STUDENTS' AND TEACHERS' PERSPECTIVES ON PROJECT-BASED LEARNING IN A BLENDED-LEARNING TRANSLATION COURSE

QUAN ĐIỂM CỦA SINH VIÊN VÀ GIẢNG VIÊN VỀ PHƯƠNG PHÁP DẠY HỌC DỰ ÁN
TRONG KHÓA HỌC BIÊN DỊCH KẾT HỢP

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ABSTRACT

This research was conducted at a public university in Vietnam where project-based learning (PBL) has been integrated into various courses. Notably, this marks only the second instance of PBL being used in a blended learning format, an area that remains underexplored. The study seeks to examine both students' and teachers' perceptions of the effects of PBL, specifically through the implementation of a Magazine Project within a blended translation course. A mixed-methods approach was utilized, gathering data from 107 third-year English majors via an online questionnaire, in-depth interviews with eight students, alongside semi-structured interviews with five course instructors. Findings indicated positive responses from both students and teachers regarding learner autonomy, problem-solving abilities, collaboration, and IT skills. However, the study also highlighted challenges such as a lack of individualized support and the use of ineffective learning tools. The paper concludes with practical recommendations for optimizing PBL in blended learning contexts, targeting educators and researchers.

Keywords: Blended learning; language education; perspectives; project-based learning; translation.

TÓM TẮT

Nghiên cứu được thực hiện tại một trường đại học công lập ở Việt Nam, nơi phương pháp dạy học dự án đã được áp dụng trong nhiều khóa học. Tuy nhiên, đây mới là lần thứ hai phương pháp này được triển khai trong môi trường học kết hợp và chưa có nghiên cứu nào được thực hiện nhằm kiểm chứng tác động của việc áp dụng phương pháp này lên hiệu quả học tập. Mục tiêu của nghiên cứu là làm sáng tỏ góc nhìn của sinh viên và giảng viên về tác động của phương pháp học dự án dưới hình thức Dự án Tạp chí trong một khóa học dịch thuật kết hợp giảng dạy trực tiếp và trực tuyến. Phương pháp nghiên cứu hỗn hợp đã được sử dụng để thu thập dữ liệu từ 107 sinh viên năm ba chuyên ngành tiếng Anh thông qua bảng câu hỏi khảo sát trực tuyến, phỏng vấn sâu với tám sinh viên và các cuộc phỏng vấn bán cấu trúc cá nhân với năm giảng viên chuyên ngành. Kết quả cho thấy, phản hồi tích cực từ sinh viên và giảng viên về tính tự chủ, kỹ năng giải quyết vấn đề, khả năng làm việc nhóm và kỹ năng công nghệ thông tin của người học. Tuy nhiên, cũng có những vấn đề được nêu ra như việc hỗ trợ cá nhân chưa đủ và công cụ học tập không hiệu quả trong quá trình triển khai dự án học kết hợp. Cuối cùng, nghiên cứu đã đưa ra các khuyến nghị giáo dục liên quan đến việc triển khai hiệu quả của phương pháp học dự án trong môi trường học tập kết hợp dành cho các nhà giáo dục và nhà nghiên cứu.

Từ khóa: Học kết hợp; giảng dạy ngoại ngữ; quan điểm; phương pháp dạy học dự án; dịch thuật.

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1. INTRODUCTION

Project-based learning (PBL) has become an increasingly popular pedagogical approach, particularly in language and translation studies, as it offers students the opportunity to engage in real-world tasks that enhance their practical skills and deepen their understanding of

course content. In translation education, PBL allows students to work on authentic translation projects, fostering not only their linguistic competence but also essential skills such as problem-solving, collaboration, and critical thinking. At the same time, the rise of blended learning, which combines face-to-face instruction with online learning components, provides a flexible framework for PBL by allowing students to work both independently and collaboratively across digital platforms. The integration of PBL in a blended-learning environment is especially beneficial in translation studies, where students must develop not only linguistic abilities but also technological and project management skills to prepare for professional work in the field.

Despite these potential advantages, there are significant challenges to implementing PBL within a blended learning context, particularly in translation courses. Blended learning environments require students to balance online and offline tasks while managing their time effectively, often with less direct supervision. Moreover, translation projects, especially those that involve collaborative work like the bilingual Translation Magazine Project, introduce additional complexities such as sourcing authentic texts, handling technical terminology, and designing professionally formatted deliverables. These challenges highlight the need for further research into the effectiveness of PBL in blended translation courses, as well as strategies for overcoming common obstacles.

