

Teaching English Language Journal

ISSN: 2538-5488 – E-ISSN: 2538-547X – <http://tel.journal.org>

© 2024 – Published by Teaching English Language and Literature Society of Iran



Please cite this paper as follows:

Nguyen, A. N., & Vu, T. V. (2024). Instructors' and students' viewpoints of implementing project-based learning technique in teaching and learning legal English at higher education institutions in Vietnam. *Teaching English Language*, 18(2), 285-320. <https://doi.org/10.22132/tel.2024.466163.1653>

Research Paper

**Instructors' and Students' Viewpoints of
Implementing Project-based Learning Technique in
Teaching and Learning Legal English at Higher
Education Institutions in Vietnam**

Ai Nhan Nguyen

Hanoi Procuratorate University, Vietnam

Tuan Van Vu¹

*Faculty of Legal Foreign Languages - Hanoi Law
University*

Abstract

Legal English is a specialized branch of English for Specific Purposes that focuses on the language used in legal contexts. It involves understanding and using legal terminology, drafting legal documents, interpreting legal texts, and engaging in legal reasoning and advocacy. Therefore, teaching and learning legal English render unique challenges, as it requires linguistic proficiency and an understanding of legal concepts and practices. This study explored project-based learning technique (PBL), which was particularly beneficial in legal English because they provide a practical framework for applying language skills in authentic legal tasks. The study employed the mixed-methods approach with the researcher-made survey questionnaire for 385 instructors and semi-structured interviews with 86 university students in English as a foreign language country. The participants expressed their viewpoints on implementing PBL activities to teach and learn legal English. Overall, the instructors and the students had similar perspectives by

¹ Correspondence author: tuanvv@hlu.edu.vn

Instructors' and Students' ...

favouring the practical implementation of PBL activities in teaching and learning legal English to modernize and align with global standards. The comparative analysis of instructors' and students' viewpoints indicates that project-based learning activities help learners use legal English in contextually meaningful ways, bridging the gap between theoretical knowledge and practical application. Thus, institutions should invest in teacher professional development, providing training on PBL design, assessment, and facilitation. Additionally, implementing PBL activities encourage instructors to reform their pedagogical practices. Whistle, students should be equipped with guidance and support to help them develop the skills needed for successful PBL participation.

Keywords: Project-Based Learning, Legal English, Higher Education Institutions, Viewpoints, Student-Centred Approach

Received: July 1, 2024

Accepted: September 14, 2024



1. Introduction

Project-based learning (PBL) has emerged as a transformative approach in the realm of education, emphasizing student engagement, practical application of knowledge, development of critical thinking, and collaborative skills. At the tertiary level, especially in the context of English language teaching and learning (ELT), PBL offers a dynamic alternative to traditional pedagogical methods. At present, it has become an increasingly popular pedagogical approach in various educational contexts, including higher education (Almulla, 2020; Guo et al., 2020; Lasauskiene & Rauduvaite, 2015). This approach, which emphasizes student-centred inquiry and real-world relevance, is especially suited to disciplines where the practical application of knowledge is essential. In other words, PBL is a student-centred pedagogical approach involving a dynamic classroom activity in which students acquire more profound knowledge through actively exploring real-world challenges and problems (Loyens et al., 2015; Mahasneh & Alwan, 2018). Unlike traditional teaching methods, PBL requires students to

engage in projects that demand critical thinking, problem-solving, collaboration, and various forms of communication (Sumarni, 2015). Therefore, PBL is an inquiry-based learning approach that focuses on the concepts and principles of a subject, and it includes a variety of resources and foundational learning activities. The primary purpose of PBL is to create a project and solve many interrelated problems within a certain period of time. It is also considered a student-centred, project-based learning approach aiming to cultivate 21st-century skills, particularly higher-order thinking skills, and these skills stem from problem-solving situations, which activate real-world situations and dynamic environments (Martinez, 2022). Besides, PBL constitutes challenging situations which require English learners to promote the cognitive development of higher-order thinking abilities (Kavlu, 2022). As a result of the unpredictable development in the era of digital transformation in the realm of education, new assistive educational technologies have emerged to meet the demand for significant changes to education at an unimaginable speed, consequently creating unprecedented challenges to talent training simultaneously (Gómez-Pablos et al. 2017). Fostering students with higher-level thinking skills enables them to adapt to the potential development of society and reasonably keep up with the complicated real world, which poses an essential requirement in the process of educational innovation and development worldwide. Different problems create their own teaching methods, which have heavy impacts on the development of students' thinking skills differently (Albar & Southcott, 2021). Although PBL is regarded as an emerging teaching and learning method in ELT in the context of curriculum and teaching reform, it brings practical experiences as it is driven by real-life circumstances, breaking the disciplinary boundaries which are integrated into one project, so it is expected to develop students' future-oriented abilities. These capabilities

Instructors' and Students' ...

include creative thinking, problem-solving, critical thinking, communication, and collaboration skills. Many studies have emphasized the merits of PBL and believed that this approach is over traditional teaching and learning models, but other studies confirm the effects of PBL on the cognitive improvement of students' thinking skills, learning outcomes, and emotional attitudes (Anazifa & Djukri, 2017). PBL has recently gained much interest in the field of education. Many studies have claimed that PBL can strengthen students' motivation, improve problem-solving skills, develop teamwork, and enhance communication skills. Nonetheless, research results on the effectiveness and influencing factors of PBL are heavily influenced by the complexity, diversity and differences in research methods. When investigating the implementation of PBL in teaching and learning legal English, some studies (Bagchi, 2021; Nguyen & Pham, 2016; Lamri, 2019) assert that legal English, with its independent combination of language skills and legal content, represents an area where PBL can be highly effective. Legal English, with its unique combination of language skills and legal content, represents one such area where PBL can be highly effective. As such, it is necessary to highlight the need analysis of the issue of legal English teaching currently under the auspiciousness of using PBL. The increasing importance of legal English in the globalized world is a significant topic as it touches upon the convergence of legal practices, international trade, and cross-border communications. At present, legal English dominates many international transactions as it is regarded as the lingua franca of international legal documents, facilitating more precise communication and reducing misunderstandings. It is essential for drafting and interpreting contracts, treaties, and agreements that govern international business transactions, and legal English ensures that all parties have a common understanding of legal terms and procedures in international arbitration and

litigation (Pham, 2023). Currently, many law schools around the world offer courses in legal English to prepare students for international legal careers. Legal professionals often pursue further training in legal English to enhance their ability to work on international cases. In order to improve the efficiency of using PBL in teaching and learning legal English, technology is playing a crucial role in making legal English more accessible through tools like translation software, online courses, and legal databases. Besides, the rise of remote work and virtual meetings has increased the reliance on legal English for cross-border legal collaborations and teamwork or group work, so learners can integrate the innovative information technologies in PBL to improve their academic performance, especially in legal English.

In recent years, educational paradigms in Vietnam have shifted towards more innovative and student-centered approaches, particularly in higher education (Chi, 2023; Nguyen & Pham, 2016). PBL has been increasingly recognized for its potential to enhance student engagement and learning outcomes. It is an innovative teaching method that engages students in real-world and meaningful projects, which is particularly beneficial in teaching legal English at the tertiary level, where students can apply language skills in practical, legal contexts. Although PBL has been implemented in the ELT at all levels of education in Vietnam, it has not been conducted in English for specific purposes (ESP), particularly in legal English. This research aims to delve into the perspectives of both instructors and university students regarding the implementation of PBL in teaching and learning legal English at the tertiary level, exploring its benefits, challenges, and overall impact on the learning experience. The following questions are set out to guideline the research orientations as follows:

1. What are the instructors' and students' viewpoints on implementing PBL in teaching legal English?

Instructors' and Students' ...

