

## THE GOLD STANDARD PROJECT-BASED LEARNING APPROACH TO ENHANCE TEACHING ENGLISH IN PRIMARY YEARS

**Maria Angraeni**

*Universitas Negeri Semarang  
angochka.maria@gmail.com*

**Abstract:** Gold Standard PBL has become widely known as a way to enhance teaching various subjects, however, this holistic approach challenges educational practitioners in understanding and implementing the approach, especially in teaching English as a foreign language for young learners in Indonesia. The present study is conceptual-based writing that aims to present the holistic theory of the Gold standard PBL approach in relation to 21<sup>st</sup>-century skills. It provides an overview of the concept of the approach in English education and its difference from the current PBL, as well as presenting a synthesis of current existing research and literature on the approach. The author is in an attempt to put the approach integrating the interdisciplinary system of language skills; listening, speaking, reading, and writing to provide some illustrations of how to create general instructions utilizing the gold standard PBL methodology: challenging problem or question, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, and public product (Larmer et al, 2015), conjugating three frameworks of the Gold standard PBL, PBT, and PBL. In connection with presenting some strategies and designs both from previous research and theories, the present paper enriches English education practitioners to apply in teaching practices for young learners in Primary years.

**Keywords:** self-regulated learning, public product, 21<sup>st</sup>-century skills, critical thinking

### INTRODUCTION

Teachers in primary years have been facing unexpected consequences after the pandemic era. Young learners within the last five years have been confronting challenges in developing their language skills by then. Linguistic skills are not fully developed due to the time when they must spend all the time learning on their own at home (Manoharan et al., 2022). Although online learning was implemented, young learners have been supported with audio-visual learning to support their speaking skills, yet they received zero guidance in-persons. Without real (face-to-face) interaction, young learners seem to have encountered difficulties in developing their linguistic skills. These span across different aspects contribute to young learners' lack of confidence in speaking, lack of writing skills, and lack of motivation. Young learners have little experience communicating with people, especially in the absence of teachers in-persons during learning. Thus, anxiety accrues substantially. They undergo fluctuating motivation which affects how they learn and participate using the language (Scheffler, 2019; Copland et al., 2014). A considerable number of young language learners struggling in speaking may be due to anxiety, lack of confidence, and fear of making mistakes after having reduced opportunities for practicing speaking skills in social interactions during the pandemic (Valencia-Robles & García-Laborda, 2022; Ying et al. 2021; Nadeesan and Shah, 2020). Another challenge in improving the young learners' English skills due to the absence of teachers during the pandemic is related to their writing skills (Fahriany, 2022). The use of technology or computers to facilitate online learning declined the opportunities for young learners to expand their hands and brain coordination in strengthening their fine motor skills and hand gripping while it is crucial to attain the skills at the age of emergent literacy. These challenges urge teachers for young learners to establish strategies and methods to assist young learners to exit the challenging situations. Any specific strategies and tools are beneficial for the language

acquisition. They need face-to-face interactions to recuperate what has been missing within their childhood development. Lacking the face-to-face interaction has deteriorated the effectiveness of student learning (Nofiantoro & Wildan, 2022).

After the pandemic, young learners should be facilitated with activities related to real-life experiences which provide them ample chances for deep and meaningful learning through repetition, recitation, and practices by means of teachers' scaffolding intervention to help address their learning gap prior to and post-pandemic (Daligdig, 2023). Teachers are challenged to wake their young learners to be more ready for the 21<sup>st</sup>-century skills future demands for them to be sensitive, creative, and able to complete more complex tasks. The future of English language use will be extremely important for many and the future works and careers are still calling for the potential youngs to engage with the international culture (Mayers et al., 2023; Terasawa, 2022). Therefore, teaching strategies and methods should be resourceful to surmount obstacles encountered after this pandemic. An analysis of professional work prospects and skills recommends problem solving and critical thinking for the potential youngs getting involved in the future world of work (Zahidi et al., 2020).

