A STUDY OF CHINESE YOUNG LEARNERS' BELIEFS IN EIL PROJECT-BASED LANGUAGE LEARNING IN RURAL SCHOOLS

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จุฬาลงกรณ์มหาวิทยาลัย
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การเรียนรู้แบบโครงงานโดยใช้ภาษาอังกฤษเป็นภาษานานาชาติ: ความเชื่อของผู้เรียนจีนวัยเด็ก

น.ส.เสี่ยวลี่ เจิ้ง

จุฬาลงกรณ์มหาวิทยาลัย

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การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาความเชื่อของผู้เรียนจีนวัยเด็กเกี่ยวกับภาษาอังกฤษเป็นภาษาสากลผ่านการเรียนรู้
ภาษาแบบโครงงานในโรงเรียนชนบทของจีน การวิจัยนี้แบ่งเป็น 2 ระยะดังนี้ ระยะที่ 1 ศึกษาการเรียนภาษาแบบโครงงาน
ผ่านการสังเกตการสอนในห้องเรียนและการสัมภาษณ์ครูสอนภาษาอังกฤษจำนวน 3 คน   ผลการวิจัยนำไปสร้างแบบสอบถาม
ภาษาอังกฤษเป็นภาษาสากลผ่านการเรียนรู้ภาษาแบบโครงงานในโรงเรียนชนบทของจีน   ระยะที่ 2 ศึกษาความเชื่อของผู้เรียน
จีนเกรด 6 จำนวน 102 คน   ผลการวิจัยสรุปว่า ผู้เรียนมีความเชื่ออย่างยิ่งในการเรียนภาษาอังกฤษเป็นภาษาสากลผ่านการ
เรียนรู้ภาษาตามโครงงาน 5 ด้านดังนี้ (1) การทำงานร่วมกัน (2) ความเหมือนจริง (3) ความท้าทายโดยใช้ความคิด (4)
ความสำเร็จและการจัดการโครงการ และ (5) การสะท้อนกลับ อย่างไรก็ตาม ด้านที่ (6) การเผยแพร่สู่สาธารณชนมีความเชื่อ
ในเชิงลบ

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Xiaoli Zheng : A STUDY OF CHINESE YOUNG LEARNERS' BELIEFS IN EIL PROJECT-BASED LANGUAGE LEARNING IN RURAL SCHOOLS. Advisor: Asst. Prof. APASARA CHINWONNO, Ph.D.

This study explored learners' beliefs about English as an international language through project-based language learning in a Chinese rural school. Three English teachers and 102 Grade 6 Chinese EFL learners participated over two separate phases. Phase I explored how teachers implemented the project-based language learning via classroom observation and semi-structured interviews. The findings from this phase were used to construct the six aspects of the EIL project-based language learning questionnaire in Phase 2. The questionnaire was developed to explore learners beliefs about EIL and project-based language learning in a Chinese rural school. The questionnaire revealed that the learners strongly believed in learning English as an international language through project-based language learning. Five aspects received similar positive responses, namely, collaboration, authenticity, intellectual challenge and accomplishment, and project management and reflection. However, only the aspect of public product received a more negative response.

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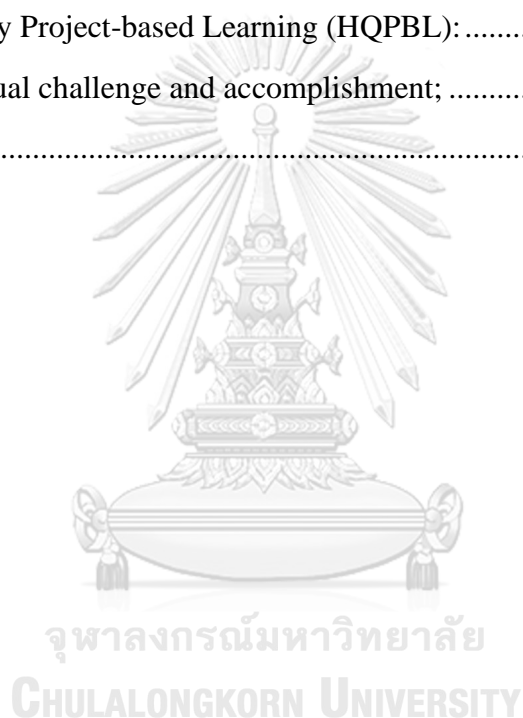
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CHAPTER I
INTRODUCTION

1.1 Background of the study

In today's globalized context, the English language has been going through a dual process of nativization and globalization (Xu, 2018); understanding the role of English as an international language (EIL) is essential for effective cross-cultural communication (Lee et al., 2019). Jenkins (2006) has pointed out that attention to the term English as an International Language is relatively new to the (Teaching English to Speakers of Other Languages)TESOL profession. According to Mckay (2018), EIL is currently gaining more attention in the field of English Language Teaching (ELT). Consequently, there are more and more requests to include teaching informed by EIL into ELT classrooms (Matsuda, 2017; Mckay, 2002, 2018; Lee et al., 2019).

In China, there are 56 ethnic groups. Han Chinese speak Putonghua in addition to their regional dialects, falling under the category of multilingual and multi-dialectal, whereas the 55 minority groups speak up to 80-120 different languages. Consequently, most Han Chinese learn Putonghua as their second language, while minority Chinese acquire English as their third language. English has been included in the core curriculum for foreign language learning, which learners at all levels must study from Grade 3 to Grade 12 (Ministry of Education, 2001) Chinese learners are mostly faced with a problem in English usage; learners' English proficiency is limited because they have fewer opportunities to practice and apply it in actual, real-life contexts than learners in some other countries, and the primary language for interaction is mainly Chinese. This is particularly true in Chinese rural schools, where English development has been slower than in urban areas (Hou, 2017).

As a result, language educators in China have made an effort to facilitate English learning for these learners in various ways. The pedagogy for ELT in China had been described in the literature over the previous ten years as primarily teacher-centered, textbook-directed, and memorization-based, and paid little attention to the development of learners' communicative competence (Cortazzi & Li, 1996; Zheng & Adamson, 2003; Zheng & Borg, 2014)., and paid little attention to the development of

learners' communicative competence. To enhance learners' communication competence, the Ministry of Education promulgated a new secondary curriculum in 2003 to support the development of learners who can use English to communicate internationally (Ministry of Education, 2003). Instead of being dependent on the transfer of information and memorization, learning was portrayed as an investigative activity. More specifically, the emphasis on communication skills development took the place of the conventional emphasis on mastering grammar and vocabulary (Wang, 2007; Wang & Lam, 2010).

However, most learners' communication competence did not improve as the curriculum expected, particularly in rural areas. Studies showed that the Chinese rural area's English education had gained little attention around the country, and most research was done at the tertiary level (Gu 2007; Wang 2015). Therefore, Wang and Gao (2008) advised that research on learners, teachers, and classroom practices in several underrepresented settings, such as non-elite colleges, primary and secondary schools, and schools for ethnic minorities, be done in order to advance ELT in China.

Project-based language learning (PBLL) is proposed as an effective instructional tool to improve learners' content knowledge and language skills simultaneously. Shang (2007) cited a crucial characteristic of the project work was the extensive use of materials directly from the culture being studied and the language being used. He also mentioned how well these students did on the 2003 Test for English Majors Band 4 (TEM4). Zhou and Bao (2017) noted that the PBL learning process significantly positively impacts achievement motivation in project-based autonomous learning in the preliminary contest of the National Business English Practice Contest (NBEPC). Learners in PBLL classrooms in high-poverty areas have been proven to improve their academic knowledge and skills (Duke, 2016; Duke et al., 2016). Consequently, increasing advocate are called to integrate PBL into the ELT classroom.

Given the pivotal role of learners' beliefs (Horwitz, 1999; Kalaja & Barcelos, 2012, 2019; Truong & Wang, 2019), research on the issue of young learners' beliefs has garnered greater academic attention (Muñoz, 2014; Nilsson, 2019). However, despite this, little attention has been paid to the beliefs of Chinese young learners. Even fewer studies have been conducted on instructional settings' effects on PBLL in rural contexts.

Research that linked beliefs with PBLL in effective learning in rural contexts is notably absent.

Therefore, in today's globalized context, conducting studies on Chinese young learners' beliefs toward EIL Project-based language learning is necessary, which were beneficial to help learners learn effectively and improve their learning achievements in the future.

1.2 Statement of Problem

The limited English proficiency is the biggest problem for Chinese learners, because they have less exposure to English. In the past decade, the Chinese curriculum for English education has focused on a teacher-centered, textbook-directed, and memorization-based teaching philosophy. Nowadays, although popular teaching approaches such as Communication Language Teaching (CLT), Task-based Language Teaching (TBLT), and Project-based Learning (PBL) have been adopted into the pedagogy of English Language Teaching (ELT), learners' English proficiency is still not developed as what the curriculum expected. In addition, Nunan (2011) outlined the importance of educating young language learners for the 21st century; Copland and Garton (2014) also noted that teaching Young Learners(YLS) is a major emphasis of several international ELT professional development networks and forums around the world. Chinese educators also started to be concerned with teaching English to young learners by conducting research in various ways (Lin, 2018).

Meanwhile, some researchers have noticed an urban and rural difference in the ELT in China; for example, Hou (2017) investigated the current English situation in Chinese county and found that the development is slower than in urban areas and falls behind the world. In another study, Wei (2017) studied English teaching in rural middle schools, and revealed that students' proficiency is low and they lack learning motivation with a negative attitude. Despite that, little research was conducted on young learners in rural areas.

To balance this gap, this study looked into the rural areas and investigated Chinese rural primary schools' young learners' beliefs in EIL Project-based Language Learning implemented.

1.3 Research Questions

One research question was investigated in this study.

What are Chinese young learners' beliefs in EIL project-based language learning implemented in the rural school?

1.4 Research Objectives

This study aims:

1. To explore the implementation of EIL Project-based language learning in the rural Chinese school.

2. To explore Chinese young learner' beliefs in EIL Project-based language learning.

1.5 Scope of the Study

This study studied the implementation of EIL Project-based language learning in a Chinese rural primary school and revealed young learners' beliefs in EIL Project-based Language Learning. The population of this study was one hundred and two Grade 6 learners and three in-service English teachers at Shalang Central Primary School, Dianbai District, Maoming City, China. In this school, English is a compulsory subject matter in this public school. The main instruments used in this study were classroom observation, interviews, and questionnaires. It was constructed based on the framework of PBLL by the Buck Institute of Education. The findings of this study are revealed through both numerical and descriptive data. Finally, the discussions and suggestions provided in this study could recommend effective implementation for further studies.

1.6 Significant of the Study

Academic knowledge in teaching and learning English, particularly in the aspects of Chinese Young Learners' beliefs towards EIL Project-based language learning pedagogy implemented in rural schools in China are enhanced by this study in three aspects as follows:

1. To develop an instrument for exploring Chinese Young Learners' beliefs towards EIL Project-based language learning.

2. To propose an instructional development for English education based on EIL Project-based language learning framework, specifically for the Chinese primary learners in the rural area.

1.7 Definitions of Terms

English as an International Language Project-Based Language Learning is regarded as a teaching strategy in which students acquire knowledge and skills by working diligently over an extended period of time to research and address an interesting, challenging, and authentic question, problem, or challenge in an English as an International Language learning environment. This study's PBLL is formed by high-quality project-based learning that includes six criteria. They are 1). Intellectual challenge and accomplishment, 2). Authenticity, 3). Collaboration, 4). Project management, 5). Reflection, and 6).Public Product.

Young Learners can be defined as learners between 3 to 15 years old, in pre-school or in the first couple of years of schooling (Nunan, 2011). In this study, Chinese Young Learners refer to Grade 6 learners aged between 10 to 13 years old. They have three years of learning experience in English at Shalang Central Primary School, Dianbai District, Maoming City, China. English is a compulsory subject matter in this public school. There are 51 learners in one class, and the overall teaching hours per week are 4 hours..

Beliefs refer to learners' perceptions as well as what influences learners to do in the classroom (Kolb, 2007; Muñoz, 2014). In this study, beliefs can be defined as Chinese Young Learners' beliefs about the EIL project-based language learning implemented in the rural school.

CHAPTER II
LITERATURE REVIEW

This chapter presents crucial information relating to English as an international language, project-based learning, and young learners' beliefs, which are the focus of this study. The English status, pedagogies, and studies relating to English teaching and learning in China are explored. Additionally, the definitions of beliefs are explained along with the studies of beliefs in the educational field. Likewise, the description, teaching methods, and studies referring to young learners were investigated. Finally, relevant research on EIL project-based language learning was listed.

2.1 English as an International Language

English has long been viewed as an international language. The notion of English as an international language (EIL) itself is garnering increased recognition in the field of ELT. In response to the paradigm shift and the diversifying needs of English learners and teachers in this era of globalization, Matsuda (2012, 2017) has long advocated for integrating EIL pedagogy into the ELT classroom and teacher education in response to the paradigm shift and the diversified demands of English learners and teachers in this era of globalization. Moreover, McKay (2018) claimed that a shift is required away from monocultural norms to encourage learners to learn to embrace diversity and their unique identities as multilingual users of the language in ELT pedagogy. Hence, the shift in paradigm from teaching English as a second/foreign language to teaching EIL needs to be manifested at the level of curricula, classroom practice and teaching materials (Nguyen, Marlina and Cao, 2020).

2.1.1 The Characteristics of English as an International Language

According to Marlina (2018), EIL is and/or will continue to an ongoing area of inquiry, and she noted that EIL recognized and valued all varieties of English at

national, regional, social, and idiolectal levels. Mckay (2018, p.11) put forward four major characteristics, including:

1. Given the varieties of English spoken today and the diversity of L2 learning contexts, all pedagogical decisions regarding standards and curriculum should be made in reference to local language needs and local social and educational factors.

2. The widely accepted belief that an English-only classroom is the most productive for language learning needs to be fully examined; in addition, careful thought should be given to how best to use the L1 in developing language proficiency.

3. Attention to the development of strategic intercultural competence should exist in all EIL classrooms.

4. EIL is not linked to a particular social/cultural context in the same way that French, Korean or Japanese are intricately associated with a particular culture. In this way EIL is or should be culturally neutral.

In addition, Xu (2017a, p.711) proposed three EIL tenets, including:

1. EIL, as a paradigm, has been developed alongside the glocalization, i.e. globalization and localization, of English.

2. EIL is a multicultural lingua franca of various cultural conceptualizations for international and intercultural communication.

3. EIL recognizes English variation and varieties, including different dialects of English and World Englishes.

2.1.2 Research Relating to English as an International Language

As Tomlinson (2016) cited, authentic texts and tasks must be employed for for EIL's materials, he underlined the need of motivating exposure to English as a language used for international communication. He also discussed concerns relating to EIL materials. Additionally, he made suggestions for how to support students in developing a more pragmatic understanding of how non-native speakers interact with one another to achieve the intended communicative effects. He also suggested ways to give students opportunities to develop their capacity for achieving communicative intent when interacting with other non-native speakers.

Similarly, in Chinese related setting, Xu (2013) reported on a study with a clear focus on EIL and the local usefulness of English in the most current Chinese senior secondary ELT textbooks. Recently, Xu (2018) reviewed and examined an EIL's curriculum, materials, and pedagogical strategies with a unit titled 'Exploring English as an International Language'. He concluded that Teaching English as an International Language (TEIL) was practical and essential for university learners who engaged in communication in various international contexts in today's globalized world.

In addition, Abdullah (2011) investigated how meaning is negotiated in EIL interactions among TESOL international learners from Indonesia and the People's Republic of China, claiming to raise awareness of the standard varieties of English.

In a Chinese junior secondary school English textbook, Hu and McKay (2014) also discovered that Anglo-American and western cultural practices were more remarkable than in those from China and other societies.