2. What are the perceived benefits and challenges of PBL in legal English education?
3. How can the implementation of PBL be improved in legal English courses?

The study exploited a mixed-methods approach using a researcher-made questionnaire and a semi-structured interview. Its findings would benefit countries and higher education institutions where English is used as a foreign language to consult for policy formation, curriculum reform, and renovating pedagogical practices.

2. Literature review

2.1 Definition of Project-based Learning and its key components

The roots of PBL can be traced back to a well-known educational theorist, John Dewey (as reviewed by Warde, 1960), who advocated for experiential learning and the importance of engaging students in active, hands-on tasks. Over the decades, PBL has evolved, integrating insights from constructivist theories that emphasize the active role of learners in constructing their meaning. PBL has gained traction in contemporary education due to its alignment with 21st-century skills, including collaboration, digital literacy, and critical thinking (Jumaat et al., 2017). In general, PBL has some key characteristics; that is, projects are based on real-world problems and questions that make learning relevant and meaningful. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students make decisions about the projects, including how they work and what they create. Students and instructors reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles encountered. Students give, receive, and apply feedback to improve their processes and products. Students make their project work public by explaining, displaying, and/or presenting it to people

beyond the classroom (Handrianto & Rahman, 2019; Stehling & Munzert, 2018; Sumarni, 2015).

PBL is an instructional methodology encouraging students to learn dynamically by applying knowledge and skills through engaging, real-world experiences. This approach involves students actively engaging in projects that are meaningful and relevant to their lives. They gain knowledge and skills by working for an extended period of time, ranging from a week to a semester, to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. This extended timeframe allows them to delve deeply into a complex question, problem, or challenge, fostering a thorough understanding of the subject matter (Imafuku et al., 2014; Johnson & Delawsky, 2013; Liu et al., 2019). PBL is inherently interdisciplinary, drawing from multiple content areas to create a comprehensive learning experience, as it helps students make meaningful connections across different subjects rather than viewing each subject in isolation. Furthermore, PBL emphasizes the development of critical 21st-century skills, including critical thinking, problem-solving, collaboration, and communication. These skills are essential for college and career readiness and are cultivated through the hands-on, inquiry-based nature of PBL (Martinez, 2022; Myeong-Hee, 2018). Unlike traditional learning approaches that often emphasize rote memorization and passive reception of information, PBL is dynamic, interactive, and student-driven. It fosters critical thinking, problem-solving, collaboration, and various forms of communication, and it also focuses on student-driven inquiry and hands-on activities. Students work on projects over an extended period, allowing them to explore complex questions, solve problems, and develop skills such as critical thinking, collaboration, and communication. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience (Ergül & Kargin, 2016;

Instructors' and Students' ...

Guo & Yang, 2012; Petersen & Nassaji, 2016). As a result, students develop deep content knowledge and critical thinking, collaboration, creativity, and communication skills. In PBL, the role of the teacher shifts from being a content deliverer to a facilitator or project manager. They guide students through the learning process, providing support and resources as needed while allowing students to take ownership of their learning. Projects in PBL are designed to address real-world problems or questions, making learning relevant and applicable to students' lives. This real-world context enhances engagement and helps students see the practical value of their education. PBL concentrates on the role of a student-centred approach, giving students a voice and choice in their learning journey. Students are stimulated to make collocative decisions, fostering a sense of ownership and autonomy. In PBL, its critical component is the student's ability to reflect on their achievements by conducting their projects over a timeline. They are encouraged to reflect on their learning processes, draw conclusions, and identify areas for improvement. This reflective practice, combined with formative and summative assessments, helps ensure they meet learning objectives and continuously improve their skills. Besides, PBL is thought to be a dynamic approach in which students gain deep content knowledge and develop essential skills by investigating and responding to a complex question, problem, or challenge over an extended period (Rogers et al., 2011; Sumarni, 2015; Tsybulsky & Muchnik-Rozanov 2019). Many studies (e.g., Green & Plessis, 2023; Grossman et al., 2019; Riswandi, 2018) suggest that rigorous project-based learning can result in significant learning gains, with those who engage in PBL scoring higher on standardized assessments than their peers in traditional learning environments. Overall, PBL is a dynamic and engaging teaching method that promotes deep learning through real-world projects. By fostering critical skills, encouraging interdisciplinary connections, and

providing a student-centred learning environment, PBL prepares students for the complexities of the modern world.

2.2 Current practices of implementing PBL under the context of legal English in at the tertiary level

Legal English is a specialized domain of ESP that concentrates on the language used in legal contexts. It encompasses a range of skills, including reading (Ajideh et al., 2024) and interpreting legal texts, drafting legal documents, and engaging in oral advocacy. Like other ESP subjects, legal English is a specialized language used by legal professionals, ironically called legalese, and characterized by its unique vocabulary, structure, and conventions (Albar & Southcott, 2021; Guo et al., 2020; Martinez, 2022). In fact, teaching and learning legal English at the tertiary level can be challenging due to its complexity and the need for practical application in real-world legal contexts. Students must not only acquire proficiency in a highly specialized vocabulary and set of grammatical structures but also develop an understanding of legal concepts and reasoning skills (Fini et al., 2018). Therefore, PBL offers an innovative approach to teaching legal English, emphasizing active learning, collaboration, and the application of knowledge in practical settings. The essence of PBL lies in its hands-on approach to learning legal English, where students are challenged to solve real-world problems or complete complex tasks over an extended period of time (Zhang & Ma, 2023). Accordingly, implementing PBL to learn legal English in higher education can transform traditional learning environments, fostering critical thinking, collaboration, and practical application of knowledge. Another study conducted by Hugerat (2016) confirms that PBL is a teaching method involving a dynamic approach in which students acquire more profound knowledge by actively exploring real-world challenges and problems. For this approach, it is a style of active learning and inquiry-based

Instructors' and Students' ...

learning, contrasting with mechanical, rote memorization, or teacher-led instruction that presents established facts or portrays a smooth path to knowledge by instead posing questions, problems, or scenarios (Kokotsaki et al., 2016). In practice, PBL can enhance language acquisition, especially legal English, because it allows students to apply legal English in real-world scenarios, improving their language proficiency through practical use. In regards to the relevance of PBL to legal English, PBL offers a compelling approach to legal English instruction. PBL can bridge the gap between theoretical knowledge and practical application, helping them understand and retain complex legal terminology and structures by involving students in projects that simulate real-world legal tasks. For instance, students might work on drafting contracts, preparing legal briefs, or conducting mock trials, all of which require them to use legal English in contextually meaningful ways (Lamri, 2019; Pham, 2023).

2.3 Comparative analysis of instructors' and students' perspectives on implementing PBL in legal English teaching and learning

As for instructors' stances on the implementation of PBL in teaching and learning legal English, many studies (e.g., Albar & Southcott, 2021; Almulla, 2020; Johnson & Delawsky, 2013) have acknowledged PBL as a valuable method for enhancing university student engagement and learning outcomes. In the context of legal English, PBL is seen as particularly beneficial because it allows students to apply language skills in authentic legal tasks (Lamri, 2019; Pham, 2023). This practical application reinforces language acquisition and helps students develop a deeper understanding of legal concepts. Moreover, instructors appreciate the way PBL fosters essential skills. Legal professionals must be adept at collaboration, negotiation, and problem-solving skills which are naturally integrated into PBL activities. By working on group projects, students learn to navigate interpersonal dynamics, manage

conflicts, and develop solutions collectively (Kavlu, 2022; Mustapha et al. 2020). However, they also remark that implementing PBL in legal English courses is challenging. For example, one significant issue is the preparation and planning required. Designing practical PBL activities that align with learning objectives and provide appropriate levels of challenge can be time-consuming so instructors must create projects that are sufficiently complex to be meaningful and manageable within the constraints of a course. Furthermore, some studies (e.g., Myeong-Hee, 2018; Riswandi, 2018; Rogers et al., 2011) express their concerns about the challenging assessment of legal English under the context of implementing PBL. While traditional assessments, such as exams and quizzes, are relatively straightforward to administer and grade, PBL requires more nuanced assessment methods that account for both the process and the final product. Consequently, instructors need to develop rubrics that evaluate the accuracy of the legal language used, the quality of legal reasoning, and the effectiveness of collaboration (Tsybulsky, & Muchnik-Rozanov, 2019; Vasiliene-Vasiliauskiene et al., 2020).