Gold Standard Project-based learning (GSPBL) fits to cover up the missing gap. GSPBL has been known for its collaborative and autonomous learning that promotes real-life experiences and active learning through careful and reflective project making—which seems to be the compatible fulfillment. The project-based learning (PBL) approach itself recently has been advocated in the Indonesian curriculum of *Merdeka Belajar* to prepare students for the future. PBL highly supports Indonesian young learners in acquiring English as a foreign language in meaningful ways (Murtiningsih, 2023; Sari & Prasetyo, 2021). Indonesian young learners need to be exposed to the English environment through various learning strategies. Although this approach is leading off to be commonly acknowledged in Indonesia, specific guidelines for implementing it may still require further discussion as the implementation presents several challenges. Teachers still need detailed planning and adequate resources as well as technological tools to support EFL learning. Additionally, many teachers and students are not disposed to PBL as it mostly requires high skills in understanding projects, arts, and digital program making (Akhyaruddin & Yusra, 2023; Fuadin & Fauziya, 2022). As project making may be time-consuming (Gibbes & Carson, 2014), time management for teachers and students in implementing PBL can be one of the biggest challenges that if one fails to apply it, nifty contribution becomes excruciating. Addressing that PBL would need strong collaboration, preparation and time exposures, it requires that teachers need to possess in-depth comprehension of the approach to maximize the benefits of PBL in Indonesian education context.

GSPBL, corresponding to PBL, is the refined version that allocates specific and systematic elements for regulating PBL practices. This paper aims to explore GSPBL and PBT exclusive elements through a conceptual analysis and systematic review of previous studies and of its most recent theory to assist Primary teachers in Indonesia to prepare for an utmost meaningful EFL learning framework for their young learners.

## LITERATURE REVIEW

Project-based learning (PBL) is, as familiar as it is called, active learning that emphasizes the development of students' self-independence in increasing self-inquiry and critical thinking to prepare for future 21<sup>st</sup>-century demands. As such, these components are indispensable and incorporated into learning stages. Therefore, it is an instructional approach that reinforces learners to use their knowledge and aptitude through engaging experiences as if being in a real-world application. Principally, PBL is exceptionally amicable to differentiated learning,

enabling diverse students and their different academic levels; although PBL does not guarantee to significantly enhance academic achievement (Salamin & Tamimi, 2020), it has been proven to be effectively engaging and motivating in differentiable learning topics, promoting a higher level of simultaneous literacy. Indeed, in many academic subject areas, high literacy foster understanding of what being learned.

Several studies have investigated project-based learning in the past decade to search for evidence of whether this approach effectively benefits measuring learn. Real-life application and active engagement in learning English as a foreign language demand learners' whole participation in experiencing the language through projects (Zhong et al., 2023; Ly et al., 2019; Supe et al., 2015). Thus, despite of PBL holistic view across disciplines, it is progressively adopted in language acquisition contexts to improve students' EFL skills.

### ***Project-based language learning (PBL)***

Learning English as a foreign language involves diverse basic linguistic components for young learners to acquire —beginning from phonics, syllables, phrases, sentences, and paragraphs to simple texts. It is an extensive prolonged process of learning to acquire and master a foreign language. Critical thinking and creativity would not develop on their own unaided. Young language learners are in the stage where their emergent literacy is developing in acquire language. In consequence, what is the best support to give them is an instructional method that is enriching their life learning. PBL reinforces learners' learning of a language through meaningful projects, using the target language to ameliorate foreign language acquisition. It is proven to be improving students' creativity thinking skills in English language learning, impacting in their improved English speaking and writing skills (Artini et al., 2018; Supe & Kaupužs, 2015). As a matter of fact, learning English projects is becoming highly encouraged in comparison to using conventional language learning strategies.