2.1.3 English's Education in China

English is a foreign language in China because it is a multilingual and multi-dialectal context country with 56 ethnic groups. The Chinese government started promoting English as 'the first preferred foreign language' from the 1970s onwards (Chang 2006). So Chinese public has displayed unswerving enthusiasm for learning English (Gao, 2012), and it has been the dominant foreign language in Chinese society (Chang, 2006). English has been a compulsory course in course in Chinese Education from secondary schools to universities since 1978 (Lam, 2005). Further, it expanded to primary schools where learners at all levels studied from Grade 3 to Grade 12 since 2001(Ministry of Education, 2001).

Currently, English shares the largest population of learners compared with other foreign languages taught in China (Xu, 2010) and has the most significant number of English language learners worldwide (Wei & Su, 2012). English language teaching in China has been focused on reading and attained through translation and attention to rules and definitions of words for decades. English instruction is focusing on teacher-led and exam-oriented grammatical knowledge and basic skills (Li & Ruan, 2015).

Various pedagogical proposals have been made in response to repeated criticism of traditional English teaching for being ineffective. CLT and TBLT has been promoted to English teachers in China. Since 2001, the Ministry of Education of China has adopted a weak form of CLT in national English language curricula for primary and secondary learners, in other words, strongly advocating a meaning-oriented approach while including recognition of form-related instruction (Ministry of Education, 2001; 2012).

Similarly, researchers began investigating different pedagogical proposals to enhance English education in China. Littlewood (2004, 2007) proposed a five-level model based on a communicative continuum ranging from fully meaning-focused to fully form-focused activities in Hong Kong. In contrast, Butler (2015) suggested that highly communicative activities are not always the best, regardless of context. Deng and Carless (2009) claimed that activities should depend on contextual factors, such as learners' needs, and various degrees of communicative activities could be combined in class.

As Butler (2015) argued that though both CLT and TBLT are widely subscribed to in curricula in East Asia, it has been repeatedly reported that primary school teachers face difficulties practicing them in their classrooms. For instance, the study conducted in one Chinese primary classroom showed that the original top-down conceptualization of TBLT implementation had been reconstructed and progressively weaker at each subsequent level of the educational system (Zhang, 2007; Zhang & Hu, 2010).

More recently, Zheng (2015) analyzed task-based learning and teaching in a secondary school in China through teachers' beliefs and practice. He argued the pedagogy for English teaching in China focused on grammar and reading comprehension, little attention was paid to the development of learners' communicative competence. Therefore, the new secondary curriculum in 2003 tried to solve this problem; through this curriculum, the Ministry of Education sought to support the development of learners' communicative competence (Ministry of Education, 2003). This curriculum also represented a marked shift in the pedagogy, teachers of English were expected to adopt. Learning was presented as a process of inquiry rather than being based on knowledge transmission and memorization.

Additionally, Wang and Gao (2008) studied a research review from 24 international journals from 2001 to 2006 and argued that English literature receives increased emphasis in teaching and learning English at the university level. They suggested that development in China's ELT needs to look at learners, teachers, and classroom practices in several underrepresented settings, including non-elite colleges, primary and secondary schools, and schools for ethnic minorities.

2.1.4 Research relating to Young Learners in China

Research on the discussion the topic of teaching English to young learners (YLs) has gained rapid growth in recent years (Fiona & Sue, 2014). Numerous ELT professional development networks and forums throughout the world are centered on teaching YLs. In Chinese context, most studies were focused on the university level, such as investigating teachers' and learners' attitudes toward China English (Boltion & Botha, 2015; Wang, 2015; Xu, Li & Curtis, 2015). But relevant research on young learners has emerged; for example, Liu and Brantmeier (2019) explored Chinese young learners′ self-assessments of their reading and writing skills in foreign language and suggested that SA might be used as a tool to encourage young learners to take foreign language classes.

2.1.5 Research relating to Project-based language learning in China

Project-based language learning has been proposed as a systemic teaching method that engages learners in learning essential knowledge and life-enhancing skills (Sung, 2016), and widely promoted by several educational experts. However, in Chinese setting, research on PBLL was mainly done at the tertiary level. For instance, Park and Hiver (2017) examined processes of motivational change for L2 learners within a PBL instructional setting. The result indicated it aids in the growth of a previously absent ideal L2 self, improved control of L2 anxiety, and maintenance and consolidation of L2 self-efficacy. Interestingly, though teaching English to young learners has gained rapid growth (Copland & Garton, 2014), PBLL also started to raise interest in China (Sung, 2016; Park & Hiver, 2017); little research was conducted on blending two aspects in particular at the elementary level setting.

Hence, this study considered exploring the PBLL pedagogy and young learners in the Chinese context.

2.2 Project-based Language Learning

Project-Based Language Learning (PBLL) is suggested as a practical instructional tool enabling learners to simultaneously enhance content knowledge and language skills. Derived from the concept of "learning by doing," it can be dated back to the late 1960s and 1970s and gained popularity in teaching and learning in the 1990s. It is believed that PBL is one of the language teaching pedagogies essential to 21st-century learning. It emphasized learners' autonomy, collaborative learning, and assessments based on authentic performances that are seen to maximize learners' orientation toward knowledge and mastery. The following section concerns these strands and describes their theoretical background and practices and how it was used in this study.

2.2.1 Definition for project-based language learning

Various researchers have proposed the definition of project-based learning. The definition of PBL has been offered by Fried-Booth (1997), who claimed it as a collaborative language learning methodology that can be compared to a bridge connecting language learners to the language they acquired in a real-life context.

More recently, the National Foreign Language Resource Center (NFLRC) promoted project-based language learning as a series of articulated language learning activities that are informed by high-quality project-based learning(PBL) guidelines and appropriate standards and that result in the language learners' construction of real-world products through critique and revision and the use of skills like critical thinking, collaboration, creativity, and intercultural communication,also described as 21st-century skills as well as describing project-based language learning as a method of teaching languages.

By creating products that have an authentic purpose and are shared with an audience that goes beyond the instructional context, PBLL is defined by the NFLRC as a trans-formative learning experience intended to engage language learners with real-world concerns and meaningful target language use. They asserted that PBLL

may be viewed as a collection of language learning exercises directed toward a common objective: the construction of a public product referring to a response to a challenging problem or question.

According to Buck Institute of Education (2019), PBL is a teaching strategy in which students actively participate in personally relevant and real-world projects.Students work on a project for a long time-from a week to a semester-that requires them to address a challenging subject or solve a real-world problem. By creating a public product or presentation for a genuine audience, they showcase their knowledge and abilities. In doing a real, meaningful project, students gain deep content knowledge as well as critical thinking, creativity, and communication skills. Project-based learning inspires students and instructors to be creative and collaborative.

The definitions mentioned above seem to define PBL from either theory or practice point of view. Still, they reflect a similar idea that engages learners in accomplishing an outcome that involves problem-solving through meaningful and authentic tasks. It promoted student-centeredness, learner autonomy, collaborative learning, critical thinking, and creativity, which seems appropriate and effective for English language education. To successfully conduct this approach, it is beneficial to learn its characteristics.

2.2.2 From Project Based Learning to Project-Based Language Learning

Many researchers have promoted project-based learning for many years. According to BIE, high-quality project-based learning can transform students' learning. High-quality projects engage students in education that is in-depth and long-lasting by giving them a complex mixture of choice and responsibility, cognitive concepts, and practical activities in a collaborative educational setting of real-world authenticity. Along with preparing students for the job and the adult world, these projects instill confidence in the next generation of prepared leaders to take on difficulties.

Montgomery (2018) delivered a lesson that discussed PBL and PBLL in the 2018 Fundamentals of PBLL Online Institute. According to her statements,

1. PBLL provides a framework for integrating multiple aspects of proficiency into a single powerful path.

2. PBLL gives learners a language context that helps them to be a little more autonomous and independent and gives them the freedom to explore the world.

3. PBLL provides learners real-world experience using the language in a real-world setting for the real purpose and tanks.

The primary focus on PBLL is content and skills rather than simply studying the language. It highlighted that successful PBLL requires 21st-century skills. Based on the need for 21st-century skills, PBLL focuses on learners that work on three communication modes: 1) acquiring information, 2) engaging in interactive conversations with others, and 3) presenting or sharing the things they have learned.

In essence, Guidelines and materials from PBLWorks, such as Gold Standard PBL: Essential Project Design Elements and High-Quality Project-Based Learning, are used by NFLRC to inform project design (HQPBL). These two parallel sets of recommendations, which emerged at the beginning and end of the 2010s, offer slightly different perspectives on well-designed PBL. The NFLRC deliberately chose to base its work on PBLWorks principles and materials since they are widely used in American classrooms and give instructors of all subject areas a single reference point for project design. Using a similar pedagogical framework also makes it easier to forge partnerships between language teachers and educators from other fields. They are incorporating research, standards, and global language education into project design and instruction. Integrating world language pedagogy, bars, and investigation into project design and teaching practices is central to all NFLRC work on PBLL.

2.2.3 Research relating to Project-based Learning

Reviews of research on PBL indicated that most studies are experimental investigations operated in middle- and high-school contexts and have certainly made other significant contributions to the understanding of the approach (Kokotsaki, Menzies, & Wiggins, 2016).

Several studies have testified the impacts of project-based learning in middle, high school, and university settings. For instance, Lin (2018) investigated a Chinese-speaking elementary school about the impact of problem-based learning on learners' English vocabulary learning and use. This study supported the theory that through the PBL experience emphasized the constructivist learning process, learners can become

proficient vocabulary users. In Hyojin and Phil's (2017) study, they explored L2 learners' processes of motivational change in a PBL instructional context. The finding indicated that after the project-based L2 instruction, the different profiles could develop a previously lacking ideal L2 self, better manage their L2 anxiety, and strengthen their L2 self-efficacy.

In addition, Zhou and Bao (2017) done an empirical study to investigate the effect of achievement motivation on project-based autonomous learning in the preliminary contest of the National Business English Practice Contest (NBEPC). They found that the PBL learning process plays significantly roles on the contest result. Studies on university level note that PBL can effectively foster student in learning and engagement. Studies conducted with younger learners at the elementary level, however, been largely absent.

Some studies of PBL with young children emphasized on impacts on general development rather than a specific domain or content area. For example, Habok (2015) evaluated kindergarten students' pre- and post-test performance on evaluations of experiential reasoning and logical relationships in two classes (unspecified SES) in Hungary. Between the pre-testing in October and the post-testing in May, one classroom employed what the author called the project approach with concept mapping for three lessons on mushrooms, Christmas, and Carnival. It wasn't stated how long the technique will take. The other classroom used conventional methods of instruction. Children receiving traditional education had a pre-test advantage over those receiving project-based training. Children in the project-method classroom achieved the same level at the post-test.

Other studies have focused on PBL in particular domains such as science, technology, engineering, and mathematics (STEM). It is believed that STEM PBL requires learners to do critical thinking and analysis to build higher-order thinking skills via collaboration, peer communication, problem-solving, and self-directed learning (Robert, Mary, & James, 2013). According to them, engineering design serves as the cornerstone of STEM PBL and serves as the basis on which students apply their siloed knowledge of science, technology, and math to the solution of significant challenges from the real world.

2.2.4 Research relating to Project-based Learning in rural context

Project-based Language Learning has raised concerns in the rural context. Recently, studies on project-based language learning have been conducted in different rural contexts worldwide. For instance, WSRTech (2013) has reported that elementary teachers in Waverly-Shell Rock (W-SR) Community School used a Project-Based Learning approach to teaching. They partnered with their classrooms to create a zoo and meet over twenty of the Common Core standards, including reading informational texts. The zoo was attended by learners' families, Carey Elementary learners, staff, administrators, and learners from a neighboring school district. The result revealed that this project was successful because it had learners work independently and engaged students to enhance learning.

In addition, Duke, Halvorsen, and Strachan (2016) developed project-based units concerning social studies and literacy in the high poverty district. In their study, researchers studied the effect of project-based learning on second-grade learners from 48 classrooms in schools of low income areas. Their result revealed that learners in the PBL classroom in high-poverty communities increased their academic knowledge and skills. For instance, the 2nd-grade learners from Grayson Elementary School shown that project-based learning could help them achieve statistically significant improvements in informational reading and social studies (Edutopia, 2017).

In addition, Duke, Halvorsen, and Strachan (2016) developed project-based units involving social studies and literacy in the high poverty district. In their study, researchers studied the impact of project-based learning on second-grade learners from 48 classrooms in high-poverty schools. Their result revealed that learners in the PBL classroom in high-poverty communities increased their academic knowledge and skills. For instance, the 2nd-grade learners from Grayson Elementary School showed that project-based learning could help them produce statistically significant gains in social studies and informational reading (Edutopia, 2017).

More recently, in Brazil, a project that helps increase engagement and motivates students to build literacy in low-income communities was carried out by Mamiya (2017). She noted that Child literacy could be promoted through PBLL.

2.3 Young Learner Beliefs

    2.3.1 Young learners

        Research published in the young learners' issue demonstrates the breadth and caliber of current global research and sheds light on the practical concerns of the ELT professionals who teach children. It appears to be announcing that educating young .

        2.3.1.1 The definition of Young Learners

        Definitions of young learners have been proposed by various authors. Nunan (2011) defined the term "Young Learner" as three years of age to 15. He noted that young learner covers a sizeable chronological age span because they exhibit different mental and social characteristics at different stages. So he suggested his list of terms for describing Young Learners that focused on their features. Children are in pre-school or in the first couple of years of schooling. Based on his view, young learners have enjoyed characteristics as follows:

        1) They have a holistic approach to language, it means that they understand the meaningful message but cannot analyze language yet;

        2) They have lower levels of awareness about themselves and process of learning;

        3) They have limited skills in reading and writing, even in their mother language;

        4) They are caring about themselves than others;

        5) They have limited knowledge about the world;

        6) They enjoy fantasy, imagination, and movement.

        A similar definition has been noted by Ellis (2014); she argued that young learner is uncertain and can result in confusion because of the common belief that young learner may refer to those that under the age of 18. Thus, she also mentioned that it is unhelpful to use one term to include such a diverse age range. Instead, Ellis proposed that YLs are those at the age roughly from 3 up to 11 or 12 years old at pre-primary and primary, which is consistent with the saying of Nunan (2011).

According to the definitions proposed by different authors, it is clear that young learner refers to learners three years of age to 15. It is suggested that the vast differences in 'psychological, physical, emotional, social, conceptual and cognitive development among children in these age groups lead to very different approaches to teaching (Ellis 2014).

2.3.1.2 Teaching English to Young Learners

Research into and informed discussion of teaching English to YLs has developed rapidly in recent years, mirroring the increase in the number of young children learning English globally. Nunan (2012) outlined the importance of educating young language learners for the 21st century. He mentioned that the centrality of the educational viewpoint for young learners was the notion of educating the whole child. Similarly, as Copland and Garton (2014) noted, teaching English to YLs is the core of significant European and global studies now. It is also the core of plenty ELT professional development forums and networks around the world. Therefore, now it is timely that the heat turned to YLs and lead to a vast response from many countries and contexts across the globe. Given the emergence of English as an international language, children in many non-English-speaking countries have been involved to English learning from their primary school years. Butler (2015) synthesized English language education among young learners in East Asia, covers China (including Hong Kong), Japan, South Korea, and Taiwan, and suggested that popular instructional methods and approaches that originated mainly in the West, such as CLT, TBLT, may not work well for in East Asian context. Adaptation-as opposed to adoption-is necessary to account for the different contexts-with sufficient attention to both local contextual factors and age factors.

Therefore, teaching English to young learners (TEYL; means a form of English-language teaching to learners of six to 11 years old has shown as a distinctive kind of teaching (Copland & Garton, 2014).

Currently, there are increasing and comprehensive lowering of the age at which English is introduced to children in many countries as well as the spread of preschool English. However, as Ellis (2014) cited, most research has focused on the older age group of secondary-school learners. So it is time to turn to these younger age groups, focusing on one of these groups allows for a more in-depth look at several issues, such as suitable pedagogies and contexts of learning.

Moreover, recent discussions have turned to the quality of teaching in English language primary education. The child will probably participate in activities that engage the group rather than the individual. As Copland, Garton, and Burns(2014) pointed out, one teacher's perspective in their Italian case study is that cooperation helps children a lot, and they can learn from their peers more than the teacher herself. That is, it is to some extent in accord with project-based learning, which in the use of projects 'establishes a direct link between language learning and its application' as well as creates opportunities that allow young learners to develop their abilities in the target language by working in cooperation with each other.