Concerning the students' perspective as mentioned in Handrianto and Rahman (2019), using PBL to learn legal English offers them with several advantages. First, it makes learning more engaging and relevant. Instead of passively absorbing information, students actively participate in their learning process, making connections between classroom content and real-world applications. This active engagement can enhance motivation and lead to deeper learning. Next, they also appreciate the opportunity to develop practical skills. In the context of legal English, PBL tasks such as drafting legal documents or participating in mock trials provide hands-on experience that is directly applicable to their future careers. This practical orientation enhances their language proficiency and boosts their confidence in using

Instructors' and Students' ...

legal English in professional settings (Pham, 2023). Finally, PBL promotes the development of critical soft skills, especially in case they learn to collaborate effectively, communicate clearly, and manage their time efficiently through group projects. These skills are invaluable in any professional context but are particularly crucial in the legal field, where teamwork and clear communication are paramount (Lamri, 2019). However, students also face challenges when engaging in PBL to learn legal English. One common issue is the initial adjustment to a more active, self-directed learning approach (Albar & Southcott, 2021). Many students are accustomed to traditional, lecture-based instruction and may find the transition to PBL demanding. They must develop new skills in time management, self-regulation, and collaboration, which can be challenging without adequate support. Another challenge is the potential for unequal participation in group projects. In any collaborative effort, there is a risk that some students might contribute less than others, leading to imbalances in workload and potentially causing tension within the group. This issue can be particularly pronounced in PBL, where the success of the project depends on effective teamwork (Chi, 2023). In general, both instructors and students recognize the value of PBL in enhancing engagement and learning outcomes. They agree that PBL makes learning more relevant and practical, providing opportunities for students to apply their knowledge in real-world contexts. Both groups also appreciate the way PBL fosters the development of critical soft skills, such as collaboration, communication, and problem-solving. On the other hand, there are also notable differences in the viewpoints of instructors and students. Instructors tend to focus more on the challenges of preparation, planning, and assessment, while students are more concerned with the demands of self-directed learning and group dynamics. These differences highlight the need for clear communication and mutual understanding between instructors and

students to ensure the successful implementation of PBL in acquiring legal English.

3. Methods

3.1 Research design

The mixed-methods approach (as mentioned in Zohrabi, 2013) was conducted in the cross-sectional study using mainly primary resources to investigate the perspectives of both instructors and students on the implementation of PBL in teaching legal English at a Hanoi Law University in Vietnam. To get a variety of ideas, the researchers sent an active link of Google form attached in a cover letter to universities in Vietnam related to teaching legal English in their programs. As the researchers were uncertain about the number of participants, Slovin's formula was applied to select a convenience sampling of non-scientific sampling methods with the outcome of 385 instructors' samples to answer a researcher-made questionnaire. Another data source came from semi-structured interviews via info-technological applications with 86 students with permission to record the interviews for the single purpose of transcribing the response for this study. The collected data went through the process of data screening, and then the questionnaire data were analyzed by IBM SPSS v.26 application for the means and standard deviation, and the recording of students' perspectives was addressed by Nvivo application v.12 for the preset criteria. Based on the results from the two data sources, the researchers would formulate and arrive at some affirmation of using PBL in teaching and learning legal English at the tertiary level in English as a foreign language (EFL) in Vietnam.

3.2 Population and sample

To gain a comprehensive overview of the practicality of PBL in teaching and learning legal English, the researchers followed Slovin's formula to select the expected samples among the population at universities in Vietnam who majored in teaching legal English via the convenience sampling of non-

Instructors' and Students' ...

scientific sampling methods. For the instructors' participants, 158 participants, accounting for 41 per cent, were male lecturers, while the rest were 227 female instructors, equivalent to 59 per cent. Most of them ($n = 340$; equal to 83.3%) held a master's degree, whereas 45 participants, constituting 11.7%, got doctoral degrees. Similarly, the majority of them were experienced instructors ($n = 338$; similar to 87.8%) because they had been in their teaching positions for over five years, and the minority ($n = 47$; same as 12.2%) had a fewer five-year teaching position (Vu et al., 2022). Due to time and money constraints, the semi-structured interviews conducted over the telephone took place with the inclusion of 86 students. In particular, 44 male students, constituting 51.2%, were willing to become the study respondents, while 42 female students, making up 48.8%, agreed to participate in the semi-structured interviews. Regarding the place of residence, they mostly came from the rural areas ($n = 53$; representing 61.6%), then 26 students, taking up 30.2%, lived in urban areas, and the remaining seven students, comprising 8.1%, were from far-reaching places such as mountainous or island residency. Concerning their academic years, 34 students, equivalent to 39%, were freshmen, 36 sophomores made up 41.9%, and 16 juniors accounted for 18.6%. Overall, the study participants scattered all over the country.

3.3 Instruments for data collection

Based on the theoretical framework generated in the literature review, the researchers constructed two types of researcher-made questionnaires under the factual and behavioral criteria recommended by Dornyei and Taguchi (2010). The researchers first formulated 45 questionnaire items with a five-point Likert scale, namely (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree, and 15 semi-structured interview questions. Three experts on ELT consulted the draft questionnaire for content validation

to ensure accuracy. Then, the research instruments underwent a pilot study with 40 assigned participants to validate their strengths and weaknesses. Based on the results, the research instruments were fine-tuned in line with the valid Alpha values ($\alpha = \text{high}$ (0.73-0.95), Cronbach, 1951). The final versions included 30 five-point Likert scale statements for the instructors' survey questionnaire and ten semi-structured questions for the students' telephone interview. All the research instruments were scrutinized to ensure their validity before being conducted officially.

3.4 Data collection procedures

The study was conducted during the second term of the 2023-2024 academic year from January to June 2024. Firstly, the researchers requested permission to survey by email to university administrators, explaining the purpose and seeking their assistance. With their allowance to conduct the study, the researchers sent emails to the potential participants to clarify the objectives and relevance of the study, ascertain the respondents' anonymity, and their choice of functioning as the research participants. For the quick response, the researchers' contacts were also available to address participants' concerns. Students agreeing to partake in the semi-structured interviews arranged to conduct ten-minute interviews at their convenience over the phone with their permission to record their voices for the unique purpose of data analysis to meet the objectives of the study. The collected data were scrutinized, and the data screen was carefully processed to ensure relevance. The questionnaire data were analyzed using the IBM SPSS v.26 application, while the interview recordings were addressed using the Nvivo v.12 application. The research findings were drawn according to the results from two primary resources.

3.5 Data analysis tools

The two sources of data were carefully analyzed using different computing applications. The data screening of the questionnaire was interpreted by the IBM SPSS v.26 application. The demographic profiles of the instructors were analyzed by frequency count and percentage. Similarly, 30-five-point Likert statements were interpreted by using the formula of descriptive statistics to figure out the means and standard deviations according to the range of the interval scales, namely strongly disagreeable (1.0 - 1.80), disagreeable (1.81- 2.60), neutral (2.61 – 3.40), agreeable (3.41 - 4.20), and strongly agreeable (4.21 - 5.0). For the aim of getting objective and reliable perspectives in processing the students' recordings, the Nvivo v.12 application was utilized to get insight into the frequency of occurrence of the respondents' criteria in ten semi-structured interview questions.

