This article presents the results of a study on the current application of Project-Based learning (PBL) in the teaching of English productive skills to students at the Foreign Trade University - Ho Chi Minh City Campus and how students can improve them. The research also provides insights into the expectations of students and entrepreneurs on that matter. The research group used the 5-point Likert scale in a questionnaire to collect data from students and interviewed FTU - HCMC’s English teachers and entrepreneurs to give further suggestions. Wilcoxon signed-rank test was used to analyze whether or not there is a significant difference in students’ English productive skills before and after trying PBL. This study found a significant difference in speaking skills of FTU - HCM students before and after participating in PBL activities. The learners improved their comprehension, range and ability to deliver their ideas to the target reader for writing skills. However, no difference was found in their content, cohesion, and accuracy. The information collected from interviewing the teachers and entrepreneurs supported the implementation of PBL in schools. Overall, PBL is encouraged in educational settings in this research, especially in the field of Business or Economics.

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