This study aims to explore the implementation of PBL through the bilingual Translation Magazine Project in a third-year blended-learning translation course at a public university in Vietnam. Specifically, the research seeks to answer the key question: *What are the students' and teachers' perspectives of applying the bilingual Translation Magazine Project in a blended-learning translation course?* By investigating the perspectives of both students and teachers, this study provides insights into how PBL can be effectively integrated into translation education, offering practical recommendations for enhancing both the learning experience and the pedagogical outcomes in blended learning environments.

2. LITERATURE REVIEW

2.1. Project-Based Learning (PBL)

Project-based learning is an instructional technique characterized by an interactive classroom environment, where students are thought to gain a profound understanding through an ongoing investigation of authentic challenges and issues. This methodology actively involves students in tackling authentic challenges encountered in their daily lives during the learning process, with solutions demonstrated through various projects [1].

PBL represents a significant shift in educational methodology, contributing to enhanced academic outcomes while simultaneously fostering student autonomy, engagement, and the development of soft skills. This approach facilitates more profound and important interactions between students and educators. This innovative pedagogical approach has attracted attention for its substantial impact on students' academic outcomes and comprehensive skill enhancement.

Academic Achievements

Studies show that PBL helps students' academic performance to be much improved. Research using pre- and post-test evaluations have shown significant changes in learning outcomes [2, 3]. PBL gives students the tools they need to understand and stand out in difficult subject matter by promoting higher-order thinking skills [3].

Student Autonomy and Engagement

Encouragement of autonomy in project management by PBL helps students to be more motivated and engaged [4]. Students who participate actively in collaborative PBL environments have reported greater involvement and favourable experiences, which improves their whole learning experience [2, 5].

Although PBL presents several advantages, it is important to recognize the difficulties in applying it. Effective integration of PBL into various educational environments depends on sufficient resources and thorough teacher training to guarantee the best results and maximize the possible advantages of this creative teaching method.

2.2. Blended Learning in Translation Education

Blended learning has emerged as a transformative educational approach in translation studies, integrating both online and offline instructional approaches. This integration boosts educational results and nurtures an atmosphere that promotes student flexibility and autonomy. Blended learning enhances the educational experience by utilizing many instructional techniques,

successfully tackling the unique issues faced in translation training.

Advantages of Blended Learning in Translation

A primary advantage of blended learning is its flexibility, enabling students to more effectively manage their time and workload. Galán-Mañas and Albir assert that this self-directed methodology fosters a sense of responsibility and ownership in students for their educational trajectories. Students can interact with course materials at their own speed, enhancing their understanding and recall of translation ideas [6].

Furthermore, blended learning significantly boosts student engagement by combining traditional methods with digital tools. According to Gilbert et al., incorporating discussion forums and virtual environments enhances active participation and collaboration among learners. This dynamic aspect not only fosters intellectual discussion but also promotes the exchange of varied viewpoints, which is essential in translation, where cultural subtleties are of utmost importance [7].

Diverse learning resources are an important aspect of blended learning. Platforms such as Moodle empower educators to assemble diverse materials that address different learning styles, thereby enhancing the cultivation of translation skills [8]. This flexibility guarantees that every student, no matter their unique learning styles, can interact with the material in a significant and efficient manner.

Challenges and Considerations

While blended learning presents numerous benefits, its execution comes with certain obstacles. Certain educators express reservations about completely embracing this method, mainly because of worries related to technology integration and the possible decline of personal interaction in the educational experience [9]. The concerns regarding technological facilitation frequently arise from an unfamiliarity or discomfort with digital tools, potentially impeding the effectiveness of blended learning environments.

3. METHODS

3.1. Pedagogical Setting & Participants

The research took place in a Translation Course for third-year English majors, consisting of seven classes. Each class met twice weekly, with each session lasting 50 minutes for two periods. Throughout the 8-week course,

students worked on a bilingual Translation Magazine Project, the outcome of which served as the final assessment for the course.

The project was introduced to students during the first week of the semester. Groups of four to five students from the seven translation classes were assigned to complete the bilingual Translation Magazine Project. They were tasked with finding texts in either English or Vietnamese, aligned with topics such as Economy, Healthcare, Environment, and Science & Technology, with each text being 300 to 350 words long. Each group was responsible for translating the chosen texts into either English or Vietnamese, conducting peer reviews of their translations, and designing the layout of the bilingual magazine. They had from week one to week eight to work on the project.

Additionally, students were required to submit weekly reports detailing their progress, which contributed to their project assessment. The final product, the bilingual translation magazines, was submitted in the fifteenth week, which was the last week of the semester. The magazine was expected to include sections like famous figures, economy/environment, travel destinations, inventions, and news highlights, based on the magazine's theme. Students were also asked to incorporate their technical skills by designing essential magazine elements (cover pages, table of contents, editorial, advertisements, QR codes, quotations, etc.), arranging translated texts into different sections, and creatively decorating the magazine to produce a final printed artifact.