Table 1  
 Prior Research on PBL

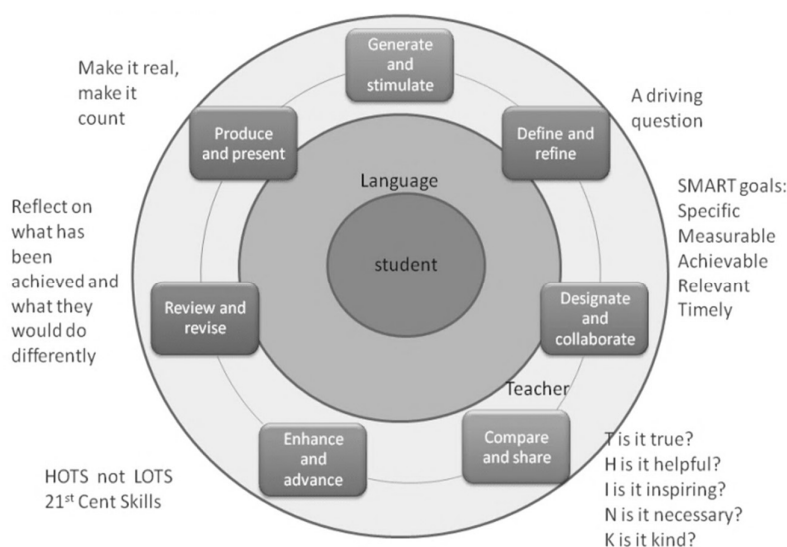
<b>PBL reinforcement to student language learning</b>	
Communication	Xia (2023)
Collaboration	Wahbeh et al. (2021)
Self-regulation	Davidoff & Piñeiro (2017)
Mutual respect	
Real-world contexts	Slater & Beckett (2019)
Authenticity	Artini et al. (2018)
Motivation	Ly (2019)
	Helwa & Helwa (2018)
Decision making	Supe & Kaupužs (2015)
Creativity	Katekina et al. (2019)
Critical thinking	Beckett & Miller (2008)
Problem solving	
Intercultural skills	
Cognitive aptitude	Kurniadi & Cahyaningrum (2023)

Several studies have positively discovered through their research how effective project-based language learning is. Project-based learning is practically effective in supporting students

attaining plenty of skills to increase their creativity and critical thinking. Their problem-solving skills are strengthened through some real-life issue projects and learning (Katekina et al., 2019; Beckett & Miller, 2008). Intercultural issues are one of the relevant topics to discuss in language learning. Other real situational for most levels may include daily routines, traveling, health and well-being, healthy food and cooking, work and careers, etcetera. It is intriguing how these topics can establish project language products, making a shift from teacher-led to student-led instructions and connecting students to more active engagement as well as in-depth comprehension. Through projects, the acquisition of language is simultaneously increased through developing creative thinking skills. Students understand what they are searching for and what they are using English for in daily communication and thus, helping them to further develop building decision-making and problem solving skills (Beckett & Slater, 2005; Slater & Beckett, 2019; Artini et al., 2018). There are various ways to develop language skills (Reading, Listening, Speaking, and Writing) through the path of PBL. Teachers need to ensure that somewhere in the lesson plans, the linguistic features are not overlooked.

Some early researchers such as Beckett & Slater (2005), Slater & Beckett (2019), Greenier (2020), Jane-Maria Harding da Rosa (2020) construct the PBL Framework specifically for language learning curriculum. As PBL has been familiar with a holistic knowledge for many subject teachings, Jane-Maria Harding da Rosa (2020) remarkably sets out a framework for EFL through detailed specification of the language learning process with PBL.

Figure 1  
PBL Framework for EFL (Harding da Rosa, 2018)



As young learner educators, teachers have to initially begin the cycle of **generating and stimulating** learning by encouraging them in terms of activities and topics. This stage attains student interest in further discussion of any issues that stimulate their thinking. Young learners require teachers' guidance to construct their curiosity and explore. Thereafter, driving questions are the necessary element throughout the stages, where teachers provide one big analytical question and some other refined questions to succor students in getting into in-depth understanding. The second stage positions learners to **define and refine** questions toward issues and problems in real-life situations. Understanding problems in real life situations helps learner