4. Results and discussion

By scrutinizing Table 1, the instructors consider PBL as a valuable method for enhancing student engagement and learning outcomes. In the context of teaching and learning legal English, they believed that PBL allowed students to apply language skills in realistic legal scenarios, which could lead to a deeper understanding of both language and legal concepts ($M = 4.11$; $SD = .712\%$). Most instructors appreciated that PBL fostered essential soft skills such as critical thinking, problem-solving, and teamwork, which were crucial for legal professionals ($M = 4.11$; $SD = .811\%$). When asked about the comparison between PBL and traditional teaching methods, most instructors expressed neutral stances ($M = 3.09$; $SD = .722\%$). It is difficult to concede what teaching methods are more favourable as different groups of learners have their own learning styles due to their distinct contextual cultures. Most instructors claimed to have abilities to design PBL activities effectively ($M = 4.04$; $SD = .705\%$). These skills are essential because learners have different levels of knowledge, so when assigning learning tasks,

instructors have to arrange relevant activities for students to fulfil the requirements successfully. This has also been reported in previous studies (Tsybulsky & Muchnik-Rozanov, 2019; Zhang & Ma, 2023), which confirmed the importance of designing suitable learning activities for each student. For the availability of the resources, the instructors disclosed that they could provide their learners with sufficient facilities to facilitate the implementation of PBL in legal English courses ($M = 3.81$; $SD = .861\%$). Teaching and learning legal English commonly face challenges due to the scarcity of resources, which refers to the lack of sufficient materials, tools, or platforms that provide comprehensive and accessible information, which is typically designed to help individuals become fluent in legal English. While there are some legal English resources available, their scarcity can constitute challenges for both learners and educators. The sources of the scarcity might stem from some factors, including the complexity of legal English, the need for resources to be updated with changes in law and legal terminology, and the requirement for resources to cater to different levels of proficiency and areas of legal practice. These perspectives are quite different from the previous studies (Chi, 2023; Fini et al., 2018; Mustapha et al., 2020) as they claim that supportive resources in other subjects are available to satisfy their requirements.

Regarding the institutional support for PBL initiatives, the instructors stated that they received strong favour from their institutions ($M = 3.96$; $SD = .855\%$). Institutional support is crucial for successfully implementing PBL initiatives in teaching and learning legal English. It can help ensure that these initiatives are integrated into the curriculum, that faculty are well-equipped to facilitate PBL, and that students have the resources and environments they need to effectively engage in project-based learning to apply their knowledge to real-world scenarios, enhancing their learning experiences and outcomes.

Instructors' and Students' ...

This is quite similar to the research finding conducted by Fini et al. (2018), and Albar & Southcott (2021), those concluded that PBL was an effective teaching and learning strategy. In addition, the instructors were unsure about designing PBL activities in legal English teaching and learning ($M = 3.19$; $SD = .774\%$). Designing projects stimulating real legal scenarios or tasks that lawyers or legal professionals might encounter is troublesome. Some activities include drafting legal documents, preparing case summaries, or conducting legal research on a current issue. When designing tasks, instructors require students to analyze legal problems and propose solutions by role-playing negotiations, client consultations, or preparing legal advice, as these can significantly influence communication and understanding in legal contexts. Thus, by tailoring PBL activities to these considerations, instructors can create a stimulating and effective learning environment for teaching legal English, so this result is consistent with the study implemented by Hugerat (2016). In this research, the instructors often gave their students constructive feedback on their project work ($M = 3.19$; $SD = .774\%$). Providing effective feedback on student projects is crucial for their learning and development. Instructors' positive feedback helps students improve their current projects and support their long-term development in learning English. Legal English requires high levels of accuracy and precision, so feedback helps students refine their language skills to meet these standards. Normally, constructive feedback introduces students to new legal terms and phrases, expanding their legal vocabulary, and feedback helps clarify complex legal concepts and language usage, ensuring students grasp the material more effectively. Consequently, detailed feedback can deepen students' understanding of legal terminology and the application of legal principles in English. Educators can significantly enhance students' learning experiences by providing feedback in teaching legal English, equipping them with the

skills and confidence needed to succeed in the legal field. This finding is likely to be novel to the other studies (e.g., Chi, 2023; Ergül & Kargin, 2016; Green & Plessis, 2023) carried out in ESP fields. Similar to the previous comparison between PBL and traditional methods, the instructors were undecided about whether PBL requires more preparation time than traditional teaching methods ($M = 3.15$; $SD = .779\%$). PBL in teaching legal English requires careful and extensive preparation to get the best learning outcomes. Instructors must determine what they want students to learn and achieve through the project. They carefully consider specific legal English skills such as legal writing, oral advocacy, and case analysis to match the scope and complexity of the project, align with students' proficiency levels, and create authentic legal scenarios that students might encounter in the legal profession. Spending time outlining PBL lessons enables instructors to develop a well-structured and practical PBL experience that enhances students' legal English skills and prepares them for real-world legal challenges. The previous confirmation is in line with other studies, such as Martinez (2022), Grossman et al. (2019), or Petersen & Nassaji, (2016)

As seen from Table 1, the instructors' participants did not think they had problems managing classroom dynamics during PBL activities ($M = 2.45$; $SD = .832\%$). Managing classroom dynamics during PBL activities in teaching legal English can be challenging, but instructors can overcome these obstacles by establishing clear rules and guidelines for behaviour, collaboration, and participation at the beginning of the project. They have to assign roles and responsibilities for each student within their groups to ensure accountability. Moreover, they should promote student autonomy by giving them some degree of choice in their projects to increase engagement and ownership. Instructors are advised to encourage students to set their goals and timelines within the broader project framework. These perspectives are

Instructors' and Students' ...

consistent with other research findings (Green & Plessis, 2023; Yuliani & Lengkanawati, 2017). Therefore, it is very important for instructors to create a positive and productive learning environment for teaching legal English. The result in Table 1 disclosed that instructors strongly agreed to post PBL activities according to student feedback ($M = 4.61$; $SD = .889\%$). Responding quickly to students' concerns is crucial in creating a supportive and effective learning environment. In legal English learning, quick responses help clarify any doubts or misunderstandings students may have, preventing confusion and facilitating better comprehension of the materials owing to the legal English characteristics, so providing immediate feedback allows students to correct mistakes and reinforce their learning while the material is still fresh in their minds. When students see that their concerns are taken seriously and addressed quickly, it fosters mutual respect and trust between the teacher and the students. Quick responses can boost students' motivation and engagement by showing them that their participation and inquiries are valued; thus, they feel encouraged to ask questions when they know they will receive timely responses. Thus, this outcome shares similarities to the previous studies undertaken by Guo and Yang, (2012), Imafuku, (2014), and Mustapha (2020).