Given the pivotal role of learners' beliefs in language learning, research on young learners' beliefs has increasingly received greater attention. In Germany, Kolb (2007) interviewed young learners aged 8-9 and demonstrated that they have elaborate beliefs that affect both their behavior in class and their choice of learning, and that they are quite aware of the learning process, which also play roles in today's language learning of young learners. Muñoz (2014) highlighted that Spanish learners aged 7-12 were able to formulate and motivate beliefs and opinions about English learning. Nilsson (2019) investigated emotional responses to everyday classroom practices in another setting, specifically addressing listening, speaking, and volunteering in ten Swedish primary classrooms.

2.3.2 Research relating to Beliefs

Beliefs have been defined from a range of perspectives by many authors. According to Pajares (1992), beliefs are created early on through a process of cultural transmission and have a tendency to persist despite conflicts brought on by reason, time, education, or experience. Vroom (1995) defined beliefs as the underlying elements of motivation, central to explaining our choices from the perspectives of

beliefs and job motivation. Williams and Burden (1997) argued that are resistant to change on the basis of culturally-bound and formed early in life.

In the context of language teacher education, Kagan(1992) considered beliefs the most precise measure of a teacher' s professional growth. Borg (2006) argued that an individual's beliefs would play an influential role in the appraisal and acceptance or rejection of new information and memory processes, such as the retrieval and reconstruction of an event.

2.3.2.1 Research relating to Learners Beliefs

Many researchers in the field of education conducted studies on different aspects of learners' beliefs. Studies have noted that learners bring their beliefs into the language learning classroom based on attitudes, experiences, and expectations. It is widely accepted that learners' beliefs are mental traits that keep with the discursive turn in Second Language Acquisition (SLA) (Kalaja, 1995, 2003; Young, 2009). In order to comprehend learner strategies and design effective language education, Horwitz (1999) stated that it is crucial to comprehend learners' views about language learning. Assume that learners' views are in line with generally recognized effective learning strategies, or at the very least, with strategies used in the current learning environment. In that situation, the effect of the beliefs is probably favorable, and the learning outcomes are likely to be favorable. However, the impact of beliefs is more likely to be detrimental if learners' views do not align with effective learning strategies or the norms of instruction (Riley, 2009). Aragao (2011) argued that beliefs could be observed in how learners conceive their classroom environment as they disclose core beliefs about themselves as learners of English as a Foreign Language.

Recent researchers have explored learners' beliefs about language learning for different objictives. Genç, Kuluşaklı, and Aydın (2016), for example, linked learners' beliefs to self-efficacy and examined the relationship between Turkish learners' beliefs about language learning and their sense of self-efficacy. Their findings demonstrated that learners firmly believe that motivation elements play a significant role on their learning process. Similar results were revealed by Truong and Wang (2019), who explored Vietnamese learners' self-efficacy beliefs that relevant to their English language proficiency and existingr learning experience.

2.3.2.2 Research relating to Beliefs in Chinese setting

Given the essential role that learners' beliefs can affect its determining behavior that relating to language learning. Researchers also started to investigate the beliefs of either teachers or learners in the Chinese setting. Through a questionnaire survey on the nature and approaches to language acquisition, Davis (2003), for instance, investigated the parallels and differences between teachers' and learners' perspectives of language learning. According to the findings, teachers and students had different opinions, with students holding their beliefs considerably more firmly than their teachers.

Chinese distance English language learners' perceptions of the nature of language learning, the role of the teacher, feedback, language learning practices, and self-efficacy were examined in a different study by Zhang and Cui (2010). The results indicated that compared to those at the novice level, distance language learners with more experience in distance learning had lower levels of anxiety and dissatisfaction and held a stronger belief in the advantages of an independent approach to learning.

Research on Chinese learners also uncovered studies on significant changes in beliefs. For instance, Yang and Kim (2011) investigated the variations in study abroad contexts language learners beliefs. In line with their learning objectives and study abroad experiences, they discovered that the learners' beliefs were continually shifting. Similar findings on Chinese learners' transfer to tertiary study in EFL and ESL contexts (Peng, 2011) (Zhong, 2014). In some ways, the results of these studies have given research support for the fluidity of learners' views in a Chinese context.

2.3.3 Teaching English to Young Learners with PBL

Nunan (2011) have suggested project-based instruction as a method and approach in language teaching for young learner. Studies dealing with PBL and YLs are becoming more numerous, and the contexts in which the research is being carried out are more varied. For instance, Habok (2015) evaluated kindergarten students' pre- and post-test performance on evaluations of experiential reasoning and logical relationships in two classes (unspecified SES) in Hungary. Similarly, Stoller (2012)

noted that PBL benefited young learners and mentioned that Italy had adopted project-based learning for their vocational schools from early education. In a different setting, Lin (2018) looked at the effects of problem-based learning on the acquisition and use of English vocabulary among Chinese-speaking elementary school students. It attempted to address the world-readiness criteria for language learning from the perspective of the learners, who build, reinforce, and expand their knowledge in other academic fields while using the language to foster critical thinking and come up with creative solutions to issues.

More recently, studies in PBL with young students has demonstrated significant social studies growth (Halvorsen et al., 2012). Likewise, Duke (2016) worked on PBLL and early literacy development, particularly among impoverished children. She promoted Project-Based Literacy Instruction to improve young learners' learning in her studies. She highlighted four benefits of using PBL in elementary school to improve learners' literacy. Namely, first, the entailed skills in project-based learning conform with the 21st-century skills; second, project-based approaches enhance learners' knowledge and skills; third, project-based learning is more engaging than traditional instruction; fourth, project-based approaches are especially well suited to addressing today's requirements. Additionally, social studies and literacy are excellent subjects for effective project-based learning modules, according to Duke, Halvorsen, and Strachan (2016). They taught the geography and crucial subject literacy skills unit produced as a part of Project PLACE, a project-based literacy and civic participation curriculum for second graders (Duke et al., 2014).

This study also focuses on the young learners' beliefs about PBLL since it has been claimed to be an effective way to promote young learners' language learning (Nunan, 2010; Stoller, 2012; Duke et al., 2014, Duke, 2016). In addition, it focuses on the process of completing the project and actively engages learners in information gathering, processing, and reporting during the whole process.

CHAPTER III
METHODOLOGY

This chapter deals with the research methodology that used to investigate the Chinese young learners' beliefs about EIL project-based language learning. The research design, context, population and samples, research procedure, research instruments, data collection, and data analysis are included.

3.1 Research Design

This study was an exploratory sequential mix-methods study. Classroom observation, semi-structured interviews, and a closed-ended questionnaire were used to explore the findings of this study. The data were collected through classroom observation, a semi-structured interview, and a closed-ended questionnaire. All instruments were used to examine Chinese young learners' beliefs in EIL PBLL implemented under the BIE's framework. The Framework refers to the high-quality of project-based learning (HQPBL), which six criteria: 1). Intellectual challenge and accomplishment, 2). Authenticity, 3). Collaboration, 4). Project management, 5). Reflection, and 6). Public Products are included.

3.2 Context

This study collected data from an ordinary public school named Shalang Central Primary School that locates in the rural areas of Maoming city. It has population of approximately 608.08 million, in Guangdong Province, China.

Shalang Central Primary School is one of the government public primary schools in Maoming City. There are 1666 learners and 95 teachers in total. It is established to serve the needs of primary education in Shalang Town, one of the rural areas of Maoming City. Many programs are offered for a wide range of learners. English is a compulsory subject matter in this public school. As for the primary classes, there are 35 classes in total. On average, one class is around 50 learners; usually, one English teacher teaches two classes for one academic year. The overall

English teaching hours per week are 4-40 minutes per class and four times per week.

3.3 Population and Participant

The population consisted of Grade 6 learners and English teachers at Shalang Central Primary School. The sample was 102 Grade 6 learners who study English as a compulsory course and three in-service English teachers who have taught English in this public elementary school for more than fifteen years for each.

3.4 Research Instruments

The instruments of this study were the Classroom Observation, the Semi-Structured Interviews, and the Chinese Young Learners Beliefs in EIL PBLL Questionnaire. The questionnaire and interview protocol were conducted in Chinese.

3.4.1 Classroom Observation

A classroom observation was used to investigate data presented in the actual context to create the conceptual framework. Because it is helpful to benchmark education performance in essential areas such as teachers' use of instructional time and educational materials, learners' engagement, and best-practice teaching techniques. The conceptual framework helps construct the questionnaire for the main study.

Opie (2004) viewed non-participant observation as a method researchers used to collect or record subjects' data without interaction in-class activities. That is, the classroom observation helps to examine whether the authentic environment, situation, or teachers' and learners' behaviors in classes could be relevant to the reviewed documents.

This study observed 102 grade 6 learners in the sample school. There were Class 3 and 4 involved in this process. The observation started with Class 3. All the situations and actions noted were recorded in the field-note observation form throughout the observation. The researcher next visited class 4 for observation. The observational procedures were the same as for the initial observation. The data from the field-note observation was processed and evaluated after the observation to develop the conceptual framework for the questionnaire.

3.4.2 Semi-Structure Interview

A semi-structured interview was used for teachers in this study. Three in-service Grade 6 English teachers from the sample school were chosen to interview. The semi-structured interview was constructed based on the document review. It contained nine open-ended questions based on the BIE's HQPBL. Six crucial criteria of HQPBL that refer to:1). Intellectual challenge and accomplishment, 2). Authenticity, 3). Collaboration, 4). Project management, 5). Reflection, and 6). Public Product were concluded. The interview took 10 to 15 minutes to be finished.

3.4.3 Chinese Young Learners' Beliefs in EIL PBLL Questionnaire

The close-ended questionnaire was constructed to investigate the Chinese young learners' belief in EIL project-based language learning. It was based on the synthesis of the HQPBL framework, Classroom Observation and Teachers' Semi-structured Interviews.

3.5 Research Procedure

The research procedure was divided into two stages. Information on the construction of instrument fabrication for the primary investigation was provided in the first stage. The usage of the instruments in the primary study was demonstrated in the second stage. Figure 3.1 illustrates the research procedure of this study.

Figure 1 The Stages of Research Procedure
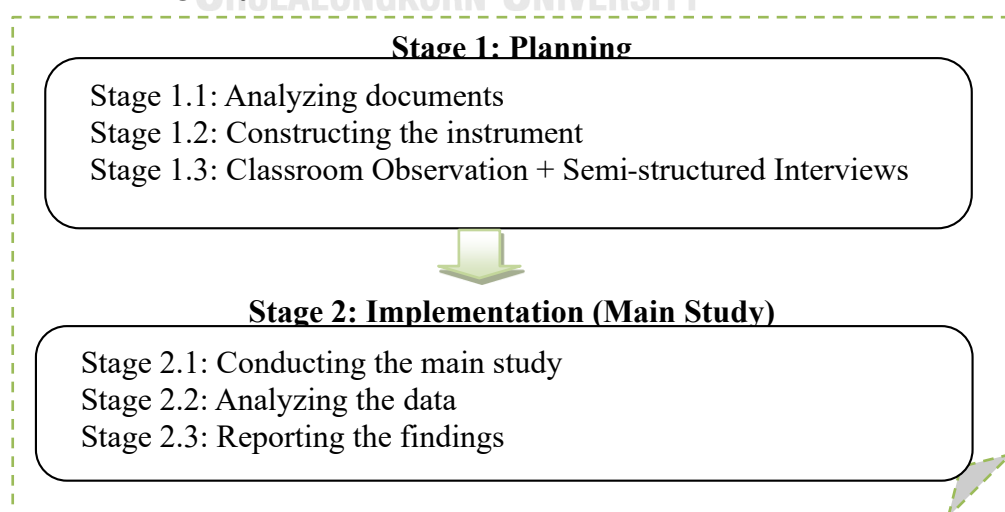
3.5.1.1 Analyzing documents

In this stage, documents relating to project-based language learning were explored: the PBLL Framework of BIE, the Young Learners, and Neil Duke's PBL & Literacy. These documents were reviewed as a guideline for constructing the main instrument (see Appendix A).

According to BIE, HQPBL outlines its importance based on the learners' aspect. There are six criteria for HQPBL. That is, 1). Intellectual challenge and accomplishment: learners learn deeply, think critically, and strive for excellence; 2). Authenticity: learners work on meaningful and relevant projects to their culture, lives, and future; 3). Collaboration: learners collaborate with others in person or online and receive guidance from adult mentors and experts; 4). Project management: learners use a project-management process to proceed effectively from project initiation to completion; 5). Reflection: learners reflect on their work and learning throughout the project, and 6). Public product: learners' work is publicly displayed, discussed, and critiqued.

Nunan (2012) noted the notion of educating young learners in the 21st century. He analyzed the importance of educating young learners from the perspective of educators and noted that primary school teachers are the most influential teachers in a child's life. In his view, they are the ones who are often the most overworked and the least well trained, and the least well-paid. But these are the people who are going to be determining the future of our kids' lives. Unitary things learners changed and developed over the years; a three years old kid doesn't see the world the same way as a 15-year-old kid. By the time that a kid is 12 years of age, in other words, by the time that a child has finished succeeding in learning a language through education, they have learned and acquired something like 80% to 85% of the skills and knowledge that they will need to succeed in life. It underlined elementary or primary school education's critical and fundamentally important nature. In addition, he introduced three critically important things that need to be engaged to succeed in learning another language for young learners: the Level of Awareness, Repetition, and Transformation. In other words, the centrality of the educational viewpoint, as he described, is the art of diesel for educating young learners in the 21st century. Notably, the Level of Awareness here refers to becoming aware of key

features of the language and how that language works in context. Repetition means encountering and using that new language in different contexts to acquire it. Transformation is to personalize language to learners who make language their own. As young learners, they go beyond simply reproducing and repeating models provided by the materials and teacher, and they start to generate their language. The successful learning process will like them to build what they can do on the skills mastered through repetition and then transcending and going beyond that phase.

Another guideline document for constructing this study's instruments was the Project-Based Literacy Instruction of Duke. As a professor of language, literacy, and culture at the University of Michigan. She focuses on early literacy development for children living in poverty, and promotes Project-Based Literacy Instruction. She believes that projects frequently require a significant amount of reading and writing. For example, the guidebook project would require drafting surveys, reading, analyzing, and writing up the survey results, reading and synthesizing historical texts about the preserve, documenting observations, and writing the handbook itself. The majority of the time, students must write and speak with individuals outside the classroom. She also identified four advantages of PBL in elementary schools for raising literacy levels. First, project-based learning requires skills that are in line with 21st-century competencies like creativity, critical thinking, and collaboration that are important for citizenship and employment. Second, project-based learning methods enhance students' knowledge and skills. Third, project-based learning methods are more engaging than traditional instruction. Fourth, project-based methods are very effective in addressing the demands of today. As an illustration, one of the anchor standards for reading in the Common Core State Standards (CCSS) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects requires students to "integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words," as they frequently do in projects. Similarly, the 2017 Standards for the Preparation of Literacy Professionals (SPLP) address the need for a broader definition of literacy beyond reading to include writing, speaking, listening, viewing, and visually representing in both print and digital contexts. These standards place an emphasis on the knowledge, skills, and dispositions required for effective educational practice in a specific role.

The purpose of this study was to create survey instruments for examining Chinese young learners' beliefs. In order to investigate the actual setting, a classroom observation method was employed. The information needed to build the principal instrument was elicited with observational data.

3.5.1.2 Constructing the Instrument

Before constructing the main instrument, a classroom observation and a teacher semi-structured interview were conducted.

The findings for classroom and teacher semi-structured interview were discussed in the following.

Findings of Classroom Observation

After the observation was done, the data from the field-note observation was coded to find the conception framework for the questionnaire. The Descriptive Code was categorized for constructing the main domains. The Table 1 presented the overall report of the classroom observation.

Table 1 The Overall Report of the Classroom Observation.