to think and **designate** goals and projects they are making. Project goals can be set on the third stage with a guide of teacher, ensuring that the goals are specific, measurable, achievable, relevant, and timely. This stage is when young students learn to either individually savor project planning or through **collaboration**, experiencing team work and value of each member. Another essential stage is for students to continuously reflect and receive feedback both from their classmates and teachers. They can share in groups to show their product and compare each other what has been done. Since **sharing and comparing** things help students to find strengths and weakness of their projects, this stage helps them to reflect on their projects to make it better. Students are not only learning how to reflect but also to communicate and receive critiques in positive ways in terms of developing and growing personal mindsets and pedagogic products. This process requires particular guidelines called THINK mnemonic to help young learners to give and take critiques favorably. Consequently, students can **enhance and advance** their project by using their English language knowledge and skills. They can do further research by reading (enhancing reading skills) or listening to videos related to projects they are making (enhancing listening skills). This makes the project work in a pedagogically sensible. Students learn to use language in contexts, how it is used functionally in daily applications. Therefore, they need to integrate their linguistic prerequisite knowledge with the content to develop their language skills. Teachers can facilitate their students with the language required to complete the projects. Differentiating their levels of language use to assist them in understanding and explaining what they are doing easily with meaningful words. This stage is leading young learners to prepare themselves with using English language to enhance their 21<sup>st</sup> Century skills. When everything in the project are set and the goal is achieved, students are liberated to **review** again the product of their product, reflect as to being critical to their own project. Then, **revise** when necessary. Imminently, students are encouraged to **present** their final product in a wider community. Presentation can be supported in diverse ways aided with technological advancement. The Project Framework helped ESL students see the value of project-based instruction (Beckett & Slater, 2005).

### ***Rapid changing world: The 21<sup>st</sup>-century skills***

Between 20<sup>th</sup> century and 21<sup>st</sup> century, technology advanced an accelerated pace in our society that influences the workplace and the economy. 21<sup>st</sup>-century skills have been constructed in the past ten years and world-widely acknowledged unceasingly, especially after the COVID-19 pandemic. There is a rapid change around the world as such the need of using digital tools and technology advancement in the society. Workplaces have started to seek for the digital literacy as one of the major skills required from an employee after the analytic reasoning, interpersonal, and problem solving skills. Various determinants for attaining the level of 21<sup>st</sup>-century skills include social support, psychological factors, personality, and training. While digital skills, in particular, may be influenced by demographic and socioeconomic factors (Laar et al., 2020; Kennedy & Sunberg, 2020).

Now that this has been part of an international movement to prepare the students to be successful in the workplace, educators are facing challenges that recent educational system demands them to be more ready in preparing the instructional materials that comprise the 21<sup>st</sup> century skills. Schools are no longer concern in developing their students only the associated literacy and numeracy skills but also preparing students for the future workforce with strong digital literacy. With additional interpersonal and digital skills, educational systems assess students' interdisciplinary evaluation between cognitive skills (academic) and affective skills

(social and emotional). Chu et al. (2017) adapted the 21<sup>st</sup>-century skill sets and components from Lacey & Wright (2009).

Table 2  
Capabilities for Each Set of Twenty-First Century Skills (Chu et al., 2017 p. 21)

<b>3 skill sets</b>	<b>Learning and innovation</b>	<b>Digital literacies</b>	<b>Life and career skills</b>
12 components	<ul style="list-style-type: none"> <li>• Core subjects (vary across continents)</li> <li>• Critical thinking and problem solving</li> <li>• Communication and collaboration</li> <li>• Creativity and innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Information literacy</li> <li>• Media literacy</li> <li>• Information and communication technology literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility and adaptability</li> <li>• Initiative and self-direction</li> <li>• Social and cross-cultural interaction</li> <li>• Productivity and accountability</li> <li>• Leadership and responsibility</li> </ul>

Table 2 exhibits a broader sense of 21<sup>st</sup>-century skills. Besides technical, information management, communication, collaboration, creativity, critical thinking, and problem-solving, these skills are contextually related in developing students ethical and cultural awareness, self-direction, lifelong learning, flexibility. Students are confronted with situations where they have to adapt and be flexible to diverse life situations (Laar et al., 2020).

