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13<sup>th</sup> International Conference on TESOL  
Breakthroughs in English Language Teaching  
in the Post-Pandemic

SEAMEO RETRAC, November 17-18, 2022

# IMPROVING LEARNERS' PRODUCTIVE SKILLS IN ENGLISH LANGUAGE TEACHING THROUGH PROJECT-BASED LEARNING AT FOREIGN TRADE UNIVERSITY – HCMC: EXPECTATIONS FROM LEARNERS AND ENTREPRENEURS

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# I. INTRODUCTION

- The integration among countries of the world is becoming more popular -> new opportunities to become a global citizen are attracting more and more people -> learning English has become more important than ever -> Many new techniques and methods of language learning have appeared to help learners achieve their goals as fast as possible.
- Project-based learning (PBL) provides opportunities to enhance and improve Vietnamese students' language skills and soft skills (Allison, E. S., & Do, T., 2018)
- Realizing the use of PBL for teaching is gradually becoming popular but only a few studies in Vietnam on this topic -> this study aims to investigate the current situation and issues of applying PBL to teaching students' productive skills at FTU – HCMC -> making some recommendations.



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## II. LITERATURE REVIEW

- ***Project-based learning***: using authentic, real-world projects based on a highly motivating and engaging question, task, or problem to teach students academic content in the context of working cooperatively to solve the problem (Bender, 2012).
  - > Improve cooperation and responsibility, problem-solving abilities, communication abilities, creative thinking, critical thinking, and self-directed learning abilities (Baillie & Fitzgerald, 2000).



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## II. LITERATURE REVIEW

- ***Project work***: an authentic task similar to real-life tasks, and the language input is more authentic (Gallacher, 2004).
- ***Criteria for a project to be considered as an instance of PBL:***
  - ✓ Curriculum-based
  - ✓ Student-driven
  - ✓ Constructive investigations
  - ✓ Autonomy
  - ✓ Realism



## II. LITERATURE REVIEW

- ***Productive language skills:*** consist of speaking and writing skills while listening and reading skills are receptive skills (Harmer, 2017).
- ***Factors influencing learners' productive language skills***
- ***Productive skills in the contexts of PBL:*** PBL has a positive effect on improving productive skills (Astawa et al., 2017)



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### III. RESEARCH METHODOLOGY

- **Research question:** *“Does PBL have a positive impact on writing/speaking skills (productive skills) of FTU2 students?”*
- **Methodology:**
  - ✓ The research group used the 5-point Likert scale in a questionnaire to collect data from students and interviewed FTU - HCMC’s English lecturers 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.



### III. RESEARCH METHODOLOGY

- ***Methodology:***

- ✓ ***Contexts and Participants:***

- The study participants were selected through a non-random sampling technique, an online survey from among 193 students who study English as a foreign language at Foreign Trade University Ho Chi Minh campus.

- For more insightful information, we interviewed ***lecturers and entrepreneurs.***

- ✓ ***Data collection and analysis***





## IV. RESULTS AND DISCUSSIONS

- 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 readers 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.



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## IV. RESULTS AND DISCUSSIONS

- Applying Project-based learning activities at the university -> save time for both employer and employee & improve company productivity as well.
- Businesses/ firms that have recruited Foreign Trade University graduates showed their agreement and encouragement for PBL activities in teaching English to undergraduate students -> similar results from our research.



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## V. CONCLUSION

- The primary objective of this research study was to identify the impact of implementing PBL on students' productive skills at FTU – HCMC.
- It also focuses on expectations from students and entrepreneurs -> suggestions are proposed to shed light on enhancing students' productivity in PBL classes at the university.



## V. CONCLUSION

- Adopting mixed methods, along with the application of hypothesis testing and the Wilcoxon signed-rank test -> found a significant difference in Speaking skills of the students of FTU – HCMC before and after participating in PBL activities.
- ***Research findings: PBL has the great potential to improve FTU students' skills in both speaking and writing, especially in speaking/ communication skills.***



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# *QUESTIONS & ANSWERS*