Class Name	Minutes	Days	Weeks	Total
Class 3	40	4	2	320
Class 4	40	4	2	320

According to Table 1, the classroom observation continued with two classes, 40 minutes per day, four times per week, and two weeks in total. The examples of excerpt are presented in Table 2.

Table 2 Descriptive Code form Classroom Observation Excerpt

Classroom Observation Excerpts	Framework
The teacher began the class with a given question and prepared some times for learners to discuss and answer. Also, she used Chinese to help explain profoundly and allowed learners to ask and discuss.	1. Intellectual Challenge and Accomplishment: learners learn deeply, like critically, and strive for excellence.
Some authentic Chinese traditional festival pictures such as "the Dragon Boat Festival" were presented in the PowerPoint slide.	2. Authenticity: learners work on projects that are meaningful and relevant to their culture, their lives, and their future.
The teacher grouped learners to do role-play activities. Learners were allowed to discuss in Chinese in group first, and present in English later. Learners need to cooperate to answer their questions.	3. Collaboration: learners collaborate with other learners in person or online and/ or receive guidance from adult mentors and experts.

The teacher provided learners with the guideline to make expectations as clear as possible. For instance: *After this class, you will be able to present and introduce the 'Dragon Boat Festival' to others.*	4. Project Management: learners use a project-management process that enables them to proceed effectively from project initiation to completion.
Second, learners were allowed to discuss in Chinese in the group first, and present in English later. Before the final answer, Learners got comments from their group members first.	5. Reflection: learners reflect on their work and their learning throughout the project.
The public product was not identified in the classroom observation.	6. Public Product: Learners' work is publicly displayed, discussed, and critiqued.

After the excerpt was coded, the results were analyzed to make sure that these domains might serve as a conceptual framework for creating the primary instrument. The following conclusions informed the interpretation:

Findings of Teacher Semi-structured Interviews

Three Grade 6 in-service teachers were interviewed. The interview consisted of nine questions that based on the BIE framework (See Appendix B). It took 10 to 15 minutes for each English teacher. Their answers were coded to find the conceptual framework for the questionnaire items. The descriptive Code was categorized for constructing the main domains. The examples are presented in the Table 3.

Table 3 Descriptive Code form Semi-structured Interview Excerpt

Teacher Semi-structure Interview Excerpts	Frameworks
"*我选择有意义的问题给学生回答，给他们 5 分钟的准备时间，你知道，这很有效……(A 老师)。*" "*我认为实际问题是有意义的(B 老师)。*" "*我通常以问问题的形式开始上课，他们可以先讨论……(C 老师)。*" *(Translation)* "*I choose meaningful questions to learners, provide them 5 minutes to prepare, you know, it works... (Teacher A).*" "*I like practical questions make sense (Teacher B).*" "*I usually start my class with some questions, they can discuss first...(Teacher C).*"	1.Intellectual Challenge and Accomplishment: learners learn deeply, like critically, and strive for excellence.
"*我会把教材和现实生活联系起来，但是，嗯，你知道，不经常……(A 老师)。*" *我觉得，它(真实性)是非常重要的, 嗯，怎么说呢，第一，它可以激活他们的兴趣，第二，它对他们的生活有意义(B 老师)。*"	2.Authenticity: learners work on projects that are meaningful and relevant to their culture, their

"......学生们会对他们的学习更感兴趣，是的，我们应该让它成为现实(C 老师)。"

(Translation)

"I will connect teaching materials with real life, but, umm, you know, not very often... (Teacher A)."

"I like, it (authenticity) is very important, ehm, how to say, first, it can activate their interest, second, it makes sense to their life (Teacher B)."

"...learners will become more interested on their learning, yeah, we should make it real (Teacher C)."

lives, and their future.

"我认为小组合作有帮助......没有学生不喜欢集体活动。我真的相信这能加强他们的团结(A 老师)。"

"嗯，在我看来，小组作业可以帮助我的学生学得更好(老师 B)。"

"我认为小组活动对我的教学有影响。它可以帮助学习差的学生(C 老师)。"

(Translation)

"I like group work helps, ... No learners don't like doing group activities. I really believe it can strengthen their solidarity (Teacher A)."

"Well, in my opinion, group work can help my learners learn better (Teacher B)."

"I suppose group work plays an effect on my teaching. It can help academic poor learners(Teacher C)."

3. Collaboration: learners collaborate with other learners in person or online and/ or receive guidance from adult mentors and experts.

"我给他们设定了一些单位目标，并鼓励他们完成目标，所以我会告诉他们有奖励(B 老师)。

我喜欢让它有竞争力，这就像是一种长期的学习管理。然后，他们可以在最后获得奖励(C 老师)。"

(Translation)

"I set up some unit targets for them, and encourage them to achieve the target, so I will tell them it has awards (Teacher B).

I like to make it competitively, it is just like a long-term learning management. Then they can get awards at the end (Teacher C)."

4.Project Management: learners use a project-management process that enables them to proceed effectively from project initiation to completion.

"有些学生不愿意给自己同学做反馈(B 老师)。"

"当然, 这对学生来说很重要，我让他们准备一个笔记本来抄写他们的错误，并写一个报告来做自我总结。我来做最后的检查(A 老师)。"

"我的学生用纠错本进行反思，我会在学期结束时对一一他们进行评估(C 老师)。"

(Translation)

"some learners would not be willing to do peers' reflections (Teacher B)."

"Of course, it is important to learners, I let them prepare a notebook

5.Reflection: learners reflect on their work and their learning throughout the project.

to duplicate their mistake, and write a report to do self-summary. I am the one that do the final check (Teacher A)."

"My learners used mistake-corrected notebooks to do reflection, and I will evaluate them at the end of the semester (Teacher C)."

"**我有英**语手工制作海报的活动，**我会**奖励他们的产品，并挑选一些展示(A **老师**)。"

"你知道，**我通常会**让我的学生手工制作海报。我们去年计划了"**春节**"比赛(B **老师**)。

"**我想，一个手工制作的海**报活动可以作为我们的输出。通常我会对他们的作品进行评级，然后挑选一些展示在展区(C **老师**)。"

(Translation)

"I have English hand-made poster activities, and I will reward their products and select some to display (Teacher A)."

"You know, I normally assign my learners to do handmade posters. we have plan "a Spring Festival" competition last year (Teacher B)."

"I suppose, a handmade poster activity can be our output product. Usually, I will rank their products first, and select some to presented on the exhibition area (Teacher C)."

6.Public Product: learners' work is publicly displayed, discussed, and critiqued.

Synthesis Findings of Classroom Observation and Teacher Semi-structured Interview

The Table 4. presented the Descriptive Code between Classroom Observation, Semi-structured Interviews and Framework.

Table 4 Descriptive Code between Classroom Observation, *Semi-structured* **Interview and Framework Excerpt**

Classroom Observation Excerpts	Teacher Semi-structure Interview Excerpts	Frameworks	Current Studies
The teacher began the class with a given question and prepared some times for learners to discuss and answer. Also, she used Chinese to help explain profoundly and allowed learners to ask and discuss.	*"I choose meaningful questions to learners, provide them 5 minutes to prepare, you know, it works..." (Teacher A)* "I like practical questions make sense." (Teacher B) "I usually start my class with some questions, they can discuss first..."(Teacher C)	1.Intellectual Challenge and Accomplishment: learners learn deeply, like critically, and strive for excellence.	1.Intellectual Challenge and Accomplishment: Guided learners to like deeper and encourage them to strive for excellence through guided questions.
Some authentic Chinese traditional festival pictures such as "the Dragon Boat Festival" were	*"I will connect teaching materials with real life, but, umm, you know, not very often..." (Teacher A)* I like, it (authenticity) is	2.Authenticity: learners work on projects that are meaningful and relevant to their	2.Authenticity: learners are learning in an environment that are relevant to their culture, daily

presented in the PowerPoint slide. learners asked and answered question about certain words emphasized like "Dragon" and "Lantern".	*very important, ehm, how to say, first, it can activate their interest, second, it makes sense to their life (Teacher B).* *...learners will become more interested on their learning, yeah, we should make it real (Teacher C).*	culture, their lives, and their future.	life, and future. Teaching materials localized to make an impact on other people and local areas.
The teacher grouped learners to do role-play activities. learners were allowed to discuss in Chinese in group first, and present in English later. learners need to cooperate to answer their questions.	*I like group work helps, ... No learners don't like doing group activities. I really believe it can strengthen their solidarity (Teacher A).* *Well, in my opinion, group work can help my learners learn better (Teacher B).* *I suppose group work plays an effect on my teaching. It can help academic poor learners(Teacher C).*	3. Collaboration: learners collaborate with other learners in person or online and/ or receive guidance from adult mentors and experts.	3.Collaboration: learners work with other learners, not only group works, but also contributing individual voices, talents and skills to a shared piece of work and respecting others' contributions as well.
The teacher provided learners with the guideline to make expectations as clear as possible. For instance: *After this class, you will be able to present and introduce the 'Dragon Boat Festival' to others.*	*I set up some unit targets for them, and encourage them to achieve the target, so I will tell them it has awards (Teacher B).* *I like to make it competitively, it is just like a long-term learning management. They can get awards at the end (Teacher C).*	4.Project Management: learners use a project-management process that enables them to proceed effectively from project initiation to completion.	4.Project management: learners make learning plan to record explicitly their learning steps, which enables them to proceed effectively from initiation to completion. learners become owners of themselves in order to manage their time, tasks, homeworks, and sources.
First, the teacher provided positive comments and feedback to learners at the end of the class, with questions like: *What did you learn from this class?* Second, learners were allowed to discuss in Chinese in the group first, and present in English later. Before the final answer, learners got comments from	*"some learners would not be willing to do peers' reflections." (Teacher B)."* *"Of course, it is important to learners, I let them prepare a notebook to duplicate their mistake, and write a report to do self-summary. I am the one that do the final check. (Teacher A)"* *"My learners used mistake-corrected notebooks to do reflection,*	5.Reflection: learners reflect on their work and their learning throughout the project.	5.Reflection: learners learn to access the quality of their work and think about how to make it better. Not only rely on teacher's comment but also on themselves, peers or others.

their group members first.	*and I will evaluate them at the end of the semester. (Teacher C)"*		
The public product was not identified in the classroom observation.	*"I have English hand-made poster activities, and I will reward their products and select some to display (Teacher A)."* *"You know, I normally assign my learners to do handmade posters. we have plan ˝a Spring Festival˝ competition last year (Teacher B)."* *"I suppose, a handmade poster activity can be our output product. Usually, I will rank their products first, and select some to presented on the exhibition area (Teacher C)."*	6.Public Product: learners' work is publicly displayed, discussed, and critiqued.	6.Public product: learners' work is publicly displayed, discussed, and critiqued. learners works are sharing their works to publics, it not only with the teacher but also with peers, experts and other people beyond the classroom such as parents.

After the excerpt of classroom observation and teacher semi-structured interview were coded, the results were interpreted to ensure that these six domains could be applied as a conceptual framework to construct the main instruments. The interpretation was made according to the following findings:

Intellectual challenge and accomplishment:

Some purposed relative questions was not adequate, some complex questions that enable to activate learners curiosity to answer or solve were indeed. Give time to them to stop and think more and longer in order to solve problems.

Authenticity:

Learners were learning in an environment that are meaningful and relevant to their culture, their lives, and their future, it should cover what happened in their daily life so it can make an impact on other people and local areas. Learners' voice should be heard and they should have a right to make choices about their works.

Collaboration:

Learners collaborated with other learners in person, not only simply group works, but they were contributing individual voices, talents and skills to a shared piece of work and respecting others' contributions as well.

Project management:

Learners made learning plan to record explicitly their learning steps, which enabled them to proceed effectively from initiation to completion. Learners became owners of themselves in order to manage their time, tasks, homeworks, and sources.

Reflection:

Learners learned to assess the quality of their work and think about how to make it better. Not only rely on teacher's comments but also on themselves, peers or others. To think about what they are doing and learning, and build up confidence in themselves by reflecting on others' or their own works.

Public product:

Learners' work was publicly displayed, discussed, and critiqued. Learners works were sharing their works to public. The audiences not only included their teachers, but also their peers, experts and other people beyond the classroom such as parents. This public process and final presentation encouraged learners to improve the quality of their learning.

On the whole, the six domains of HQPBL learning were founded within the classroom observation and teacher semi-structured interviews. Some were obviously observed in classroom or teachers' interviews such as collaboration, authenticity, reflection, while some other domains like public products were not clearly presented.

Figure 3.4 presented the conceptual framework created from integrating the document reviews, classroom observation and teachers' interviews. The documents contained the BIE's High Quality Project-Base Language Learning, David Nunan's Teaching English to Young Learners, and Nell Duke's Project-Based Literacy Instruction. These documents were summarized to integrate with findings of the classroom observation and teacher semi-structured interviews. The data were carried through the construction of the main research instrument-the Chinese Young Learners' Beliefs in EIL PBLL Questionnaire.

Figure 2 The Conceptual Framework of this study

High Quality Project-based Learning (HQPBL):
1. Intellectual challenge and accomplishment;
2. Authenticity;   3. Collaboration;
4. Project management; 5.Reflection;   6. Public Product.

Young Learners' Characteristics
1.Understand <u>meaningful</u> message but cannot analyzed language;
2.Lower levels of <u>the process of learning</u>;
3. <u>Limited reading</u> and writing <u>skills</u>;
5.Have <u>limited knowledge about the world</u>;
6. <u>Enjoy fantasy, imagination and movement.</u>

Project-Based Literacy Instruction
1.learners read, write, and learn to <u>solve a real-world problem</u>, to <u>address a need, or answer a question</u>;
2.<u>Work together</u> toward a common writing goal;
3.<u>Read information based on their need</u>;
4. Write information text <u>for explicit purposes</u> and for audience beyond the classroom;
5.<u>Revise and edit because they like their work to be as credible</u> and polished as possible for their audience;
6.Look forward to <u>sharing their writing with the target audience.</u>

Classroom Observation
1. The teacher began the class with <u>a given question</u> and prepared some <u>times for learners to discuss</u> and answer. Also, she used Chinese to help explain profoundly and <u>allowed learners to ask and discuss</u>;
2. Teaching <u>materials covered some local travel places and some learners' familiar traditional Chinese cultural elements</u>;
3. The teacher grouped learners to do <u>role-play activities.</u> Learners were allowed to <u>discuss in Chinese</u> in group first, and present in English later, learners need to <u>cooperate</u> to answer their questions;
4. The teacher provided learners with the <u>guideline to make expectations as clear as possible</u>;
5. Learners were allowed to discuss in Chinese in the group first, and present in English later. Before the final answer, <u>learners got comments from their group members first</u>;
6. learners products were not found.

Teacher Semi-structured Interview
1. to engaged learners by designing some activities for them to <u>ask questions and solve problems</u>;
2. Authenticity was important and using <u>local material</u> to teach, such as <u>pictures of Chinese Traditional Festival</u>.
3. took <u>collaboration as group work</u>. Grouped learners based on their language proficiency and mixed them into one group to help each other;
4. learners followed teachers' plan and Teacher set up targets for learners and encouraged them to <u>achieve targets by awards</u>;
5. teacher assign learners to <u>prepare a notebook to duplicate their mistake</u>, and then to collected their notebooks to evaluated as their reflections;
6.Assigned learners to <u>do hand-made posters and selected some excellent products to display publicly</u> and rank them with awards.