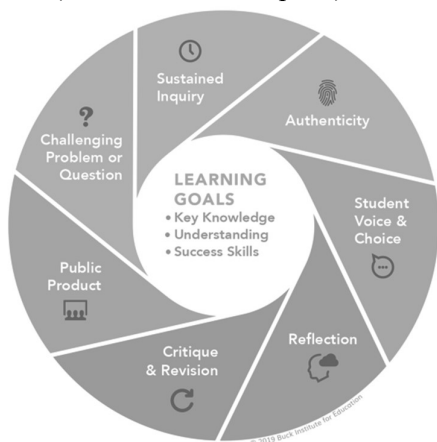
However, with this kind of demands, recently education system would really require to make sure that their younger students are taught to use technology in order to cope with the challenges. Although, using digital device may be a challenge for young learners' psychological development, it is felt to be necessary to train them using digital device only with terms and conditions to help them adapted and flexible with the global changes, help them to grow sustaining betterment of their society. It is also found that young learners can be assisted by technology support to enhance their motivation, confidence, and engagement in improving their language learning. Technology-support facilitates student language learning addressing the difficulties (Shadiev & Wang, 2022). The language proficiency, in particular, is necessary for students to comprehend information through research actions, communicate with others and collaborate with them, and it can be maximized by technological advancement (Chu et al., 2017, p. 22).

The advancement of technology, in a further sense, plays a role for motivating and engage students to English lessons such that helping young learners to learn using English in a more effective communication. Visualization from technology helps them to stay focused and remember words better, encompassing their learning with reading and listening skills, advocating the writing and speaking skills. Integrating the four basic skills in teaching makes the language learning authentic and helps learner develop multiple skills simultaneously (Kristina, 2023) which are required for professional success for their future employability and career advancement (Rattan, 2023; Chew, 2005).

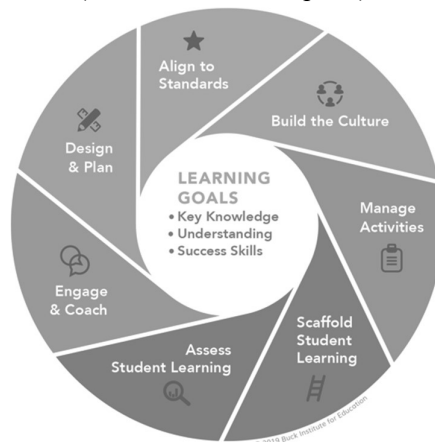
***The gold standard project-based learning and teaching practices***

GSPBL is an extensive PBL framework that extends the expectation of doing a project. Students should be taught and familiarized with extensive processes of creating projects to attain the high quality product, in which it is called as a gold standard PBL. GSPBL is part of the PBL extended elements in helping teaching and learning with projects to be better-aimed. While PBL framework for EFL learners are leading students to high level of competency and products that are suitable with the Gold Standard project-based learning, Lamer et al. (2015) elaborate gold standard project-based teaching in maximizing students competency development. GSPBL is a framework with elements that are useful in diverse learning area, including language learning.

**Figure 2**  
 Gold Standard Project-Based Learning  
 (Larmer et al., 2015 p. 34)



**Figure 3**  
 Gold Standard Project-Based Teaching  
 (Larmer et al., 2015 p. 46)



The gold standard PBL and PBT should be practised in unison to establish high-quality standard of project making and processing. While processing the projects, students are regularly and intensely guided by teachers. Teachers and learners are working in mutual respects to support create an autonomous learning environment for all learners, with the appropriate level of autonomy for the young, so to speak. As teacher’s role is also important in designing teaching materials and building the culture of project learning, they are required to manage the activities and how the projects are going to be conducted and assessed. Thus, teachers must allow their learners to experience inquiry process as much as possible in the beginning to understand how PBL works. Starting to asking for challenging problem, then answer to solve it. Dweck (2006) states that the classroom culture of PBL is to develop a growth mindset or the belief that each student is not limited to any backgrounds. They can always regenerate knowledge and skills through hard work. Therefore, from the student point of view, it is important for them to learn to give and receive critics through appropriate feedback, reflect, and give them choices of how to manage their projects.