The instructors asserted they had little challenge in assessing individual contributions in group projects ($M = 2.27$; $SD = .789\%$). In reality, some students may contribute more than others, leading to unequal participation in group projects. It can be challenging for instructors to assess each student's effort and input fairly, and a student's proficiency in legal English might be masked by the group's collective output, making it hard for instructors to gauge each student's language skills accurately. Not might all students be equally engaged in a group project, so instructors must ensure that every student actively participates and not rely on more diligent group members to

carry the workload. This state can cause striking a balance between group grades and individual assessment. Instructors must find a fair way to reward group collaboration while recognizing individual efforts and learning outcomes. Evaluating group projects can be subjective, and different instructors might have varying standards and expectations, leading to consistent grading in assessing their learners and ensuring objective and fair assessment criteria, which can take time and effort. These results are somehow different from the other research (e.g., Johnson & Delawsky, 2013; Jumaat et al., 2017; Zhang & Ma, 2023) in that their findings did not highly evaluate the instructors' formal assessment to students' academic performance in PBL activities. Most instructors positively thought that PBL learning would bring better future legal careers ($M = 3.77$; $SD = .919\%$). PBL prepares students well for their future legal careers by fostering a range of essential skills and competencies directly applicable to the legal profession. It emphasizes the application of theoretical knowledge to real-world situations by engaging students in projects that simulate real legal challenges, allowing them to apply legal principles, conduct research, and draft legal documents, closely mirroring the tasks they will perform in their careers. In other words, PBL prepares students for future legal careers by providing them with practical experience, critical skills, and a deep understanding of legal concepts and processes, as well as helping them transition smoothly from academic settings to professional legal environments. This finding is somehow similar to the previous studies (e.g., Fini et al., 2018; Ergül & Kargin, 2016; Myeong-Hee, 2018). When asked about training and professional development on project-based learning techniques, the instructors expressed neutral ideas ($M = 3.17$; $SD = .873\%$). Adequate training and professional development on project-based learning techniques are crucial for educators to successfully implement PBL in teaching legal

Instructors' and Students' ...

English in their classrooms. By understanding the fundamentals, designing practical projects, assessing student learning, facilitating collaboration, integrating technology, and continuously improving their practice, instructors can create meaningful and engaging learning experiences that prepare students for future success in their legal careers, which is found similar to the conclusion in Guo and Yang's outcome (2012). Regarding the evaluation of the outcomes of using PBL in their legal English courses, most instructors could not decide whether PBL was better for their legal students ($M = 3.08$; $SD = .728\%$). Evaluating the outcomes of using PBL in teaching legal English courses requires a comprehensive approach involving cognitive, affective, and practical skills development. By employing various assessment tools and methods, educators can gain a holistic understanding of the effectiveness of PBL and make informed decisions to enhance their teaching practices and improve student outcomes. Consequently, it is challenging for instructors to articulate the outcomes of using PBL in legal English courses.

Table 1.

Instructors' perspectives of implementing project-based learning in teaching legal English

Statement	N	Mean	Std. Deviation	Interpretation
1. I believe project-based learning is more effective than traditional methods for teaching legal English.	385	3.09	.722	neutral
2. I feel confident in my ability to design effective project-based learning activities.	385	4.04	.705	agreeable
3. I have sufficient resources to implement project-based learning in legal English courses.	385	3.81	.861	agreeable
4. I receive adequate institutional support for project-based learning initiatives.	385	3.96	.855	agreeable
5. I frequently integrate real-world legal scenarios into my project-based learning activities.	385	4.11	.712	agreeable
6. I find it challenging to design project-based learning activities that are both engaging and educational.	385	3.19	.774	neutral
7. I regularly provide feedback to students on their project work.	385	4.12	.710	agreeable
8. I feel that project-based learning requires	385	3.15	.779	neutral

more preparation time than traditional teaching methods.				
9. I have noticed an improvement in students' communication skills through project-based learning.	385	4.01	.811	agreeable
10. I find it difficult to manage classroom dynamics during project-based learning activities.	385	2.45	.832	disagreeable
11. I regularly update my project-based learning activities based on student feedback.	385	4.61	.889	strongly agreeable
12. I find it challenging to assess individual contributions in group projects.	385	2.27	.798	disagreeable
13. I believe project-based learning prepares students well for their future legal careers.	385	3.77	.919	agreeable
14. I receive adequate training and professional development on project-based learning techniques.	385	3.17	.873	neutral
15. I am satisfied with the outcomes of using project-based learning in my legal English courses.	385	3.08	.728	neutral
Valid N (listwise)	385			

Following the previous section, Table 2 reveals how instructors' perception of PBL influences their legal English learning outcomes. The instructors asserted that they were not certain PBL could deepen students' understanding of legal concepts ($M = 3.12$; $SD = .762\%$). It was similar when asking them about fostering a deeper understanding of legal principles ($M = 2.98$; $SD = .700\%$). Hence, PBL involves students in real-world problems and projects, which helps them see the relevance of legal concepts in everyday life. This hands-on experience enables students to understand how legal principles are applied in real situations, making abstract concepts more concrete. Besides, the instructors did not believe that PBL were able to enhance students' critical thinking skills ($M = 3.19$; $SD = .840\%$). Legal education requires high critical thinking abilities, so PBL encourages students to engage in these higher-order thinking skills as they work through complex legal issues. By tackling a legal case study, for example, students must analyze facts, identify relevant laws, and develop coherent arguments, all of which enhance their understanding and application of legal concepts. The instructors also indicated that they had neutral stances when comparing their

Instructors' and Students' ...

students' classroom engagement with that of PBL and traditional lectures ($M = 3.07$; $SD = .817\%$). Legal concepts can sometimes seem dry and theoretical, but PBL projects that involve real-life applications and challenges can make learning more interesting and relevant, possibly increasing students' classroom engagement compared with traditional lectures. The instructors' participants were undecided about whether PBL improved students' legal vocabulary and language skills ($M = 3.26$; $SD = .740$). This finding is not in line with other studies (Mustapha et al., 2020; Rogers et al., 2011; Tsybulsky & Muchnik-Rozanov, 2019) in which they believe that PBL is expected to immerse students in real-world scenarios where they must use legal vocabulary and language appropriately which helps students internalize vocabulary and understand its application better than through rote memorization. As seen from Table 2, most instructors agreed that students' learning objectives were synchronized with their expectations ($M = 4.06$; $SD = .730\%$). In addition, they recognized that students' collaboration during PBL activities was positive by the mean of 3.95, and the instructors were doubtful about applying legal concepts to real-life situations ($M = 2.81$; $SD = .877\%$) in enhancing students' ability to work in teams. In practice, PBL is a powerful educational approach that enhances students' ability to work in teams through collaboration, role differentiation, communication, problem-solving, interpersonal skill development, leadership, accountability, peer learning, reflective practices, and real-world relevance. These teamwork skills are essential for their academic success and future professional endeavours, making PBL an invaluable component of modern education, which is also reported in the study of Myeong-Hee (2018). The instructors did not think that PBL helped their students improve learning outcomes ($M = 3.27$; $SD = .869\%$). However, they supposed that PBL activities positively facilitate their students to develop practical legal skills ($M = 4.06$; $SD =$

.724%). Besides, the instructors acknowledged that their students welcomed feedback during PBL activities ($M = 3.85$; $SD = .713\%$). Inquisitive learning behaviour is one of the most necessary characteristics of learners, which activates learners to achieve their desired goals in learning legal English. This allows instructors to assess students' performance in PBL activities straightforwardly ($M = 3.71$; $SD = .801\%$). The instructors also realized that their students were eager to take part in PBL activities while learning legal English ($M = 4.10$; $SD = .793\%$). Nonetheless, they were reluctant to evaluate that PBL encouraged independent learning among students ($M = 3.30$; $SD = .875\%$). It can be argued that PBL is inherently inquiry-based, meaning students start with questions they need to explore and answer through their projects. This inquiry-driven approach encourages curiosity and a desire to learn legal English independently as students seek out information and experiences to answer their questions and make choices about their learning to achieve their goals. This autonomy encourages students to take responsibility for their knowledge and motivates them to explore subjects more deeply. This outcome is in harmony with the research findings of Green and Plessis (2023), and Yuliani and Lengkanawati (2017).

Table 2.