The conceptual Framework of Current Studies

1.Intellectual challenge and Accomplishments:
Guided learners to think deeper and encourage them to strive for excellence through guided questions.
2.Authenticity:
Learners are learning in an environment that are meaningful and relevant to their culture, daily life, and future.Teaching materials should combine with their real life, so it can make an impact on other people and local areas.
3.Collaboration:
Learners collaborate with other learners in person, not only simply group works, but they are contributing individual voices, talents and skills to a shared piece of work and respecting others' contributions as well.
4. Project management:
Learners make learning plan to record explicitly their learning steps, which enables them to proceed effectively from initiation to completion. learners become clearer about their learning under teachers' guidance.
5.Reflection:
Learners learn to access the quality of their work and think about how to make it better under teachers' guidance. But not only rely on teachers but also on themselves, peers or others.
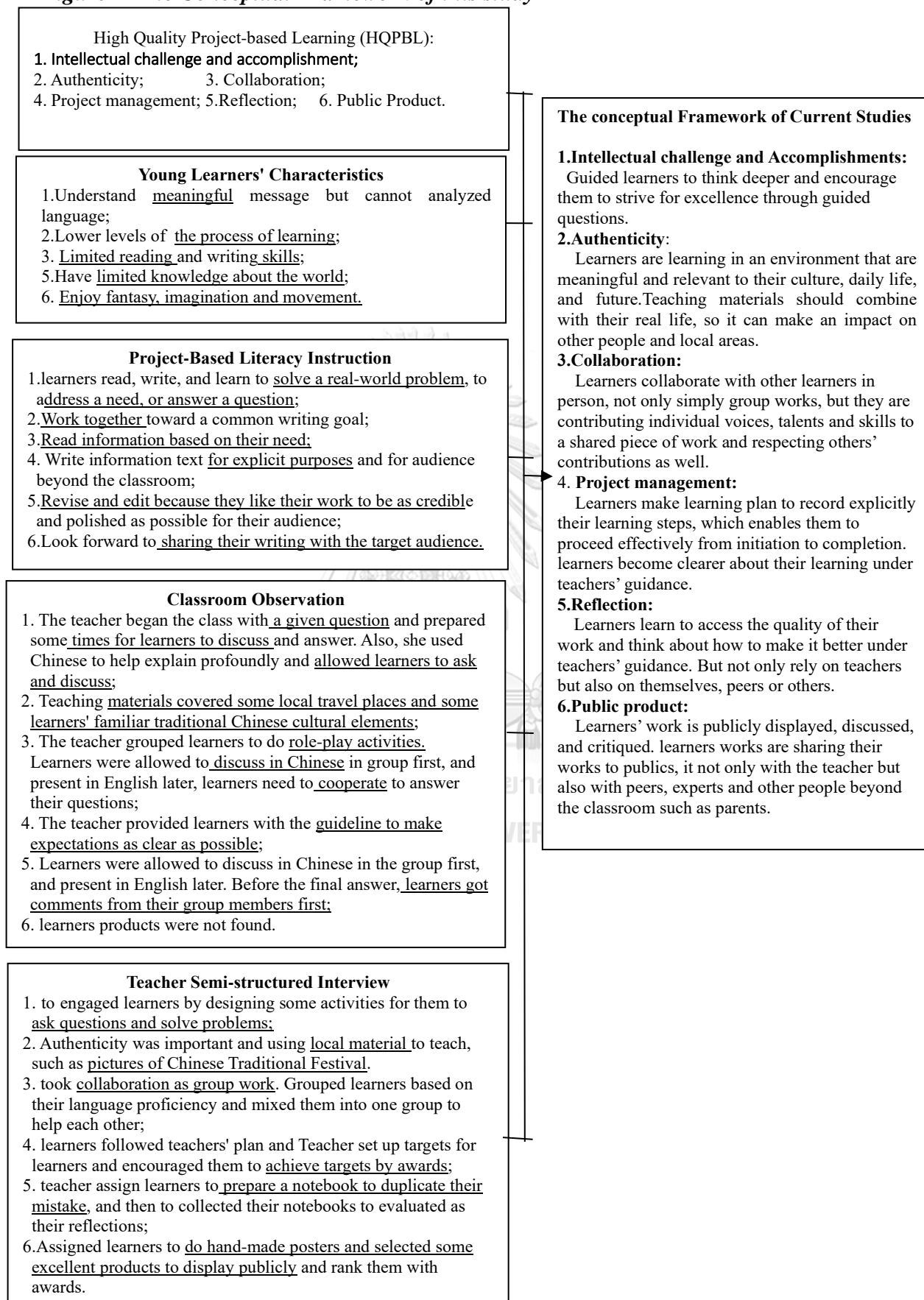**6.Public product:**
Learners' work is publicly displayed, discussed, and critiqued. learners works are sharing their works to publics, it not only with the teacher but also with peers, experts and other people beyond the classroom such as parents.

3.5.1.2.1 Constructing the Questionnaire

After collecting and analyzing the data from the Classroom Observation and Semi-structured Interviews, the Chinese Young Learners Beliefs in EIL PBLL Questionnaire was constructed. Table 5. presented the analyses of framework, classroom observation and semi-structured interviews and designed questionnaire items based on it.

Table 5 The analysis of framework, classroom observation and semi-structured interview and questionnaire items

Current Studies	Questionnaire Items	Classroom Observation	Interviews
1.Intellectual Challenge and Accomplishment: Guided learners to think deeper and encourage them to strive for excellence through guided questions.	1.1.I like to solve real and interesting problems. (e.g., how to grow a tree in the Arbor Day). 1.2. I like discussing with some real and interesting topics (e.g., How to protect our environment through our daily life.) 1.3.I like thinking about meaningful problems (e.g., How to get people involved to keep our New Central Park's Cleanness?). 1.4. I like to think for longer and deeply (e.g., like about it. What is your favorite story? List three reasons?).	The teacher began the class with a given question and prepared some times for learners to discuss and answer. Also, she used Chinese to help explain profoundly and allowed learners to ask and discuss.	*"I choose meaningful questions to learners, provide them 5 minutes to prepare, you know, it works..." (Teacher A)* *"I think practical questions make sense." (Teacher B)* *"I usually start my class with some questions, they can discuss first..."(Teacher C)*
2.Authenticity: Learners are learning in an environment that are meaningful and relevant to their culture, daily life, and future. Teaching materials should combine with their real life, so it can make an impact on other people and local areas.	2.1 I enjoy having classes about real-world (e.g., the New Shalang Park.) 2.2 I like discussing some topics about my daily life. 2.3.I like doing activities outside the classroom (e.g., do some manual activities). 2.4. I like chatting with others outside my classroom. 2.5.I like answering real problems (e.g., How to promote our March 3 Lunar Festival?).	Some authentic Chinese traditional festival pictures such as "the Dragon Boat Festival" were presented in the PowerPoint slide. Learners asked and answered question about certain words emphasized like "Dragon" and "Lantern".	*"I will connect teaching materials with real life, but, umm, you know, not very often..." (Teacher A)* *I think, it (authenticity) is very important, ehm, how to say, first, it can activate their interest, second, it makes sense to their life (Teacher B).* *...learners will become more interested on their learning, yeah, we should make it real*

			(Teacher C).
3.Collaboration: Learners collaborate with other learners in person, not only simply group works, but they are contributing individual voices, talents and skills to a shared piece of work and respecting others' contributions as well.	3.1. I enjoy <u>sharing my ideas</u> with people. 3.2. I want my <u>voice be heard and affirmed</u>. 3.3. I want to <u>play a role</u> in the group works. 3.4. I like <u>learning with</u> my <u>classmates, teachers or others</u>.	The teacher grouped learners to do <u>role-play activities</u>. learners were allowed to <u>discuss</u> in Chinese in group first, and present in English later. learners need to <u>cooperate to answer</u> their questions.	*I like group work helps, ... No learners don't like doing group activities. I really believe it can strengthen their solidarity (Teacher A).* *Well, in my opinion, group work can help my learners learn better (Teacher B). I suppose group work plays an effect on my teaching. It can help academic poor learners(Teacher C).*
4.Project management: Learners make learning plan to record explicitly their learning steps, which enables them to proceed effectively from initiation to completion. Learners become clearer about their learning under teachers' guidance.	4.1. I like <u>studying with goals</u> (e.g., Unit 1's objectives). 4.2. I like <u>making my study plan</u> (e.g., making a unit study plan). 4.3. I like <u>studying with a study plan and to get rewards</u> after completion. 4.4. I like <u>following teacher's guideline or plan</u> to study (e.g., to use teacher's graphic organizers). 4.5. I like <u>clear guideline</u>. (e.g., to express "I am very angry" in pictures).	The teacher provided learners with <u>the guideline to make expectations as clear as possible</u>. For instance: *After this class, you will be able to present and introduce the 'Dragon Boat Festival' to others.*	*I set up some unit targets for them, and I hope to encourage them to achieve the target, so I will tell them it has awards (Teacher B).* *I like to make it competitively, it is just like a long-term learning management. They can get awards at the end (Teacher C).*
5.Reflection: Learners learn to access the quality of their work and like about how to make it better under teachers' guidance. But not only rely on teachers but also on themselves, peers or others.	5.1. I like <u>helping my classmates to check</u> and correct theirs' works. 5.2. I also like <u>listening to my classmates' ideas.</u> 5.3. I like <u>reviewing with</u> my teacher's <u>key notes.</u> 5.4. I like <u>checking</u> my <u>study from</u> teacher's <u>grading criteria.</u> 5.5. I like discussing <u>and share what I learned</u> with others.	Learners were allowed to discuss in Chinese in the group first, and present in English later. Before the final answer, <u>learners got comments from their group members</u> first.	*"some learners would not be willing to do peers' reflections."* *(Teacher B)."* *"Of course, it is important to learners, I let them prepare a notebook to duplicate their mistake, and write a report to do self-summary. I am the one that do the final check. (Teacher A)"*

			"My learners used mistake-corrected notebooks to do reflection, and I will evaluate them at the end of the semester. (Teacher C)"
6.Public product: learners' work is publicly displayed, discussed, and critiqued. learners works are sharing their works to publics, it not only with the teacher but also with peers, experts and other people beyond the classroom such as parents.	6.1. I like presenting my designed hand-made poster on campus. 6.2. I like introducing my hand-made poster to others on campus. 6.3. I like presenting my works to real people in competitions. 6.4. I like making my works better and presenting it publicly.	The public product was not identified in the classroom observation.	*"I have English hand-made poster activities, and I will reward their products and select some to display (Teacher A)."* *"You know, I normally assign my learners to do handmade posters. we have plan ″a Spring Festival″ competition last year (Teacher B)."* *"I suppose, a handmade poster activity can be our output product. Usually, I will rank their products first, and select some to presented on the exhibition area (Teacher C)."*

3.5.1.2.2 Validating Questionnaire

According to the table, all the questionnaire items were based on the synthesis of the framework, classroom observation, and teachers' interviews. As for the Intellectual Challenge and Accomplishment: learners learn deeply, like critically, and strive for excellence; the author analyzed the three aspects and found out that though teachers considered it a significant deal for learners' learning, the real classroom did not focus on this aspect. Thus, it is time to ask learners' opinion so that the questionnaire items focus on learners learning deeply and like critically and asks learners' opinion about solving real and interesting questions and using the real issue in their daily life-to plan a tree on Labor Day to connect learners' mindset and language learning.

For authenticity, the author originated from the framework that learners work on projects that are meaningful and relevant to their culture, their lives, and their future, and synthesized the classroom observation that their materials covered some local elements that reflect learners' native culture and teacher interview that they are considered it as a pivotal element of learners' learning achievement. So that the questionnaire items synthesized all these aspects to explore learners' views on authenticity in learning English. For example, item 2.5 uses the native festival "the March 3 Lunar" as the real example to help learners understand.

For the collaboration, the author emphasized that the learners' voices be heard and affirmed, and roles could be played. So, the questionnaire item asked learners directly whether they like to play a role in investigating their opinion of learning in a collaboration mode.

As for Project Management, it connected teachers' opinion that learners following the plan to study are beneficial to their learning with the framework that learners use a project-management process that enables them to proceed effectively from project initiation to completion. So, the questionnaire items aim to investigate learners' views on managing study plans.

As for the reflection, both classroom observation and teacher interview are essential in learners learning, so the questionnaire items combined with all aspects to explore learners' views on reviewing. For example, item 5.5, "I like reviewing with my teacher's keynotes.", directly explored learners' opinions on studying with the teacher.

As learners' work should be publicly displayed, discussed, and critiqued, teacher interviews indicated that it would activate learners' interest and enhance their learning achievement. So the questionnaire item focused on publishing learners' works and asking them about their views on posting hand-made posters.

The Chinese Young Learners Beliefs in EIL PBLL Questionnaire was divided into two parts:

Part 1: Background information (Personal Data);

Part 2: Chinese Young Learners' Beliefs in EIL Project-based Language Learning.

Part 1 is about the personal data; part 2 is about the questionnaire items based on the document reviews, classroom observation, and teacher interviews. This study used a four-point Likert scale format questionnaire rather than a five-point one to determine learners' beliefs by removing the third "neutral" point. Strongly Disagree was the first option on the four-point Likert scale, followed by Disagree, Agree, and Strongly Agree. The four-point Likert scale questionnaire's advantage is that it prevents learners from selecting "Neutral" when they really didn't want to tell the truth. When students select the "Neutral" response, it is also challenging to decipher and elicit their beliefs.

The criteria for evaluating the learners' beliefs in PBLL were divided into four scales as follows:

1.00 - 1.50 = strongly disagree

1.51 - 2.50 = disagree

2.51 - 3.50 = agree

3.51 - 4.00 = strongly agree

3.5.1.2.3 Validating Questionnaire

After the questionnaire was constructed, validation of the question was operated. The questionnaire was validated through Expert Validity and Pilot Study.

Expert Validity

The expert validity ensured the questionnaire's validity and correlation to the study's objectives. In order to validate the reliability of the content of each questionnaire item, the Index of Item Objective Congruence (IOC) format was sent to three experts in the related field separately. The three experts are professionals and have experience in English teaching. One of the experts was an experienced English teacher at Yuxi Normal University, Yunnan, China. At the same time, the other two were a Professor and Associate Professors at the Foreign Language School at Lingnan Normal University, Guangdong, China. Some questionnaire items were revised according to the three experts' comments and suggestions. Suggestions to modify some question items from the three experts were shown in Table 6.

Table 6 The original and revised version of the questionnaire items

No.	Original Items	Revised/Adjusted Items
1.1	我喜欢老师给我一些真实而有趣的问题让我去解决 (例如： 如何在植树节种植一棵树)。 I like it when my teacher gave me some authentic and interesting problems to solve. (e.g., how to grow a tree in the Arbor Day).	我喜欢解决真实而有趣的问题。(例如:如何在植树节种植一棵树)。 I like solving real and interesting problems. (e.g., how to grow a tree in the Arbor Day).
2.2	我喜欢我的课程包含现实世界的话题，并与我的生活相关 (例如：环境、当地问题等)。 I like it when my classes contain real-world topics and related to my life. (e.g., the environment, local issues, etc.	我喜欢上与现实世界相关的课程(例如：新沙朗公园)。 I enjoy having classes about real-world (e.g., the New Shalang Park.)
2.3	我喜欢到教室外去做活动或获取实际经验。 I like going outside the classroom to do activities or get hands on experience.	我喜欢到室外去做活动 (例如：做手工)。 I like doing activities outside the classroom (e.g., do some manual activities).
3.2	我喜欢思考和分享对我的团队工作有帮助的事情(例如，个人经历，相关理论)。 I like thinking and sharing about things that can contribute to my group works (e.g., personal experiences, relative theories).	我希望我的声音被听到和肯定。 I want my voice be heard and affirmed.
3.3	我希望我有机会在团队工作中发挥作用。 I like it when I had a chance to play a role in the group works.	我想在小组活动中发挥作用。 I want to play a role in the group works.
3.4	我喜欢在以学生为中心的学习环境下学习(例如，选择话题进行小组讨论)。 I like to study on a student-centered learning environment (e.g., doing group discussion for choosing a topic).	我喜欢和同学、老师或其他人一起学习。 I like learning with my classmates, teachers or others.
4.4	我喜欢老师或者同学给我提供指导或者建议来支持我的学习(例如：老师给我图表或者同学给我提建议来完成作品)。 I like it when my teacher or peers provided guideline or suggestion to support me with my works (e.g., teacher provided me with graphic organizers to finish works or peers provided me suggestions).	我喜欢跟着老师的指导或计划来学习(例如：使用老师的图表去学)。 I like following teacher's guideline or plan to study (e.g., to use teacher's graphic organizers).
4.5	我喜欢有一个清晰明确的指导去使促进我的学习 (例如：表达"用图来表达我很生气")。 I like it when i can have a clear guideline to make my works succeed(e.g., to express "I am very angry in pictures").	我喜欢清晰明确的指示 (例如：用图表达 "我很生气")。 I like a clear guideline (e.g., to express "I am very angry in pictures").