In Gold standard PBT, teachers go beyond assessing papers, as there is a need to have balanced assessment (Larmer et al., 2015, p. 47) between formative and summative assessments. In projects, both assessments are pivotal. Not only the final product is being assessed, but also the process making. During the processes, learning and making process is what counts for project learning and teaching. Teachers are working as coach, the ones who are standing beside their

students to motivate, and be knowledgeable to facilitate learners' curiosity, scaffold when students are in confusion, working in differentiation to connect with students' diverse needs. This is the teachers' job to hold the standard for students working with the higher quality of project results by scaffolding and giving continuous feedback within the scope of the projects, aligning with the project standard which means to ensure that students invent products that requisitely require skills and knowledge.

## **DISCUSSION**

Young learners learn a language naturally. They can instinctively absorb linguistic elements and therefore it is critical to teach them effective English language education as early as possible by providing them engaging activities for gaining confidence in their future higher education. Thus, the aim of this paper is to provide a model presenting how teachers can also engage their teaching in meaningful learning practices for young English learners. Young learners can benefit from project-based teaching practices to project-based language learning to develop their English language acquisition to a higher standard. The gold-standard PBL final product is restricted to rigorous implementation of the project making whose processes consist of, conceivably, the most complex arrangement, uncompromising a set of discipline stages that promotes standards to comply with. The previous studies and theories have been predominantly proven that language acquisition practically benefits from project-based learning which found PBL obviously enhances the language learners listening, reading, writing, speaking and communications skills as well as fostering positive learning attitudes towards language learning, supporting the growth of personal and social development (Lungu, 2022; Artini et al., 2018; Poonpon, 2017). As this is becoming completely clear, a new framework is developed in this study by conjugating PBT and PBL (Lamer et al., 2015) and PBL (Harding da Rosa, 2020) frameworks to illustrate the practice management.

### ***Challenging problem: Phonological awareness***

By introducing the topic, teachers stimulate students to generate ideas about what they know about the topic and what they want to know. This stage is where teachers provide one big analytical question and let them respond to the question. This is to stimulate their critical thinking. Additionally, teaching students glossary related to the topic. Young learners can learn more about phonology and pronunciation awareness at this stage. Teachers can show some visualisation and have the students relate with what they see. Teachers can catch this moment to help them practice recognizing words with their sounds, developing their listening skills and understanding the convention of spelling in writing.

### ***Sustained inquiry: Word recognition***

This is the area where a topic is introduced and inserted through discussion. Grabbing students' attention and inviting them to question is essential at this stage in developing their critical thinking and problem-solving towards issues in real life (Slater & Beckett, 2019; Artini et al., 2018). They learn to be curious about the topic given and find any problem that would occur and are encouraged to ask questions. Introduction can be implemented with various activities to raise students' attention through listening and reading aided by audio-visual representation and possibly supplemented by real-life experiences through observation. Students explore as much as experiences as possible to understand the context as well as gaining their listening and



reading skills through word recognition and phonemic awareness. They can learn new words, including their meaning, usage, and articulate them correctly. Visualisation will help students to engage and motivate them to explore and develop their information literacy.

### ***Authenticity: Lexical and grammar development***

To designate or set goals and process the project is essential in this stage. Young learners are guided to work in groups after being introduced to the topic, experience, and discuss the real-life matters. Scaffolding takes the lead in this phase and teachers should have frequent interactions with each group to direct them finding ideas on what kind of project they wish to create. For younger learners ages 6 to 7 years old may need extensive scaffolds unlike the upper level learners ages 8 to 12, who are possibly able to do works more independently. During the group work, learners can listen and opine each other thinking and collaborate each other by contributing each other's strengths. When setting goals with the group, it is important to build the culture that each learner has a role of writing or taking note. This opportunity helps them to recall some grammar rules and lexical development along with mastering the conventions of written English spelling and punctuations. In assisting young learners to set goals in groups, teachers help them to develop decision making skill and creativity (Wahbeh et al., 2021; Katekina et al., 2019; Supe & Kaupužs, 2015). Through the project goal discussion, young learners can benefit from cognitive strategies such as brainstorming through visualizations such as pictures and mind map. Flexibility, adaptability and taking initiative through the group work process help young learners to develop their self-regulated learning, especially when they have to learn to finish what they have started together with the group. Each student may be given opportunity to take role as a leader and each of them in the group should learn to take at least one responsibility.