The participants in the study were 107 third-year students majoring in English at the School of Foreign Languages and Tourism, HaUI. In particular, the female students account for the highest percentage (86.5%), reflecting the trend of higher female enrolment in language programs. Since they are third-year students, about 90% of them have previously taken two translation courses. However, experience with project work is still relatively new, as more than half of the students have not participated in any other learning projects. This represents a significant investment in this kind of learning, with the survey revealing just under 40% of students spending 2 - 3 hours per week on the project and over 24% even dedicating more than 3 hours. While 80% of them offered that they had talked to another member face-to-face; nearly 90% said their group communicates with a combination of online and direct methods.

3.2. Data collection and analysis

A mixed-methods approach was employed to collect data, utilizing a students' survey questionnaire, in-depth interviews with students and individual semi-structured interviews with teachers. A total of 107 third-year English-majored students were invited to participate in the four-section survey. The survey questionnaire for students consists of four main sections with a total of 16 questions. The first two sections, including multiple-choice questions (questions 1 to 11), are designed to gather basic information about the students and their experiences with project-based learning (PBL). Section 3 investigates students' perspectives on the effectiveness of PBL in a blended learning environment (BLE), featuring five multiple-choice questions (questions 7 to 10) and one question using a Likert scale with 23 items (labeled 13a to 13y), where students select one of five responses: strongly disagree, disagree, neutral, agree, and strongly agree. The final section, including five open-ended questions (questions 12 to 16), aims at gaining more insight into the benefits, challenges, and recommendations for enhancing the effectiveness of PBL implementation in a blended learning setting. Before being used in the main data collection phase, this survey was pilot tested with a group of five students enrolled in translation courses. After answering the survey questions, students were asked to leave phone numbers to join in-depth interviews if possible, and eight out of 107 student participants were willing to take part in. The authors, then, contacted and arranged for individual in-depth interviews with eight students to find out more about their experiences of doing the project and clarify their perceptions of the research topic.

Simultaneously, individual semi-structured interviews were conducted with five translation lecturers who were involved in guiding and supporting students throughout the project. These interviews aimed to explore both the general state of translation teaching and learning, as well as the specific application of the project. Each interview lasted between 40 and 50 minutes, addressing the benefits, challenges encountered during the project, and recommendations for improving its implementation.

To maintain confidentiality, the researchers assigned codes to the students and lecturers, labeling them as S#1 to S#8 and T#1 to T#5, respectively. All interviews were recorded, transcribed, and systematically analyzed, with responses categorized based on the project's impact, the difficulties faced, and potential solutions for enhancing its execution. The data was quantified, converted into percentages, and presented in tables, bar charts, or pie charts for ease of comparison. Additionally, direct quotations from participants were provided to further illustrate their perspectives.

4. RESULTS AND DISCUSSION

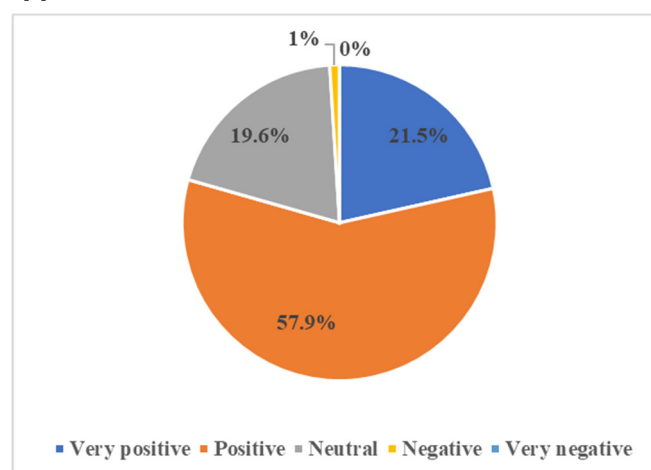### 4.1. Students' attitude toward PBL as a learning approach in BLE

Figure 1. Students' attitude toward PBL as a learning approach in BLE

The data on students' attitudes toward project-based learning (PBL) in a blended learning environment reveals a predominantly positive reception. Specifically, only 0.93% of students expressed a very negative attitude, indicating minimal dissatisfaction. Meanwhile, 19.6% of students remained neutral, suggesting that they might not have fully engaged with or recognized the benefits of PBL. The majority, 57.9%, had a positive attitude, reflecting a general appreciation for the effectiveness of this method. Additionally, 21.5% of students were very positive, showing strong approval and likely experiencing significant improvements in their learning outcomes. Overall, with 79.4% of students holding positive or very positive views, it is evident that PBL is well-received and has the potential to enhance the learning experience significantly. This high level of approval suggests that PBL effectively engages students and supports their learning in a blended environment.

