

# Vietnamese EFL Pre-Service Teachers' Perceived Benefits and Challenges of Implementing Project-Based Approach in EFL Classrooms

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The study investigates the perceptions of Vietnamese EFL pre-service teachers regarding the implementation of PBA in EFL classrooms, focusing on ten pre-service teachers of English situated in the Mekong Delta region of Southern Vietnam. Based on qualitative data gathered from semi-structured interviews, the study aims to examine the pre-service teachers' perceived benefits and challenges associated with implementing PBA. The findings of the study reveal that the pre-service teachers had positive views that PBA has great impacts on students' language proficiency enhancement, student motivation, critical thinking, collaboration, and teaching competence development. However, the findings also indicate pre-service teachers' perceptions of challenges if PBA is implemented such as time constraints, classroom management difficulties, challenges of diverse activities and assessment. By shedding light on these elements, the research contributes to a deeper understanding of the complexities involved in implementing PBA in the Vietnamese EFL context, with implications for educational policies and practices.

## Online Profile

## Biography

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