### ***Student voice and choice: Pragmatic skills***

Once projects are completed, the following phase is essential in growing learners' mindset and social relations through speaking and active listening. Using notes they have, students have the ability to use it to decode the information into spoken words. Student can read their notes aloud about sharing their goals and projects. With teachers' guidance, learners share their work with whole class, share what they have made and discuss together how others can give support, building the skill of expressing thoughts, ideas and information verbally. By listening to others' feedback students are able to identify their strengths and weaknesses, learning to improve what is needed. As prerequisite knowledge, students can be taught how to question and respond properly as not to make their statements too offensive to the receiver, showing mutual respect (Davidoff & Piñeiro, 2017). This is the key to learning to communicate with others (Xia, 2023).

### ***Reflection: Interpreting meaning***

Students are given a timely opportunity to conduct their own 'research' after understanding strengths and weakness of their project by reading more resources that can be supported by other media or technology. Students can learn to interpret more meanings from their research and start to construct a review or summary to help them reflect. By reviewing students enhance their knowledge, thus, are able to advance their project.

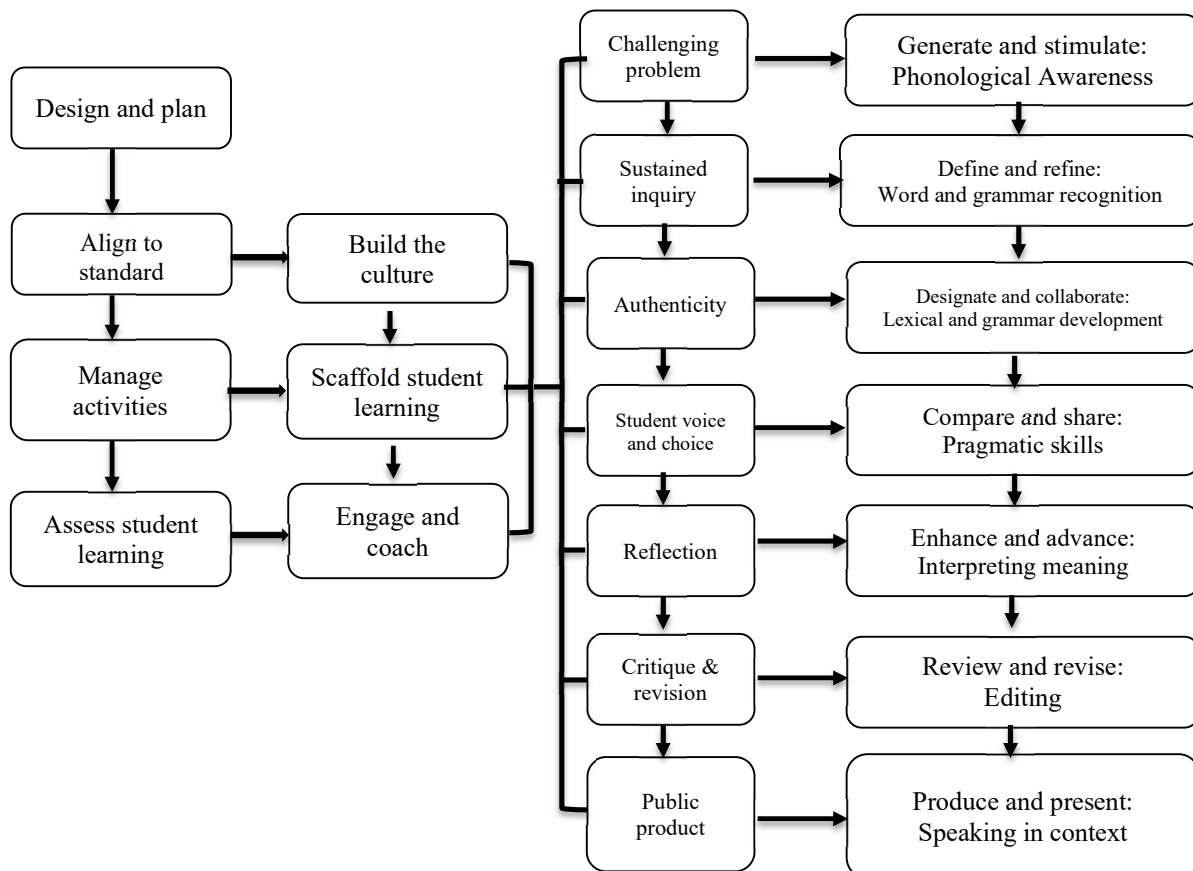
***Critique and revision: Editing and text construction***