Instructors' perception of the influential PBL to their students in teaching legal English

Statement	N	Mean	Std. Deviation	Interpretation
1. Project-based learning helps students better understand legal concepts.	385	3.12	.762	neutral
2. Students are more engaged in project-based learning activities compared to traditional lectures.	385	3.07	.817	neutral
3. Project-based learning enhances students' critical thinking skills.	385	3.19	.840	neutral
4. Project-based learning improves students' legal vocabulary and language skills.	385	3.26	.740	neutral
5. Project-based learning activities align well with the learning objectives of my course.	385	4.06	.730	agreeable
6. Students perform better in assessments after	385	3.27	.869	neutral

Instructors' and Students' ...

participating in project-based learning activities.					
7. Students collaborate effectively in project-based learning activities.	385	3.95	.832	agreeable	
8. Students are receptive to feedback provided during project-based learning activities.	385	3.85	.713	agreeable	
9. Project-based learning helps students develop practical legal skills.	385	4.06	.742	agreeable	
10. Assessing student performance in project-based learning is straightforward.	385	3.71	.801	agreeable	
11. Students are motivated to participate in project-based learning activities.	385	4.10	.793	agreeable	
12. Project-based learning helps students apply legal concepts to real-life situations.	385	2.81	.877	neutral	
13. Project-based learning fosters a deeper understanding of legal principles.	385	2.98	.700	neutral	
14. Project-based learning enhances students' ability to work in teams.	385	3.02	.783	neutral	
15. Project-based learning activities encourage independent learning among students.	385	3.30	.857	neutral	
Valid N (listwise)	385				

To get a comprehensive view of the practicality of using PBL activities in teaching and learning legal English (*see* Appendix A), Table 3 presents 86 students' summary opinions in semi-structured interviews about the preferable choice of implementing PBL activities in learning legal English at the tertiary level. The analyzed results from 86 recordings indicated that students' initial reactions and expectations towards PBL in a legal English course likely led to a transformative learning experience at first. As the course progressed, these initial thoughts and feelings probably evolved into a deeper appreciation for the benefits of PBL, including improved language skills, enhanced understanding of legal concepts, and a more extraordinary ability to work collaboratively in a legal context, which was reported by 77 students' participants (equivalent to 89.53%). Thus, the blend of excitement, curiosity, and a bit of nervousness is a natural response to a new educational approach. To contrast PBL activities with their previous learning experiences, 75 students' responses, accounting for 87.20%, compared PBL and more traditional learning methods from their perspectives. Most participants differentiated by comparing that PBL offered a more engaging, practical, and

student-centred approach, fostering independent learning, critical thinking, and collaboration. In contrast, traditional methods provided a structured, content-focused, and teacher-centered environment, emphasizing theoretical knowledge and standardized assessments. Regarding the student's role and kind of projects in PBL in learning legal English, 69 students, representing 80.23%, confessed to participating in PBL activities. Most of them commented that PBL activities could immerse them in practical, real-world legal scenarios, enhancing their legal English proficiency and equipping them with essential skills for their future careers. Each role within their projects was designed to develop specific skills, ensuring a comprehensive learning experience that combined legal knowledge with practical application. Taking insights into challenges and resolutions of PBL activities in legal English, 64 students, making up 74.41%, expressed their perspectives that facing the challenge of handling complex legal terminology and concepts in a PBL activity required a multifaceted approach, combining intensive research, collaboration, practical application, and continuous feedback. By dedicating time and effort to understanding and applying legal language, seeking support from peers and instructors, and using effective study aids, they overcame this challenge. This experience enhanced their legal English proficiencies and developed their problem-solving skills, resilience, and ability to work collaboratively, all of which were essential for a successful legal career. For the educational benefits of PBL in learning legal English, 80 students' responses, comprising 93.02%, expressed their viewpoints that PBL improved their legal English skills by providing practical, hands-on experience in using legal terminology, enhancing my writing and oral communication abilities, developing my research and analytical skills, and fostering collaboration and reflective learning. The real-world relevance and

Instructors' and Students' ...

active engagement in PBL made the learning process effective and enjoyable, preparing them well for future legal practice.

Concerning the students' connectedness in PBL activities, most students ($n = 72$; equivalent to 83.72%) recognized the benefits of this method. They commented that PBL activities allowed them to provide constructive feedback to each other, enhance their understanding of legal concepts and improve their language skills. They argued that engaging in debates or mock trials helped them develop critical negotiation and persuasion skills, which were essential in legal contexts because practical activities and real-world simulations enabled them to apply their legal knowledge in realistic scenarios. The analysis of the instructors' feedback effects during students' PBL learning process indicated that feedback mechanisms and their impact on student development were crucial in understanding the instructional side of PBL activities in learning legal English ($n = 77$, representing 89.53%). Most students responded that by implementing effective feedback mechanisms in PBL, their instructors could significantly enhance their development in learning legal English, equipping them with the language proficiency, critical thinking skills, and confidence needed for successful legal practice. Hence, resources supporting effective learning of legal English within PBL activities include online materials, legal documents, or multimedia resources, which were highly valued by the students ($n = 77$; same as 89.53%). They remarked that by utilizing these resources, students could effectively engage in PBL activities and develop their legal English skills. These resources provided comprehensive support, from foundational knowledge to practical application, fostering a deeper understanding and proficiency in legal English. For the question relating to the practical value of PBL activities in preparing students' future professional careers in law or related fields, most students highlighted the effectiveness of PBL activities in

learning legal English and that they gained valuable skills and experiences that were directly applicable to their future professional roles ($n = 56$; similar to 65.11%) thanks to the close link between the educational experiences with career readiness. As such, this approach enhanced their language proficiency and prepared them for the multifaceted demands of legal practice. When asking students to express their viewpoints on suggestive improvements for PBL activities used in legal English courses, the minority of the students' participants ($n = 12$; accounting for 13.95%) gave their comments. Typically, they emphasized the analysis of real-world legal cases, drafting briefs, and presenting arguments by organizing moot court competitions to help them combine legislative theoretical knowledge with actual legal cases. Besides, they needed to be engaged in pro bono projects that required legal research, drafting, and client interaction, benefiting their learning and the community.

Table 3.

Students' perspectives of implementing project-based activities in learning legal English

Statements	Preferable		
	N	Frequency	Percent
1. initial thoughts and feelings towards PBL	86	77	89.53
2. contrastive opinion of PBL with the previous learning experiences	86	75	87.20
3. student's role and kind of projects in PBL	86	69	80.23
4. particular challenges and solution to PBL	86	64	74.41
5. the helpfulness of PBL	86	80	93.02
6. students' connectedness in PBL	86	72	61.92
7. the value of instructors' feedback in PBL	86	77	62.22
8. the most usefulness of assistive resources	86	65	55.9
9. the preparatory relation to prospective careers	86	56	65.11
10. suggestive improvements	86	12	10.32

Overall, the training form of credit transfer and accumulation system in Vietnam has made a great impact on the education and training sector. It allows instructors to enjoy their privileges and select the best pedagogical practices to apply in their teaching profession as long as their students meet the requirements of the learning outcomes in each subject. As mentioned in

Instructors' and Students' ...

this study, the PBL technique is generally beneficial for language learning and teaching, especially for legal English learning and teaching. Similar to the previously mentioned studies, this study has its particularity in that it examined the practicality of PBL techniques in one of ESP subjects, that is, legal English, which has yet to be conducted in any previous research. The overview of the instructors' and students' perspectives indicates that the PBL technique is particularly effective for teaching and learning legal English because legal English requires learners to apply English language skills in mock legal tasks. In other words, legal English is used when learners are expected to apply knowledge of laws into practice in the context of using English to role-play mock legal assignments. Thus, the implementation of PBL tasks helps learning and teaching legal English become more practical and effective.