5.2	我很喜欢同学在学习过程中帮我解决困难。 I like it when my peers helped with my difficulties during the working process.	我也喜欢听我同学的想法。 I also like listening to my classmate's ideas.
5.4	我喜欢我的老师跟进并检查我们的学习过程(例如：提供检查表或评分标准)。 I like it when my teacher followed and checked our working process (e.g., providing checklist or rubrics).	我喜欢照着老师的重点笔记复习。 I like reviewing with my teacher's key notes.
5.5	我喜欢有机会通过讨论来反思我的学习(例如：讨论和分享我在课堂上学到了什么)。 I like to have a chance to reflect on my work through discussion (e.g., to discuss and share what I have learned in class).	我喜欢与他人讨论和分享我所学到的东西。 I like discussing and sharing what I learned with others.
6.1	我喜欢在教室里或教室外展示我的作品。 I like my work to be displayed inside or outside the classroom.	我想在校园里展示我设计的手工海报。 I like displaying my designed handmade poster on campus.
6.3	我喜欢参加一些竞赛，这样有机会向真正的观众展示我的作品。 I like joining some competition and to get chances to explain my work with real audiences.	我喜欢在比赛中向真实的观众展示我的作品。 I like presenting my works to real people in the competition.

What's more, the questionnaire and the Index of Item Objective Congruence (IOC) format were sent to the experts to check the validity of the content of each item. The result of the IOC index was 0.69. As Pinyoanuntapong (2003) indicated, a content validity index higher than 0.50 manifests that the questionnaire's content was valid and acceptable. Based on the three experts' results, the IOC index of each item is presented in Appendix D.

Pilot Study

The pilot study greatly influenced the construction of the questionnaire. It aided in confirming that the instruments could be used to report on the questionnaire's dependability. The instrument was distributed to 102 Grade 6 learners in class 1 and class 2, they did not take part as a sample in this study. They were randomly selected. The reliability of the questionnaire was ascertained after the data from the pilot study were gathered and estimated using the reliability coefficient (Cronbach's alpha) formula.

Table 7. presented the Reliability Coefficients of the questionnaire (0.86, respectively). It could be interpreted with the results higher than 0.80 that the questionnaire was reliable.

Table 7 The Reliability Coefficient (Cronbach's alpha)

Part	Questionnaire	The Reliability Coefficient (Cronbach's alpha)
2	Chinese Young Learners' Beliefs in PBLL Questionnaire.	0.86

As the pilot study indicated, some learners cannot understand particular items; they need concrete examples to help. So the questionnaire required adding some real and tangible measures to help while conducting the main study with the sample. Moreover, some learners could not finish the questionnaire at this time, so the time to complete the questionnaire needed to be expanded during the main study with the sample.

After the questionnaire was developed based on the two main steps-Expert validity and Pilot study, the revised version of this instrument was used in the main study.

3.5.2 Implementation

3.5.2.1 Conducing the main study

After the instrument validation process was completed, the questionnaire was utilized with the sample of this study. The questionnaire was distributed to one hundred and two Grade 6 learners at Shalang Central Primary School, Maoming City, China. Of the sample learners, 51 were male and 51 female from Classes 1 and 2.

3.5.2.2 Analyzing the finding

The data from the close-ended questionnaire were compiled and analyzed in this stage. The data were then analyzed quantitatively using descriptive statistics through the SPSS program. Finally, the analyzed data were presented in mean and standard deviation (S.D.).

3.5.2.3 Reporting the findings

The findings were presented descriptively to show the findings of this study. Some discussions, comments, and suggestions were made based on the results for further studies or people that might have an interest in related field. This study's findings can better help find suitable language learning and teaching practices.

3.6 Data Collection

The instruments used for this study were classroom observation, interview, and questionnaire, from which data were collected from samples. Before constructing the main instrument, data was collected from the classroom observation and interviews in the planning stage. In the implementation stage, the data was collected from the sample during the second semester of Academic Year 2020 at Shalang Central Primary School, Maoming City, China.

3.6. 1 Classroom Observation

This study examined how teaching and learning occur in real context through classroom observation to collect and elicit helpful information that helped construct a questionnaire. The observation process was held for approximately ten days in Classes 3 and 4. 102 Grade 6 learners in the sample school were observed. All situations and behaviors found during the observation were noted down in the field-note observation form.

3.6.2 Semi-structure Interviews

The semi-structured interview was conducted to explore the Chinese teachers' beliefs in the EIL PBLL. Three Grade 6 in-service English teachers were interviewed. The interview consisted of nine questions based on the BIE framework. It took 8 to 12 minutes for each English teacher. The teachers' responses were noted and tape-recorded for analysis. The interview data were used to elicit the conceptual framework of the study.

3.6. 3 Chinese Young Learners Beliefs in EIL PBLL Questionnaire

The final version of the questionnaire was distributed to the one-hundred and two sample Grade 6 learners in this study. The sample was asked to answer the questionnaire for fifteen minutes in class. The researcher guided sample learners to answer the question from the questionnaire simultaneously and then collected the questionnaire for analysis.

3.7 Data Analysis

The data from classroom observation, the interview, and the questionnaire applied different statistics to analyze to get relevant results for each type of instrument. The data analysis helped to answer the research questions of the study. According to the study, the research question was:

"What are Chinese young learners' beliefs in EIL project-based language learning implemented in the rural school?"

The qualitative data from the classroom observation and interview were transcribed, analyzed, and coded using the Content Analysis Method to answer the question. The quantitative data from the questionnaire were analyzed using descriptive statistics through the SPSS program. The analyzed data of the descriptive statistics were shown in terms of mean and standard deviation (S.D.).

Table 8 The data analysis methods for classroom observation, semi-structured interviews and questionnaire

Research Questions	Instruments	Analysis
# What are Chinese young learners' beliefs in EIL project-based language learning implemented in the rural school?	Classroom Observation	Content Analysis
	Interview	Content Analysis
	Questionnaire	Descriptive Statistics

CHAPTER IV
RESULTS

Chapter four presents the findings of the Young Chinese Learners' Beliefs Questionnaire

The findings are examined in relation to the research question:

" What are Chinese young learners' beliefs in EIL project-based language learning implemented in the rural school?"

In this chapter, the quantitative data from the questionnaire were presented.

4. Finding of the Young Chinese Learners' Beliefs Questionnaire

This study aims to investigate the beliefs of Chinese Young Learners towards EIL Project-Based Language Learning. In so doing, the findings of classroom observation and semi-structured interviews were conducted to construct the questionnaire (see Appendix C). Data from the observations and interviews were coded and analyzed. They yielded six key aspects: intellectual challenge and accomplishment, authenticity, collaboration, project management, reflection and public product which were categorized into the questionnaire in Phase 2. After constructing the questionnaire, it was validated, pilot tested, and achieved a reliability coefficient of 0.92.

Chinese Young Learners' beliefs in EIL PBLL

The previous section set out the premise of this section. The aspects identified in the classroom informed the main instrument used in examining Chinese young learners' beliefs. Participants were asked to rank 27 statements related to their beliefs, from 1 to 4, with 1 representing strongly disagree and 4 strongly agree. The items on the questionnaire were divided into 6 categories that comprised: 1) intellectual challenge and accomplishment, 2) authenticity, 3) collaboration, 4) project management, 5) reflection, and 6) public product. These were all included along with the items that correspond to them in the questionnaires administered to 102 Chinese young learners.

Table 9 Six Aspects of EIL-PBLL

Aspects	M	S.D	Meaning
1.Intellectual challenge and accomplishment	3.01	0.69	Agree
2. Authenticity	3.04	0.80	Agree
3. Collaboration	3.05	0.83	Agree
4. Project management	3.01	0.75	Agree
5. Reflection	3.01	0.78	Agree
6. Public Product	2.63	0.97	Agree

Table 9. presents the responses to the six key aspects. As can be seen, collaboration is the most positively viewed of all six. This is followed by authenticity, intellectual challenge and accomplishment, project management, and reflection. Of the six, public product recorded the lowest mean. In the sections that follows, the responses of the Chinese young learners for each key aspect are discussed.

Table 10 Chinese Young Learners' Beliefs regarding EIL-PBLL Intellectual Challenge and Accomplishment

Items	1.Intellectual Challenge and Accomplishment: deeply, like critically, and strive for excellence						
	Strongly Disagree ƒ (%)	Disagree ƒ (%)	Agree ƒ (%)	Strongly Agree ƒ (%)	M	SD	Meaning
1.1.I like solving real and interesting problems. (e.g., how to grow a tree on Arbor Day).	2 (1.96)	13 (12.75)	69 (67.65	18 (17.65)	3.05	0.62	Agree
1.2.I like discussing some real and interesting topics (e.g., How to protect our environment through our daily lives.)	4 (3.92)	16 (15.69	52 (50.98	30 (29.41)	3.07	0.75	Agree

1.3.I like thinking about meaningful problems (e.g., How to get people involved in keeping our new Central Park clean?).	1 (0.98)	16 (15.69)	68 (66.67)	17 (16.67)	2.99	0.59	Agree
1.4.I like thinking longer and more deeply (e.g., Think about it. What is your favorite story? List three reasons).	5 (4.9)	17 (16.67)	53 (51.96)	27 (26.47)	2.94	0.82	Agree

Table 10 presents the beliefs of Chinese young learners concerning EIL-PBLL as regards intellectual challenge and accomplishment. As can be seen, the participants overwhelmingly agree that the use of EIL-PBLL is intellectually challenging as indicated by more than half of the responses. It is further observed that Chinese young learners enjoy solving real and interesting problems (67.65%); followed by thinking about meaningful problems (66.67%); and thinking for longer and more deeply and discussing interesting topics (51.96 % and 50.98% respectively). Though less than the agree responses, the participants also recorded interesting responses in terms of their disagreement. Some Chinese young learners dislike thinking more deeply (16.67%). thinking about meaningful problems and discussing real and interesting topics was the next most dislike (15.69%) with solving real problems (12.75%) last. Despite exhibiting varied responses, the participants overall demonstrated positive attitudes towards the intellectual challenge aspect of EIL-PBLL.

Table 11 Chinese Young Learners' Beliefs regarding EIL-PBLL Authenticity

Items	Authenticity: learners work on projects that are meaningful and relevant to their culture, their lives, and their future.						
	Strongly Disagree ƒ (%)	Disagree ƒ (%)	Agree ƒ (%)	Strongly Agree ƒ (%)	M	SD	Meaning
2.1.I like to have classes about the real world (e.g., the New Shalang Park.)	2 (1.96)	10 (9.8)	35 (34.31)	55 (53.92)	3.45	0.71	Agree
2.2.I like discussing some topics about my daily life.	7 (6.86)	17 (16.67)	53 (51.96)	25 (24.51)	2.97	0.78	Agree
2.3.I like to do activities outside the classroom (e.g., do some manual activities).	6 (5.88)	22 (21.57)	42 (41.18)	32 (31.37)	2.96	0.89	Agree
2.4.I like to chat with others outside my classroom.	5 (4.9)	23 (22.55)	48 (47.06)	26 (25.49)	2.89	0.85	Agree
2.5.I like to answer real problems (e.g., How to promote our March 3 Lunar Festival?).	5 (4.9)	23 (22.55)	54 (52.94)	20 (19.61)	2.92	0.78	Agree

Interestingly, the beliefs of Chinese young learners towards authenticity yielded different results. Table 11 demonstrates their beliefs concerning the aspect of the authenticity of EIL-PBLL. Generally, most participants were positive with EIL-PBLL in terms of authenticity. Agree and strongly agree responses dominated over those for disagree and strongly disagree. One important thing to note though is what they enjoyed the most. As can be seen, having classes about the real world elicited the most positive response with 52.94% strongly agreeing followed by discussing topics on daily life with 51.96 % on agree. These percentages indicate that authenticity is significant in their positive outlook of EIL-PBLL. Conversely, they less enjoyed chatting with others outside the classroom and answering real problems (both 22.55 %). This is followed by doing activities outside the classroom. Although they are not statistically significant, it is worth noting that these are the factors that the learners least liked.

Table 12 Chinese Young Learners' Beliefs regarding EIL-PBLL Collaboration

Items	3. Collaboration: learners collaborate with other learners in person or online and/ or receive guidance from adult mentors and experts.						
	Strongly Disagree f (%)	Disagree f (%)	Agree f (%)	Strongly Agree f (%)	M	SD	Meaning
3.1.I enjoy sharing my ideas with people.	14 (13.73)	23 (22.55)	47 (46.08)	18 (17.65)	2.72	0.88	Agree
3.2.I want my voice to be heard and to be affirmed.	4 (3.92)	18 (17.65)	41 (40.2)	39 (38.24)	3.11	0.83	Agree
3.3.I want to play a role in groupwork.	2 (1.96)	10 (9.8)	63 (61.76)	27 (26.47)	3.06	0.76	Agree
3.4.I like learning with my classmates, teachers or others.	6 (5.88)	5 (4.9)	43 (42.16)	48 (47.06)	3.31	0.84	Agree

Table 12 presents the Chinese young learners' views concerning collaboration in EIL-PBLL. Based on the data, it can be inferred that they have positive outlook on collaboration as the combined responses on strongly agree and agree are greater than strongly disagree and disagree. Perhaps the most evident is the highest response for playing a role in group work at 61.76 %. This is followed by learning with my classmates at 47.06 %. Despite having recorded less responses, it is also important to mention that the participants were less interested in sharing their ideas with other people and wanting their voices be heard as indicated by the 22.55% and 17.65% response rates, respectively. The data suggests that Chinese young learners lean more towards being passive or the recipients of ideas than actively engaging with them.

Table 13 Chinese Young Learners' Beliefs regarding EIL-PBLL Project Management

Items	4. Project Management: learners make learning plan to record explicitly their learning steps, which enables them to proceed effectively from initiation to completion. learners become clearer about their learning under teachers' guidance.						
	Strongly Disagree f (%)	Disagree f (%)	Agree f (%)	Strongly Agree f (%)	M	SD	Meaning
4.1.I like studying with goals (e.g., Unit 1's objectives).	2 (1.96)	9 (8.82)	56 (54.9)	35 (34.31)	3.27	0.62	Agree
4.2.I like making my study plan (e.g., making a unit study plan).	4 (3.92)	19 (18.63)	51 (50)	28 (27.45)	2.98	0.81	Agree
4.3.I like studying with a study plan and to be rewarded following completion.	2 (1.96)	18 (17.65)	52 (50.98)	30 (29.41)	3.08	0.75	Agree
4.4.I like following the teacher's guidelines or plan to study (e.g., using teacher's graphic organizers).	3 (2.94)	21 (20.59)	58 (56.86)	20 (19.61)	2.97	0.75	Agree
4.5.I like clear guidelines. (e.g., to express "I am very angry" in pictures).	7 (6.86)	29 (28.43)	46 (45.1)	20 (19.61)	2.76	0.82	Agree

The Chinese young learners exhibit an overwhelmingly positive view of EIL-PBLL as regards project management. This is indicated by the predominance of agreement on all items with four being more than half and the other slightly less than half. Specifically, the participants expressed their compliance in following the teacher's guidelines (56.86%) or plans and studying with goals (54.9%). They also like studying with a study plan and studying with a plan (50.98% and 50%, respectively). These results indicate how that young learners take part in the process of their own learning. As for disagree and strongly disagree, the participants favor clear guidelines the least (28.43 %). Though this is not statistically significant it is worth noting that this is also the least in the agree section at 45.1%.