Reflection continues in this phase with greater awareness of self-monitoring activity. Their critical thinking and decision making redevelop through the cognitive strategy of summarizing activity. Writing helps children enhance their ability to form, understand and remember different sentence patterns. This process brings students to the stage of metacognition when they can reflect and self-monitor their learning process. Monitoring their own writing helps them to reflect, edit and construct a better text. As the cognitive and metacognitive stages are repeated, critical thinking, creativity and decision making are reaffirmed (Kurniadi & Cahyaningrum, 2023; Katekina et al., 2019; Supe & Kaupužs, 2015; Beckett & Miller, 2008). Their productivity increases and creativity has been put to the highest standard to the final product.

***Public product: Speaking in context and cultural awareness***

Ultimately, students' work is completely produced. It should be ready to be presented before an audience beyond classrooms. The circumstance allows students to experience social and cross-cultural interaction. Thus, in this final path, students are expected to have learned language progressively from listening (sound), reading (comprehension), writing (word and sentence patterns) to speaking (expressing opinions) either in monologue or group presentation. Challenges, such as anxiety and incertitude are impeded with the prolonged and extensive preparation that makes students well-trained. Students will be able to use the language more appropriately, understand the real cultural context in which the language is used, learning to speak English more fluently.

Figure 4  
Developing English Language Acquisition through Gold Standard PBL



It is crucial for a teacher to understand the above concept prior to planning lesson. Gold standard PBL is not only just making a project. It is more than just making. It will do a lot of thinking as to develop the higher objective thinking skills than just remembering English words or how to make English sentences and produce them. Cognitive and metacognitive skills are both ultimate in the process and that what makes young learners build their learning efficacious and reminiscent. Teachers may find it challenging at initial stage, however, building the culture seizes days, months, or even years. As the more standard is set, the more preparedness makes meaningful teaching and learning happen.

## CONCLUSION

What this paper wants to address is teachers can highlight in assessing students' language use more than just paper test scores. The recent conceptual paper analyzes three frameworks such those of PBT, PBL, and PBLL to further explain how language acquisition is processing through project making. The author concludes that the Gold Standard PBL is suitable for instilling education embedded in any part of educational system. It is applicable and adjustable in all language learner levels and as proven by a myriad of previous studies, project-based learning has been very effective in enhancing teaching and learning as to developing students' personal interest and desire to learn. Positive beliefs are trusted to embrace student learning enhancement, especially for young learners. On the contrary, despite its rigorous learning and teaching process, Gold standard PBL sets a higher standard of product results that the processes may take too long, demanding, and complex —thus, it may be challenging young learners. Although, plenty of researches have the evidence of PBL effectiveness, there is a need to call for the future research to analyze specifically the elements of Gold Standard PBL in language learning.

Gold standard project-based learning is an instructional approach that urge students to go beyond content and understand how real-life experiences and skills are working hand in hand with academics. Enjoyment and engagement can be countless experiences, however, the key is mastering the language in in-depth concepts (Larmer et al., 2015). To thrive in today's complex world, young learners in this era must be taught how to be successful through various skills, and that becomes teachers' job to prepare them for the future.

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