5. Conclusion

The implementation of PBL activities in teaching and learning legal English at higher education institutions offers significant benefits for both instructors and students, according to the results from the survey questionnaire for the instructors and semi-structured interviews with the students. PBL enhances motivation, promotes deeper learning, and develops critical soft skills by engaging students in meaningful, real-world tasks. However, successfully implementing PBL requires careful planning, clear guidance, and ongoing support. In general, most instructors agreed that PBL activities in teaching legal English to tertiary students offered significant benefits in legal English education at higher education institutions, including enhanced engagement, practical experience, skill development for students, and innovative teaching opportunities for educators. However, the challenges associated with PBL activities, such as time constraints, resource limitations, and assessment difficulties, had to be addressed to realize its full potential.

By overviewing the students' perspectives, they showed their preferences for implementing PBL activities in learning legal English. The findings reveal that PBL activities received positive choices from instructors and students, and the significant issue was the preparation and planning requirement. The instructors reckoned that designing practical PBL activities that aligned with learning objectives and provided appropriate levels of challenge could be time-consuming, so the instructors had to create projects that were complex enough to be meaningful but also manageable within the course's time constraints. The instructors opined that traditional lecture-based teaching methods often needed help to maintain students' interest, particularly in complex subjects like legal English. Meanwhile, PBL addressed this by involving students in practical, hands-on activities that made learning legal English more engaging. Moreover, the instructors concluded that PBL helped develop a wide range of skills in students, including critical thinking, problem-solving, research, and communication skills, which were essential for legal professionals. This approach also allowed those instructors to innovate and diversify their teaching methods, moving beyond traditional lectures to more interactive and student-centred learning experiences. The students showed their high preferences for PBL activities by confirming that when they were tasked with real-life legal projects, such as drafting documents or conducting mock trials, their motivation to learn legal English increased significantly, and they developed hands-on experience that was invaluable in their future careers. Additionally, the relevance of the projects to real-life situations increased their engagement and motivation, making them more invested in their education. This practical approach to learning led to a deeper understanding of legal concepts and language as they applied theoretical knowledge to real-world scenarios. Thus, the students thought that working in teams on PBL projects mirrored the collaborative environment of

Instructors' and Students' ...

legal workplaces, teaching them to work effectively with others, which helped them develop interpersonal skills, such as communication, conflict resolution, and teamwork, which was crucial in the legal profession. Overall, implementing PBL activities in teaching and learning legal English at the tertiary level offers significant benefits in terms of language acquisition, professional skills development, and student engagement. While there are challenges associated with resource requirements, assessment, and student adaptation, careful planning and adoption of best practices can help overcome these obstacles. When creating relevant and challenging projects, providing clear guidance and support, fostering collaboration, and utilizing technology, educators can effectively integrate PBL into legal English curricula, preparing students for successful legal careers.

References

- Ajideh, P., Zohrabi, M. & Khojand, B. (2024). Exploring the effectiveness of pre- and post-reading activities on the development of reading motivation and self-regulation as essentials for reading comprehension. *Journal of Modern Research in English Language Studies*, 11(3), 25-49. <https://doi.org/10.30479/jmrels.2024.19503.2277>
- Albar, S. B., & Southcott, J. E. (2021). Problem and project-based learning through an investigation lesson: Significant gains in creative thinking behaviour within the Australian foundation (preparatory) classroom. *Thinking Skills and Creativity*, 41(May), 1-19. <https://doi.org/10.1016/j.tsc.2021.100853>
- Almulla, M. A. (2020). The Effectiveness of the Project-Based Learning (PBL) Approach as a Way to Engage Students in Learning. *Sage Open*, 10(3), 1-15. <https://doi.org/10.1177/2158244020938702>
- Anazifa, R. D., & Djukri, D. (2017). Project-Based Learning and Problem-Based Learning: Are They Effective to Improve Student's Thinking Skills? *Indonesian Journal of Science Education*, 6(2), 346-355. <https://doi.org/10.15294/jpii.v6i2.11100>
- Bagchi, M. (2021). A Large Scale, Knowledge Intensive Domain Development Methodology. *KO Knowledge Organization*, 48(1), 8-23. <https://doi.org/10.5771/0943-7444-2021-1-8>
- Chi, D. N. (2023). Benefits of Implementing Project-Based Learning in An English for Business Course. *Journal of Ethnic and Cultural Studies*, 10(3), 55-71. <https://doi.org/10.29333/ejecs/1549>

- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, *16*, 297-334. <https://doi.org/10.1007/BF02310555>
- Ergül, R. N., & Kargin, E. K. (2016). The Effect of Project based Learning on Students' Science Success. *Procedia - Social and Behavioral Sciences*, *136*, 537-541. <https://doi.org/10.1016/j.sbspro.2014.05.371>
- Fini, E. H., Awadallah, F., Parast, M. M., & Abu-Lebdeh, T. (2018). The impact of project-based learning on improving student learning outcomes of sustainability concepts in transportation engineering courses. *European Journal of Engineering Education*, *43*(3), 473-488. <https://doi.org/10.1080/03043797.2017.1393045>
- Gómez-Pablos, V. B., Pozo, D. M. M., & Muñoz-Repiso, A. G. V. (2017). Project-based learning (PBL) through the incorporation of digital technologies: An evaluation based on the experience of serving instructors. *Computers in Human Behavior*, *68*, 501-512. <https://doi.org/10.1016/j.chb.2016.11.056>
- Green, S. L. & Plessis, E. C. (2023). Project-based Learning to Promote Learner Autonomy in Training Hospitality Education at a Technical and Vocational Education and Training College. *International Journal of Learning, Teaching and Educational Research*, *22*(7), 136-155. <https://doi.org/10.26803/ijlter.22.7.8>
- Grossman, P., Dean, C. G. P., Kavanagh, S. S., & Herrmann, Z. (2019). Preparing instructors for project-based teaching. *Phi Delta Kappan*, *100*(7), 43-48. <https://doi.org/10.1177/0031721719841338>
- Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). A review of project-based learning in higher education: Student outcomes and measures. *International Journal of Educational Research*, *102*(2020), 1-13. <https://doi.org/10.1016/j.ijer.2020.101586>
- Guo, S., & Yang, Y. (2012). Project-Based Learning: an Effective Approach to Link Teacher Professional Development and Students Learning. *Journal of Educational Technology Development and Exchange (JETDE)*, *5*(2), 41-56. <https://doi.org/10.18785/jetde.0502.04>
- Handrianto, C., & Rahman, M. A. (2019). Project based learning: a review of literature on its outcomes and implementation issues. *LET: Linguistics, Literature and English Teaching Journal*, *8*(2), 110-129. <https://doi.org/10.18592/let.v8i2.2394>
- Hugerat, M. (2016). How teaching science using project-based learning strategies affects the classroom learning environment. *Learning Environments Research*, *19*, 383-395. <https://doi.org/10.1007/s10984-016-9212-y>

Instructors' and Students' ...