Table 14 Chinese Young Learners' Beliefs regarding EIL-PBLL Reflection

Items	5.Reflection: learners learn to access the quality of their work and think about how to make it better under teachers' guidance. But not only rely on teachers but also on themselves, peers or others.						
	Strongly Disagree f (%)	Disagree f (%)	Agree f (%)	Strongly Agree f (%)	M	SD	Meaning
5.1.I like helping my classmates to check and correct their work.	16 (15.69)	24 (23.53)	41 (40.2)	21 (20.59)	2.67	0.95	Agree
5.2.I also like listening to my classmates' ideas.	4 (3.92)	13 (12.75)	60 (58.82)	25 (24.51)	2.98	0.74	Agree
5.3.I like reviewing my teacher's key notes.	1 (0.98)	4 (3.92)	59 (57.84)	38 (37.25)	3.33	0.63	Agree
5.4.I like checking my study form the teacher's grading criteria.	2 (1.96)	15 (14.71)	50 (49.02)	35 (34.31)	3.16	0.71	Agree
5.5.I like discussing and share what I learned with others.	7 (6.86)	19 (18.63)	50 (49.02)	26 (25.49)	2.89	0.84	Agree

Chinese young learners demonstrate a positive response as regards EIL-PBLL reflection. As can be seen, Table 6 presents the participants' views concerning reflection. It reveals that they have good reflection concerning EIL-PBLL as indicated by the overwhelming responses for agree and strongly agree. Specifically, they like to listen to their classmates' ideas and review their teacher's notes (58.82% and 57.84%, respectively). This could mean that receiving information serves as a reflective tool for them. They also have a slightly less than 50% response rate for checking their own work and discussing their ideas with others (49.02%) and helping their classmates to check their work (40.2%). The latter also recorded the highest response in terms of disagreement at 23.53%. This could mean that learners are more inclined to receive than give feedback.

Table 15 Chinese Young Learners' Beliefs regarding EIL-PBLL Public Product

| Items | 6.Public Product: learners' work is publicly displayed, discussed, and critiqued. | | | | | | |
	Strongly Disagree f (%)	Disagree f (%)	Agree f (%)	Strongly Agree f (%)	M	SD	Meaning
6.1.I like displaying my hand-made poster on campus.	22 (21.57)	28 (27.45)	32 (31.37)	20 (19.61)	2.47	1.05	Disagree
6.2.I like introducing my hand-made poster to others on campus.	22 (21.57)	33 (32.35)	33 (32.35)	14 (13.73)	2.46	0.96	Disagree
6.3.I like presenting my work to real people in competitions.	20 (19.61)	23 (22.55)	44 (43.14)	15 (14.71)	2.67	0.9	Agree
6.4.I like making my work better and presenting it publicly.	18 (17.65)	14 (13.73)	36 (35.29)	34 (33.33)	2.9	0.98	Agree

Table 15 presents the views of participants regarding EIL-PBLL and the public product. Contrary to the other aspects, the results concerning learners publicly displaying their products yields rather interesting results. This is because the responses for agree and strongly agree versus disagree and strongly disagree are not far apart. Presenting their work for competitions and making the work better yielded the highest response rates for agree with 43.14% and 35.29%, respectively. These responses are important as most learners are comfortable presenting their works publicly. However, there are significant results for disagree, especially for introducing their hand-made posters and displaying their hand-made work on campus at 32.35% and 27.45%, respectively. These data could mean that while they are okay with competitions and audience in public, they are less keen on showing their work within their school community.

CHAPTER V
DISCUSSION AND CONCLUSION

This chapter summarizes the overall study that contained the main objectives, research findings, discussion and pedagogical recommendation, conclusion, and recommendations for future study drawn from the study.

5.1 Summary

The two main objectives of this study were as follows:

1. To explore the implementation of EIL Project-based language learning in the Chinese rural school.

2. To explore Chinese young learner' beliefs in EIL Project-based language learning.

The research design was a cross-sectional survey design by using both quantitative and qualitative methods. It investigated Chinese young learners beliefs toward EIL project-based language learning. The main instruments used in this study were classroom observation, semi-structured interviews and questionnaire.

This study was divided into two phases. In Phase 1, classroom observation was conducted by the researcher on one teacher who taught two classes. Meanwhile, three in-service English teachers who have taught in the sample school were invited for an interview conducted in Chinese. The findings were then explored in terms of how teachers implemented EIL project-based language learning. Data from the observations and interviews were coded and analyzed. They yielded six key aspects: intellectual challenge and accomplishment, authenticity, collaboration, project management, reflection and public product which were categorized into the questionnaire in Phase 2.

After passing the validity and reliability process, the questionnaire was distributed to 102 Grade 6 learners in Classes 1 and 2. They were administered during their regular class time. The researcher instructed the participants as to how to complete the questionnaire. The data were then analyzed quantitatively using descriptive statistics through the SPSS program. Finally, the analyzed data were

presented in mean and standard deviation (S.D.).

The findings of this study explored the implementation of English as an international language project-based language learning (PBLL) in the school setting through classroom observation and semi-structured interviews. The findings indicated that Intellectual challenge and accomplishment, authenticity, collaboration, and reflection were identified in the real classroom during the classroom observation. Only the public products was not identified. As for the semi-structured interviews, all interviewees reported a high level of agreement with the six aspects of EIL PBLL, while they claimed to have carried out each aspect during the interview.

In response to Research Question, this study examined the beliefs of Chinese young learners towards English as an international language project-based language learning (PBLL) in a Chinese rural school. The data revealed an overwhelming positive response given the predominance of agree and strongly disagree. The results for "collaboration," "authenticity," "project management", "intellectual challenge and accomplishment" and "reflection" were positive. Only the aspect of public product receive a negative response.

5.2 Discussion

The results of findings were concerned with two main parts, one is for the implementation of EIL project-based language learning in the Chinese rural school, the other is for the beliefs of the Chinese young learners in EIL project-based language learning.

5.2.1 The implementation of EIL Project-based Language Learning

Drawing on the findings for the classroom observation and semi-structured interviews, English as an international language project-based language learning (PBLL) was implemented in the school setting through the achievement of six aspects. Namely, Intellectual challenge and accomplishment, authenticity, collaboration, and reflection were identified in the real classroom during the classroom observation, except for the public products. However, all interviewees reported a high level of agreement on the six aspects of PBLL, they illustrated how they carried out each aspect during the interview. For example, they highlighted the

effective roles of using authentic material, which is consistent with findings in other studies (Chen et al., 2021).

5.2.2 Chinese Young Learners' Beliefs in EIL-Project-Based Language Learning

This study examined the beliefs of Chinese young learners in English as an international language project-based language learning (PBLL) in a Chinese rural school. The data revealed an overwhelming positive response given the predominance of agree and strongly agree. The results for "collaboration," "authenticity," "intellectual challenge and accomplishment", "project management"and "reflection" were positive.

Collaboration

For collaboration, the findings indicated that most learners like to cooperate with others in their learning, echoing the claim of EIL that it concerned with both content and interaction (Mckay, 2018). This also concurs with previous studies (Petersen and Nassaji, 2016; Revelle et al., 2020; Chen et al., 2021), which highlighted the significance of collaboration in project-based language learning.

Authenticity

As for authenticity, there was a high agreement on the authenticity of PBLL among Chinese young learners. It corroborated EIL's principle that all pedagogical decisions regarding standards and curriculum should be made in reference to local language needs and local social and educational factors (Mckay, 2018). Hence, using authentic materials that fitted local language needs played effects. This was confirmed by Revelle et al (2020), who valued authentic purpose and authentic audience as key characteristics for promoting learners' learning. Similar findings were congruent with studies by Habok (2015), Beckett and Slater (2018), and Duke et al (2019).

Intellectual Challenge and Accomplishment

Regarding intellectual challenge and accomplishment, most learners indicated a positive response to it, this interpretation is supported by a previous study (Mckay,

2018), which noted that learners' other language should be promoted in classroom, namely how best to use the L1 in developing language proficiency. It aligns with Mergendoller (2018)'s claim that learners were expected to solving the problems, and answering the question, so they need to use L1 to facilitate their learning.

Project Management

As for project management, the Chinese young learners expressed positive views towards it. As can be seen, their answers were in line with EIL's claim that EIL also focuses on process, also echoing the studies of Mergendoller (2018), who noted that project management is the process of "applying knowledge".

Reflection

In terms of reflection, most learners believed that they need reflection to help them learn. It parallels with the assumption of EIL that its primary function is to enable speakers to share their ideas and culture with others (Mckay, 2002). This is consistent with Mergendoller's study (2018), which revealed that through reflection, students retained project content and skills longer, developed a greater sense of control over their education, and built confidence in themselves.

Public Product

Regarding public product, Chinese young learners are more passive towards it. This passiveness is also evident in their views towards publicly displaying their work. They are more confident to show their work to people outside their own community, but not included fellow learners on campus. They are even more willing to show their work to other people and even engage with public competitions. This is consist with the principle of EIL proposed by Mckay (2018), which quoted that all pedagogical decisions regarding standards and curriculum should be made in references to local language needs and local social and educational factors. In other words, learning should be concerned with the local culture that they prefer to present their works in a competitive way but not willing to share within their own community.

5.3 Conclusion

This study provides an in-depth understanding of Chinese young learners beliefs regarding EIL project-based language learning (PBLL). The analysis uncovers six aspects of beliefs related to EIL PBLL. Namely, " the Intellectual Challenge and Accomplishment, Authenticity, Collaboration, Project Management, Reflection and Public Products". The results indicate that their views are highly positive. Methodologically, this study offers key aspects that are well grounded in the context of this study as they emerged from the context itself. This provides a somewhat clearer picture of the aspects that are essential in a Chinese multilingual setting. Thus, given the positive results, it can be inferred that EIL PBLL is a powerful tool in multicultural settings. It connects learners with their communities with real purpose and audience, and it appears to be effective in improving learnerss achievements (Duke, 2016). Although this study yielded positive results, it may not be sufficient to generalize as it concentrates on a single context.

5.4 Pedagogical Implications

This study serves as one of the exploratory sequential survey studies that investigated the implementation of EIL project-based language learning and the Chinese young learners' beliefs in EIL Project-based language learning. This study develops an instrument for exploring Chinese young learners' beliefs in EIL Project-based language learning; and proposes an instructional development for English education based on EIL Project-based language learning framework, specifically for the Chinese primary learners in the rural areas.

Despite its inconclusiveness, this study offers two practical suggestions for language teaching in rural schools: 1) teachers' knowledge of EIL PBLL should be improved, trained and applied more fully, because according to findings of the classroom observation semi-structured interviews, teachers' knowledge in EIL PBLL is rather limited as they somehow simplified it, for example, they simplified public products as doing handmade posters activities; and 2) greater attention should be paid to learners in rural areas in terms of developing their ability to learn through project-based language learning. It is because learners have a positive agreement in the six aspects of EIL PBLL, but they have less chances to access it in the real context.

5.5 Recommendations For Future Research

The findings of this study shed light on the Chinese young learners beliefs in the six aspects of EIL Project-based Language Learning. The six aspects were summarized and framed based on the document analysis, classroom observation and interviews from the Chinese context. This study contributes to the rich contemporary literature on EIL-PBLL.

However, this study only focused on primary school in rural areas. Other levels of teachers and learners in other areas such as high school, junior high school and elementary school should be involved in the future research. The participants of in this study was the Chinese young learners in primary school in rural areas. Therefore, other stakeholders such as curriculum develops, school administrators, and parents in other areas should be included to investigate their beliefs in EIL Project-Based Language Learning in different contexts.

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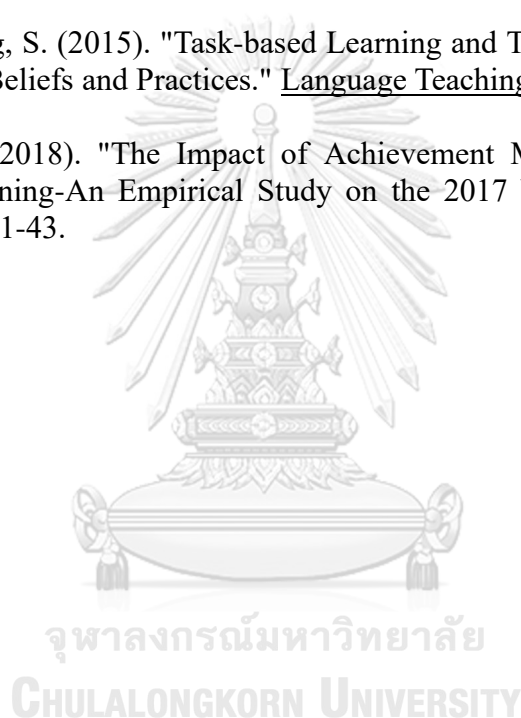
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APPENDICE

APPENDIX A

Guideline for Field-Note Observation

Frame-work	PBLL by BIE	Young Learners by David Nunan	PBLL &Literacy by Neil Duke	Current Studies
Type of sources	Website	Book & YouTube	Research	Research
Source	https://learnersatthecenterhub.org/resource/buck-institute-for-education-bie/	Teaching English to Young Learner A presentation by David Nunan, (2012) https://www.youtube.com/watch?v=5r0tk6Txwyg	Duke, N. K. (2016). [Place of conducted: USA.] Duke, N. K., Halvorsen, A. L., & Strachan, S. L. (2016). [Place of conducted: USA. 2nd graders]	https://learnersatthecenterhub.org/resource/buck-institute-for-education-bie/ Teaching English to Young Learner Duke, N. K. (2016). [Place of conducted: USA.]
Overview	A teaching method in which learners gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.	Nunan (2011) defined the term "Young learner" as 3 years of age to 15, children are at pre-school or in the first couple of years of schooling	Project-based learning for teaching informational reading and writing skills as well as content for elementary school learners are working.	A teaching method in which young Grade 6 learners gain knowledge and skills by focusing on learning process and working through an authentic, engaging, and complex question, problem, or challenge.
Contents	High Quality Project-based Learning (HQPBL): 1). Intellectual challenge and accomplishment; 2). Authenticity; 3). Collaboration; 4). Project management; 5). Reflection; 6). Public Product	**Young Learners' Characteristics** 1). A holistic approach to language: understand meaningful message but cannot analyzed language; 2).Lower levels of awareness about themselves and the process of learning; 3). Limited reading and writing skills; 4).More concerned about themselves than others; 5).Have limited knowledge about the world; 6). Enjoy fantasy, imagination and movement.	**Project-Based Literacy Instruction** 1).learners read, write, and learn to solve a real-world problem, to address a need, or answer a question; 2). Attend to lessons to help them achieve their project goal; 3). Complete homework to get to their project goal; 4).Work together toward a common writing goal; 5). Reading, writing, and one or more content areas are often integrated; 6). Read many text on the same or closely related topics; 7).Read information based on their need. 8). Write information text for explicit purposes and for audience beyond the classroom; 9).Revise and edit because they like their work to be as credible and polished as possible for their audience; 10). Look forward to sharing their writing with the target audience; 11). Learn to affect the world around them	**HQPBL in elementary School** **1.Intellectual challenge and accomplishment：** 1). Understand meaningful message but cannot analyzed language **2.Authenticity:** 1).learners read, write, and learn to solve a real-world problem, to address a need, or answer a question; 7).Read information based on their need. 8).Write information text for explicit purposes and for audience beyond the classroom; **3.Collaboration：** 4).Work together toward a common writing goal **4. Project management** 1.2.Lower levels of awareness about themselves and the process of learning; **5.Reflection：** 6). Read many text on the same or closely related topics; 9).Revise and edit because they like their work to be as credible and polished as possible

| | | through reading and writing. | for their audience;
6.Public Product
10).Look forward to sharing their writing with the target audience
11). Learn to affect the world around them through reading and writing. |

CLASSROOM OBSERVATION

Class 1

Class 2

Field-Note Observation Form

Class: _____　**Number of learners:** _____

Teacher: _____　**Date/Time:** _____

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INTERVIEW QUESTIONS FOR TEACHERS

1. **您可以自我介**绍一下吗？（姓名，年龄，在哪里教学，从教几年了）

   Translation: Can you introduce yourself briefly? (Name, Age, where to teach, How many years of teaching.)

2. **您注重学生的学**习过程吗？您觉得学习过程对于学生来说重要吗？

   Translation: Do you think learning process is important for learners?

3. **您了解**项目型学习这个概念吗？平时您会运用这个教学法到您的实际课堂中吗？

   Translation: Do you know the concept of project-based language learning? If Yes, have you used this approach in your classroom?

