

The Influence of Project-Based Learning on First-Year Students Language Proficiency and Learning Motivation

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The increased adoption of project-based learning (PBL) has opened up numerous opportunities for language instructors and EFL students from non-English major backgrounds, enabling them to utilize languages as a tool to pursue their career aspirations. This research aims to investigate the potential of PBL in enabling students to practice language skills and increase learning motivation within the context of their respective majors, as perceived by the learners themselves. Participants involved 43 first-year students majoring in Information Technology and Marketing at a university in Ho Chi Minh City. Data collection included interviews and surveys conducted after an 8-week course that utilized a semi-structured project. The results revealed that the majority of students held a positive view toward the implementation of project works. Throughout the project, students noted improvements in their writing and reading skills, while the other two skills received comparatively less focus. Additionally, the findings indicated that students experienced increased motivation within their majors and developed employability skills such as information searching, critical reading, and collaborative work. Based on these findings, the study presents educational implications for PBL instructors and suggests potential avenues for further research in this field, both within Vietnam and internationally.

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