- Imafuku, R., Kataoka, R., Mayahara, M., & Suzuki, H. (2014). Students' experiences in interdisciplinary problem-based learning: A discourse analysis of group interaction. *Interdisciplinary Journal of Problem-Based Learning*, 8(2), 1-19. <https://doi.org/10.7771/1541-5015.1388>
- Johnson, S. C., & Delawsky, S. (2013). Project-based learning and student engagement. *Academic Research International*, 4(4), 560-570. [http://www.savap.org.pk/journals/ARInt./Vol.4\(4\)/2013\(4.4-59\).pdf](http://www.savap.org.pk/journals/ARInt./Vol.4(4)/2013(4.4-59).pdf)
- Jumaat, N. F., Tasir, Z., Halim, N. D. A., & Ashari, Z. M. (2017). Project-Based Learning from Constructivism Point of View. *Advanced Science Letters*, 23(8), 7904-7906. <https://doi.org/10.1166/asl.2017.9605>
- Kavlu, A. (2022). Does PBL-project-based learning expert visit facilitate the PBL implementation process in undergraduate EFL classes? *International Journal of Social Sciences and Educational Studies*, 9(2), 141-153. <https://www.doi.org/10.23918/ijsses.v9i2p141>
- Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. *Improving Schools*, 19(3), 267-277. <https://doi.org/10.1177/1365480216659733>
- Lamri, C. (2019). E-Learn Platform to Teach Legal English for Law Professionals. *Arab World English Journal, May 2019 Chlef University International Conference Proceedings*, 97-108. <https://dx.doi.org/10.24093/awej/Chief1.9>
- Lasauskiene, J., & Rauduvaite, A. (2015). Project-Based Learning at University: Teaching Experiences of Lecturers. *Procedia - Social and Behavioral Sciences*, 197, 788-792. <https://doi.org/10.1016/j.sbspro.2015.07.182>
- Liu, H. H., Wang, Q., Su, Y. S., & Zhou, L. (2019). Effects of Project-Based Learning on Instructors' Information Teaching Sustainability and Ability. *Sustainability*, 11, 1-16, 5795. <https://doi.org/10.3390/su11205795>
- Loyens, S. M., Jones, S. H., Mikkers, J., & Gog, V. T. (2015). Problem-based learning as a facilitator of conceptual change. *Learning and Instruction*, 38, 34-42. <https://doi.org/10.1016/j.learninstruc.2015.03.002>
- Mahasneh, A. M., & Alwan, A. F. (2018). The Effect of Project-Based Learning on Student Teacher Self-efficacy and Achievement. *International Journal of Instruction*, 11(3), 511-524. <https://doi.org/10.12973/iji.2018.11335a>
- Martinez, C. (2022). Developing 21st century teaching skills: A case study of teaching and learning through project-based curriculum. *Cogent Education*, 9(1), 1-16, 2024936. <https://doi.org/10.1080/2331186X.2021.2024936>
- Mustapha, R., Sadrina, Nashir, I. M., Azman, M. N. A., & Hasnan, K. A. (2020). Assessing the implementation of the Project-based Learning (PBL) in the department of mechanical engineering at a Malaysian polytechnic. *Journal of Technical Education and Training*, 12(1 Special Issue), 100-118. <https://doi.org/10.30880/jtet.2020.12.01.011>

- Myeong-Hee, S. (2018). Effects of Project-based Learning on Students' Motivation and Self-efficacy. *English Teaching*, 73(1), 95-114. <https://doi.org/10.15858/engtea.73.1.201803.95>
- Nguyen, T. T. H., & Pham, T. T. M. (2016). Difficulties in teaching English for Specific purposes: Empirical studies at Vietnamese universities. *Higher Education Studies*, 6(2), 154-161. <https://doi.org/10.5539/hes.v6n2p154>
- Pham, T. N. (2023). Teaching Legal English for Law Students and Law Practitioners in Vietnam. *Journal of Legal Studies & Research*, 9(1), 42-50. <https://jlsr.thelawbrigade.com/article/teaching-legal-english-for-law-students-and-law-practitioners-in-vietnam/>
- Petersen, C., & Nassaji, H. (2016). Project-based learning through the eyes of instructors and students in adult EFL classrooms. *Canadian Modern Language Review*, 72(1), 13-39. <https://doi.org/10.3138/cmlr.2096>
- Riswandi, D. (2018). The Implementation of Project-Based Learning to Improve Students' Speaking Skill. *International Journal of Language Teaching and Education*, 2(1), 32-40. <https://doi.org/10.22437/ijolte.v2i1.4609>
- Rogers, M. A. P., Cross, D. I., Gresalfi, M. S., Trauth-Nare, A. E., & Buck, G. A. (2011). First year implementation of a project-based learning approach: The need for addressing instructors' orientations in the era of reform. *International Journal of Science and Mathematics Education*, 9(4), 893-917. <https://doi.org/10.1007/s10763-010-9248-x>
- Stehling, C., & Munzert, U. (2018). Project-Based Learning. In J. Drummer, G. Hakimov, M. Joldoshev, T. Köhler & S. Udartseva, (Eds.), *Vocational Teacher Education in Central Asia. Technical and Vocational Education and Training: Issues, Concerns and Prospects* (vol. 28, pp. 17-25). Springer, Cham. https://doi.org/10.1007/978-3-319-73093-6_2
- Sumarni, W. (2015). The Strengths and Weaknesses of the Implementation of Project Based Learning: A Review. *International Journal of Science and Research (IJSR)*, 4(3), 478-484. <https://www.ijsr.net/getabstract.php?paperid=SUB152023>
- Tsybulsky, D., & Muchnik-Rozanov, Y. (2019). The development of student-instructors' professional identity while team-teaching science classes using a project-based learning approach: A multi-level analysis. *Teaching and Teacher Education*, 79, 48-59. <https://doi.org/10.1016/j.tate.2018.12.006>
- Vasiliene-Vasiliauskiene, V., Vasiliauskas, A. V., Meidute-Kavaliauskiene, I., & Sabaityte, J. (2020). Peculiarities of educational challenges implementing project-based learning. *World Journal on Educational Technology: Current Issues*, 12(2), 136-149. <https://doi.org/10.18844/wjet.v12i2.4816>

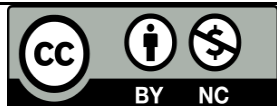
Instructors' and Students' ...

- Vu, V. T., Nhac, T. H., La, B. M. N., & Nguyen, T. H. L. (2022). Differences between Novice and Experienced Instructors in Classroom Management Style at a Higher Education Institution. *Academia*, 22, 61-82. <https://doi.org/10.26220/aca.3950>
- Warde, F. W. (1960). John Dewey's Theories of Education. *International Socialist Review*, 21(1). <https://www.marxists.org/archive/novack/works/1960/x03.htm>
- Yuliani, Y., & Lengkanawati, N. S. (2017). Project-based Learning in promoting learner autonomy in an EFL classroom. *Indonesian Journal of Applied Linguistics*, 7(2), 285-293. <https://doi.org/10.17509/ijal.v7i2.8131>
- Zhang, L., & Ma, Y. (2023). A study of the impact of project-based learning on student learning effects: a meta-analysis study. *Frontiers in Psychology*, 14, 1-14, 1202728. <https://doi.org/10.3389/fpsyg.2023.1202728>
- Zohrabi, M. (2013). Mixed method research: Instruments, validity, reliability and reporting findings. *Theory and Practice in Language Studies*, 3(2), 254-262. <http://dx.doi.org/10.4304/tpls.3.2.254-262>

Appendix A

Students' perspectives of implementing project-based learning in teaching and learning legal English

1. Can you describe your initial thoughts and feelings when you first encountered project-based learning in your legal English course?
2. How has project-based learning in your legal English class differed from your previous learning experiences?
3. What kind of projects have you worked on in your legal English course, and what role did you play in these projects?
4. Can you share a particular challenge you faced during a project and how you overcame it?
5. In what ways have you found project-based learning helpful in improving your legal English skills?
6. How do you collaborate with other students in your projects, and what have you learned from these interactions?
7. Have you received any feedback from your instructors on your projects? How has this feedback influenced your learning process?
8. What resources (texts, online materials, legal documents) have you found most useful while working on your projects, and why?
9. How do you think project-based learning has prepared you for your future career in law or related fields?
10. What improvements would you suggest for the project-based learning approach used in your legal English courses?



2024 by the authors. Licensee Journal of Teaching English Language (TEL). This is an open access article distributed under the terms and conditions of the Creative Commons Attribution–Non Commercial 4.0 International (CC BY-NC 4.0 license). (<http://creativecommons.org/licenses/by-nc/4.0>).