4. **您如何看待在学**习过程中"**提倡在学**习过程中引导也是深入思考，挑战自我，追求卓越的教学理念"？

   Translation: What do you think of the teaching concept that to encourage learners do in-depth thinking, challenge themselves, to pursue excellence in the process of learning "?

5. **您在教学的**过程中会**将**课程内容与真实内容（与学生的现实生活息息相关的）结合起来吗？您如何看待"**学生在真**实的学习环境里能够高效学习"**的**这种说法？

   Translation: Will you combine the course content with the real life (which is closely related to the learners' real life) in the course of teaching? What do you like of the statement that learners can learn efficiently in a real learning environment?

6. **您曾把学生**们的学习成果公众展示出来过吗？您如何看待"**把学生的学**习成果拿出来讨论，修改，最好展示出来会提高学生们的学习成果"？

Translation: Have you ever shown learners learning products to the public? What do you think of the concept that "to discuss and revise and publish learners' products helps to enhance the learners' learning achievement "?

7. **您如何看待把学生的分**组式合作学习模式？在您自身的英语课堂中是否会经

常积极鼓励学生以小组合作方式学习？

Translation: What do you think of grouping learners into cooperative learning? Are learners often encouraged to learn in groups in your classroom?

8. **您**认同学习过程亦需要有效管理的想法吗？比如让学生列个大纲，有效地管

理自身从一开始到结束的学习过程？为什么？

Translation: Do you agree with the idea that the learning process also needs to be effectively managed? For example, let learners list their outlines in order to effectively manage their own learning process from the beginning to the end? Why?

9. **您如何看待学生学**习过程中的反思行为？您认为这种学习反思是否可发挥重

要性的作用？在您的课堂中如何实现学习反思这一理念？

Translation: What do you think of learners' reflective behavior in their learning process? Do you think this kind of learning reflection can play an important role? How do you to apply the concept on learning reflection?

Interviewing Teacher in the Office

APPENDIX C

Excerpt of Classroom Observation and Semi-structured Interview' Findings

The significant findings of classroom observation and semi-structured interview comprised the aspects that found to be significant in the employment of EIL PBLL. These included intellectual challenge and accomplishment, authenticity, collaboration, project management, reflection and public product.

Intellectual Challenge and Accomplishment:

The teachers began the class with a given question and allowed time for learners to discuss and answer. They used Chinese to explain profound concepts and to engage learners in questions and discussion. In the interviews, one teacher pointed out that "practical questions make sense" (Teacher B) and can help the student meet intellectual challenges and accomplishments, therefore, they used meaningful questions to engage learners in the learning.

"我为学生们选择了一些有意义的问题，给他们5分钟的准备时间，你知道，这很有效……"(A 老师)

(Translation)

"I chose meaningful questions for the learners, provided them 5 minutes to prepare, and you know, it works..." (Teacher A)

Authenticity:

Authenticity was also found to be a significant aspect and an essential idea in an effective classroom. For example, in this study context, authentic and traditional Chinese festivities were identified as being salient. This included "the Dragon Boat Festival" which was presented in PowerPoint slides. This is consistent with what the teachers said in the interviews as they believe authenticity plays a vital role in learners' learning.

"我会把教材和现实生活联系起来，但是，嗯…你知道，不是经常…"(A

老师)

(Translation)

"I will connect the teaching materials to real life, but, umm… you know, not very often…" (Teacher A)

"…学生们会对他们的学习更感兴趣，所以，我们应该让它成为现实。"

(C 老师)

(Translation)

"…learners will become more interested in their learning, so yeah, we should make it real."(Teacher C)

Collaboration:

The next aspect is collaboration. The teacher grouped learners to undertake role-play activities. Learners were allowed to discuss in Chinese in their groups first, and then present in English later. They collected and shared information to answer their questions. According to the interviews, they collaborated in group work in their classroom. They held positive viewpoints regarding this aspect and stressed its benefits.

"我认为小组合作有帮助……没有一个学生不喜欢集体活动。我真的相

信这能加强他们的团结。"(A 老师)

(Translation)

"I like group work helps ... No student doesn't like doing group activities. I really believe it can strengthen their solidarity."(Teacher A)

"我认为小组活动对我的教学有影响。它可以帮助学习差的学生。"(C老师)

(Translation)

"I suppose group work has an effect on my teaching. It can help academically poor learners."(Teacher C)

Project Management :

Based on the observation data, project management was achieved by providing learners with the guideline to make expectations as clear as possible. This was one of the things the researcher observed in the class. For instance:

After this class, you will be able to present and introduce the 'Dragon Boat Festival' to others.

This was also apparent in the interview. They considered it as setting the target for learners, and encouraged them to achieve it via rewards.

"我为他们设定了一些单元目标，并鼓励他们完成目标，所以我会告诉他们有奖励。"（B老师）

(Translation)

"I set up some unit targets for them, and encourage them to achieve the target, so I would tell them there are rewards." (Teacher B)

Reflection:

Reflection is also crucial in the observations and interviews conducted. First, the teacher provided positive comments and feedback to learners at the end of the class, with questions like:

What did you learn from this class?

Second, learners were allowed to discuss in Chinese in groups first and present in English later. Before the final answer, learners received initial comments from their group members. In the interviews, they mentioned mistake-corrected notebooks with their reflections. So, most learners relied on the teacher's reflections.

有些学生不愿意给自己同学做反馈(B 老师)。"

(Translation)

"Some learners would not be willing to do peers' reflections." (Teacher B)

"我的学生用纠错本进行反思，我会在学期结束时对——他们进行评估(C 老师)。"

(Translation)

"My learners used mistake-corrected notebooks to do reflections, and I would evaluate them at the end of the semester."(Teacher C)

Public Products:

Perhaps the most surprising observation was the public product. This was not identified in the observation. This finding contradicts the interviews that the teachers all claimed to have hand-made poster activities to present the learners' works. According to their answers, they seemed to all take the same approach, that is, they ranked the work, and then selected some for display. But not all learners' products were displayed.

"我有英语手工制作海报的活动，我会奖励他们的产品，并挑选一些展示(A 老师)。"

(Translation)

"I had English hand-made poster activities, and I rewarded their products by selecting some to display."   (Teacher A)

"我想，一个手工制作的海报活动可以作为我们的输出。通常我会对他们的作品进行评级，然后挑选一些展示在展区(C 老师)。"

(Translation)

"I suppose, a hand-made poster activity can be our output in terms of classroom product. Usually, I will rank their work first, and then select some for presentation in the exhibition area." (Teacher C)

In essence, the five key aspects in this study context included intellectual challenge and accomplishment, authenticity, collaboration, project management and reflection were found in the classroom observation and semi-structured interviews. However, the aspects of public product was not evident in the classroom but has been mentioned in the semi-structured interviews.

Chinese Young Learners' Beliefs in PBLL Questionnaire

（中国青少年学习者对 PBLL 的信念调查问卷）

Part 1: Background information (Personal Data).

第一部分：背景资料（个人资料）

Name（姓名）:_____ Class（班级）:____ Time（时间）:_____

Survey: Please mark the answer that best describes you.

(调查：请标出最符合你自身情况的答案）：

1. How old are you？（您几岁了？）

    10 years （10 岁）   ☐ 11 years（11 岁）

    ☐ 12 years （12 岁）   ☐ 12+ years（超过 12 岁）

2. What grade level are you in？（您读几年级？）

    ☐ 3rd grade（三年级）   ☐ 4th grade（四年级）

    ☐ 5th grade （五年级）   ☐ 6th grade（六年级）

Part 2: Chinese Young Learners' beliefs in project-based language learning

（第二部分：中国青少年学习者对项目型的语言学习的信念）

Based on the six criteria of High Quality of Project-based learning

（基于高质量项目型学习的六项标准）

Direction: Please mark the answer that best describes your feeling.

（说明：请标记出最能描述你的感觉的答案。）

代码描述 **Descriptive Code**	问卷题目 **Questionnaire Items**	问卷题目 **Degree of Content**			
		非常 不同意 **Strongly Disagree**	不同意 **Disagree**	同意 **Agree**	非常 同意 **Strongly Agree**
1. 智力挑战 和成就感 **1.Intellectual challenge and accomplishment .**	1.1 我喜欢去解决那些真实有趣的问题（比如如何在植树节那天种一棵树？）。 1.1.I like solving real and interesting problems. (e.g., how to grow a tree in the Arbor Day).				
	1.2 我喜欢讨论那些真实有趣主题(比如：平日里该如何保护环境？) 1.2. I like discussing with some real and interesting topics (e.g., How to protect our environment through our daily life.)				
	1.3 我喜欢去想一些有意义的问题（例如，如何能让人们参与维持我们新中央公园的清洁？）。 1.3.I like thinking about meaningful problems (e.g., How to get people involved to keep our New Central Park's Cleanness?).				
	1.4 我喜欢想久一点，多一点（例如：想一想，你最喜欢的故事是什么？你能说出三个喜欢的理由吗？）。 1.4. I like thinking longer and deeply(e.g., like about it. What is your favorite story? Can you list three reasons?).				
	2.1. 我喜欢上与现实世界相关的课程（例如：新沙朗公园)。 2.1 I like having classes about real-world (e.g., the New Shalang Park.)				
	2.2. 我喜欢讨论一些关于日常生活的主题。 2.2. I like discussing some topics about my daily life.				

真实性 **2.Authenticity**	2.3.我喜欢去教室外做活动（例如：做些手工活动）。 2.3.I like to do activities outside the classroom (e.g., do some manual activities).				
	2.4.我喜欢到教室外面和人们聊天。 2.4. I like to chatting others outside my classroom.				
	2.5.我喜欢回答真实的问题（比如：如何推广我们的三月三文化节？）。 2.5.I like answering real problems (e.g., How to promote our March 3 Lunar Festival?).				
合作性 **3. Collaboration**	3.1.我喜欢与人分享我的想法。 3.1. I like sharing my ideas with people.				
	3.2.我想我的声音被听到和肯定。 3.2. I want my voice be heard and affirmed.				
	3.3.我想在小组学习中能够出一份力。 3.3. I want to play a role in the group works.				
	3.4. 我喜欢和同学、老师或其他人一起学习。 3.4. I like learning with my classmates, teachers or others.				
管理性 **4.Project Management**	4.1.我喜欢带着目标去学习。（例如：单元一的目标）。 4.1. I like studying with goals (e.g., Unit 1's objectives).				
	4.2.我喜欢制定个人学习计划（例如，做个人单元学习计划）。 4.2. I like making my study plan (e.g., making a unit study plan).				
	4.3.我跟着学习计划学习，且在完成后得到奖励。 4.3. I like studying with a study plan and to get rewards after completion.				
	4.4. 我喜欢跟着老师的指导或计划去学习（例如，使用老师给的图表）。 4.4. I like following teacher's guideline or plan to study (e.g., to use teacher's graphic organizers).				
	4.5.我喜欢在明确的指导下完成学习				

	（例如：画图表达"**我很生气**"）。 4.5. I like clear guideline. (e.g., to express "I am very angry" in pictures).				
5. Reflection 反思性	5.1.**我喜**欢帮助我的同学检查和纠正他们的作业。 5.1. I like helping my classmates to check and correct theirs' works.				
	5.2.**我也喜**欢听同学们的建议。 5.2. I also like to listen to my classmates' suggestions.				
	5.3. **我喜**欢跟着老师的关键笔记复习。 5.3. I like reviewing with my teacher's key notes.				
	5.4. **我喜**欢参考老师的评分标准检查我的学习。 5.4. I like checking my study from teacher's grading criteria.				
	5.5. **我喜**欢与人讨论和分享学到的东西。 5.5. I like discussing and sharing what I learned with others.				
6.Public Product 成果示众	6.1.想在校园里展示**我**设计的手工海报。 6.1. I like presenting my designed hand-made poster on campus).				
	6.2 **我想向校园里的人**们介绍我的手工海报）。 6.2. I like introducing my hand-made poster to others on campus).				
	6.3. **我喜**欢在比赛中把作品呈现给真人。 6.3. I like presenting my works to real people in competitions.				
	6.4. **我喜**欢把作品做得更好，公开展示。 6.4. I like making my works better and presenting it publicly.				

APPENDIX D

List of experts validating the instruments

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1. Prof. Mingliang Hu, Ph. D.

   Faculty of Foreign Language, Linnan Normal University

2. Asst. Prof. Xiaoling Liu, Ph. D.

   Faculty of Foreign Language, Linnan Normal University

3. Changyan Shi, Ph.D.

   Faculty of Foreign Language, Yuxi Normal University

No	Items	Analysis of IOC from experts			IOC scores	Results
		1	**2**	**3**		
1	**Intellectual Challenge and Accomplishment:** learners learn deeply, like critically, and strive for excellence					
1.1	I like solving real and interesting problems. (e.g., how to grow a tree in the Arbor Day).	+1	+1	+1	1	Valid
1.2	I like discussing with some real and interesting topics (e.g., How to protect our environment through our daily life.)	+1	+1	0	0.666	Valid
1.3	I like thinking about meaningful problems (e.g., How to get people involved to keep our New Central Park's Cleanness?).	+1	+1	+1	1	Valid
1.4	I like thinking longer and deeply (e.g., like about it. What is your favorite story? List three reasons?).	-1	+1	-1	0.333	Invalid
2	**Authenticity**: learners work on projects that are meaningful and relevant to their culture, their lives, and their future.					
2.1	I enjoy having classes about real-world (e.g., the New Shalang Park.)	+1	+1	+1	1	Valid
2.2	I like discussing some topics about my daily life.	0	+1	+1	0.666	Valid
2.3	I like doing activities outside the classroom (e.g., do some manual activities).	+1	+1	+1	1	Valid
2.4	I like chatting with others outside my classroom.	+1	+1	0	0.666	Valid
2.5	I like answering real problems (e.g., How to promote our March 3 Lunar Festival?).	+1	+1	+1	1	Valid
3	**Collaboration:** learners collaborate with other learners in person or online and/ or receive guidance from adult mentors and experts.					
3.1	I enjoy sharing my ideas with people.	+1	+1	+1	1	Valid

No.	Statement	R1	R2	R3	IOC	Validity
			1	1		
3.2	I want my voice be heard and affirmed.	-1	0	-1	-0.667	Invalid
3.3	I want to play a role in the group works.	+1	+1	+1	1	Valid
3.4	I like learning with my classmates, teachers or others.	+1	+1	+1	1	Valid
4	**Project Management:** learners use a project-management process that enables them to proceed effectively from project initiation to completion.					
4.1	I like studying with goals (e.g., Unit 1's objectives).	+1	0	+1	0.666	Valid
4.2	I like making my study plan (e.g., making a unit study plan).	+1	0	+1	0.666	Valid
4.3	I like studying with a study plan and to get rewards after completion.	0	+1	-1	0	Invalid
4.4	I like following teacher's guideline or plan to study (e.g., to use teacher's graphic organizers).	+1	+1	+1	1	Valid
4.5	I like clear guideline. (e.g., to express "I am very angry" in pictures).	-1	+1	0	0	Invalid
5	**Reflection:** learners reflect on their work and their learning throughout the project.					
5.1	I like helping my classmates to check and correct theirs' works.	+1	-1	+1	0.666	Valid
5.2	I also like listening to my classmates' ideas.	+1	+1	+1	1	Valid
5.3	I like reviewing with my teacher's key notes.	+1	+1	+1	1	Valid
5.4	I like checking my study from teacher's grading criteria.	0	+1	-1	0	Invalid
5.5	I like discussing and sharing what I learned with others.	+1	+1	+1	1	Valid
6	**Public Product**: learners' work is publicly displayed, discussed, and critiqued.					
6.1	I like to my designed hand-made poster on campus).	+1	+1	+1	1	Valid
6.2	I like to introduce my hand-made poster to others on campus).	-1	0	+1	0	Invalid
6.3	I like presents my works to real people in competitions.	+1	+1	+1	1	Valid
6.4	I like making my works better and presenting publicly.	+1	+1	+1	1	Valid
Average Score					0.69	Valid

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