing the project?

T4: Yes, we always do. Some projects can be completed in one meeting, but some take a few days or up to a week. We make sure the duration suits their age and doesn't cause stress.

R: How do the teachers encourage students to get involved in the project?

T4: Students are asked to prepare the materials, work on the task, and then present it. Sometimes they work individually, and sometimes in groups depending on the nature of the project. Group work helps them build teamwork and communication skills.

R: Do you usually determine the aim of each project?

T4: Absolutely. Every project has clear objectives, whether it's to stimulate critical thinking, foster creativity, apply vocabulary in context, or develop specific language skills like speaking or writing.

R: What procedures do you follow when using project-based learning in English class?

T4: We follow a structured process: planning and preparation, introducing the topic, discussing the goals, setting the time frame, guiding the project execution, assessing the outcome, and reflecting on the process.

R: What activities are done during the project preparation phase?

T4: At the beginning, I introduce the topic and ask essential questions to stimulate their thinking. We brainstorm together, and I give examples or show simple models if needed.

R: How do you usually design the project plan?

T4: Sometimes it's teacher-led, but I always try to invite student input, especially for presentation format. I also prepare the steps they need to follow and explain the scoring rubric.

R: Do you and your students ever discuss the time allocation for the project?

T4: Yes, sometimes. Usually, I inform them of the time limit, but if the task is more flexible, we'll talk about what's manageable and agree on a deadline.

R: What are the roles of the teacher and students during the project?

T4: I act as a facilitator and guide. I walk around, observe, help if they're stuck, and make sure everyone's participating. The students are the main actors, they work on the content and take responsibility for completing and presenting it.

R: How do you assess the project?

T4: I assess based on criteria that I inform them about in advance. I look at content, creativity, effort, and language use. I also give both written and verbal feedback to encourage improvement.

R: Do you conduct evaluations after project completion?

T4: Yes. After presentations, we have a short reflection. I ask them what they enjoyed, what was challenging, and what they learned. We also talk about what could be improved next time.

R: What do you feel when teaching English through project-based learning, Ms.?

T4: I feel fulfilled seeing their creativity and growth. It's fun, and I can see how much they enjoy it too.

R: How do you view the overall implementation of project-based learning in your English class?

T4: I think it works really well for young learners. It gives them a meaningful context to use English and boosts their confidence.

R: Have you ever found it difficult to prepare a project, especially choosing a suitable topic?

T4: Yes, sometimes it's hard to decide which topic is appropriate or engaging enough for their level. When that happens, I usually discuss it with my fellow teachers or ask the students for suggestions.

R: Have you experienced any challenges during implementation, such as managing student behavior or time?

T4: Yes, time management can be tricky, especially when some students need more time. I try to solve this by preparing everything thoroughly and making sure the expectations are clear from the start.

R: Do you ever face challenges due to different levels of student ability?
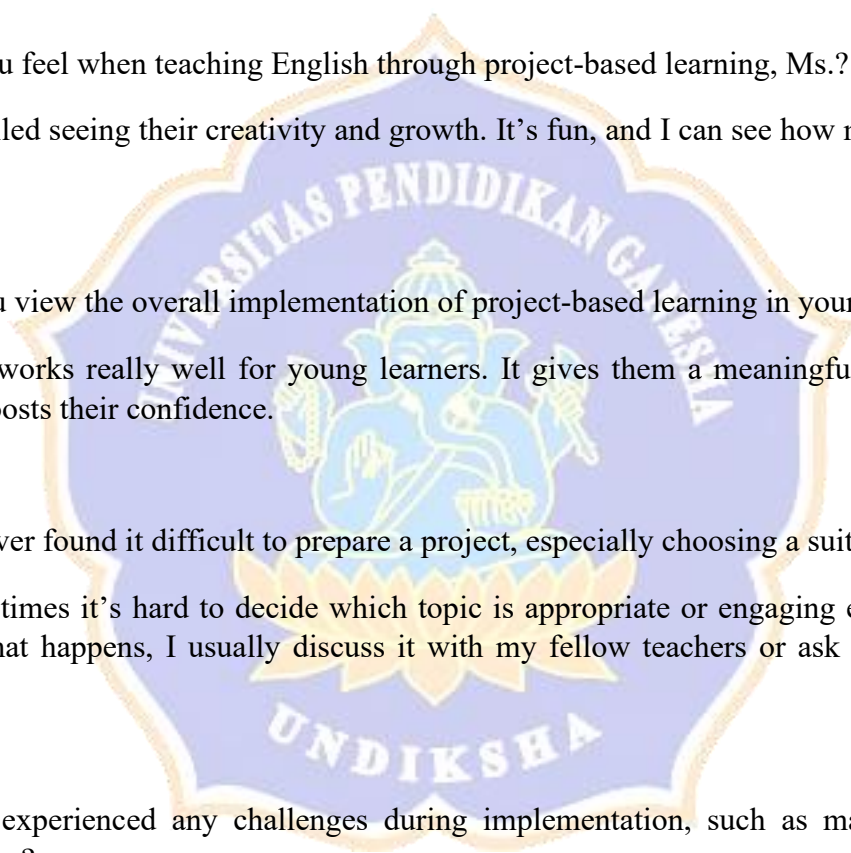
T4: Definitely. Students in Grade 2 have varying levels of ability, so I try to differentiate the tasks or provide more support. When in groups, I make sure there's a mix of abilities so they can help each other.

R: What about the classroom interaction, does it run smoothly?

T4: Most of the time yes, but sometimes group dynamics can be a challenge. I have class rules and give clear expectations to help manage that.

R: Do you have any difficulty assessing the projects? And how has students' performance been after using PBL?

T4: I don't find much difficulty since I prepare the rubric and share it beforehand. The students' achievements have improved, they're more motivated and engaged.

R: That's wonderful to hear. Ms., is there anything else you'd like to share regarding project-based learning?

T4: I just want to say that PBL is very effective for young learners. It allows them to learn with joy, develop essential skills, and become more independent and confident English users.