4.2. Students' preference in communication methods and materials' access

It can be seen from the pie charts that most students (71%) preferred a mixture of both online and face-to-face

communication with peers and teachers, but a smaller proportion favoured mostly online (17.8%) or mostly face-to-face communication (11.2%). Regarding access to materials, more than half of the students (52.3%) mainly used online access due to its versatility and accessibility. About a third of students (38.3%) opted for both online and offline resources, leaving the others an audience for face-to-face visits. Those findings reinforced the student's appetite for a middle ground around communication and access to resources. Hence, the introduction of a blended learning environment can support PBL's success by leveraging these preferences.
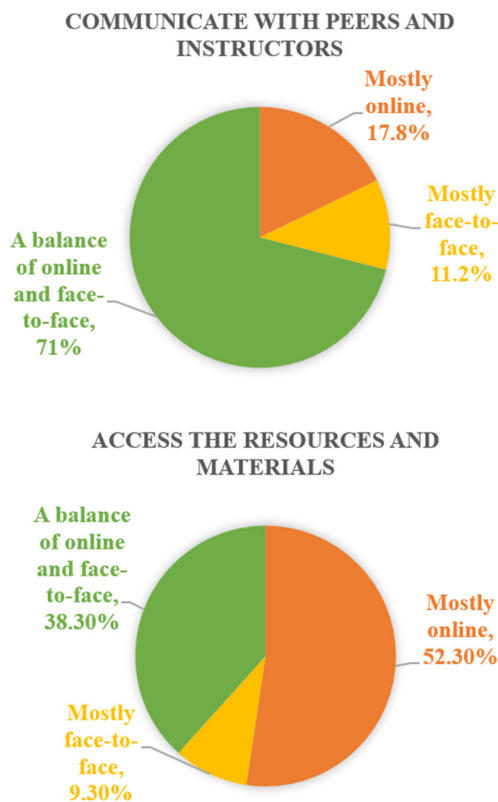

Figure 2. Students' preference in communication methods and materials' access

4.3. Students' feedback on their academic performance, autonomy, engagement, students' and teachers' interaction, soft skills and experience

The research results were collected from a Likert scale question ranging from 1 to 5, consisting of 23 items (13a-13y).

In this scale:

- 1 represents "strongly disagree,"
- 2 represents "disagree"
- 3 is "neutral,"
- 4 is "agree,"
- 5 stands for "strongly agree," signifying complete agreement without reservations.

Table 1. Students' Feedback on the Effects of PBL on Their Academic Performance

Questions	Percentage				
	1	2	3	4	5
GROUP 1: Academic performance					
[13a. The PBL tasks in the BTC were relevant to my learning goals and interests.]	2%	5%	21%	46%	27%
[13b. The PBL tasks in the BTC helps me improve my academic achievements (e.g., grade, test scores, etc.).]	1%	6%	20%	34%	40%
[13c. The blended learning environment supported my translation learning through PBL tasks in the BTC.]	2%	8%	23%	38%	28%
[13d. The PBL tasks in the BTC supported my knowledge retention and transfer.]	2%	6%	31%	41%	21%

Research results show the clear positive effects of PBL on students' performance in the Blended Translation Course. According to a Likert scale from 1 (strongly disagree) to 5 (strongly agree), the majority of students highly appreciated PBL activities. Specifically, 46% of students agreed and 27% strongly agreed that PBL activities matched their learning goals and interests. This demonstrates that PBL tasks have been designed to meet most students' learning needs, helping them find these tasks meaningful and relevant to their personal goals. Regarding improving academic performance, 74% of students said that PBL tasks helped them improve their academic performance, helping them improve their grades and test results. This improvement may be due to the fact that PBL tasks motivate students to apply knowledge in practice, thereby improving skills and understanding. Nearly 70% of students appreciate the importance of the blended learning environment's support for learning translation through PBL tasks, helping them access and apply translation knowledge effectively. Besides, approximately 70% agreed that PBL tasks help them develop teamwork skills. This skill is essential in the modern learning and working environment. Overall, these data confirm that PBL in BTC not only aligns with students' learning goals but also has a positive impact on academic achievement and supports translation learning and skill development. This

emphasizes the need to maintain the development of project learning methods in future blended learning environments.

Table 2. Students' Feedback on the Effects of PBL on their autonomy

Questions	Percentage				
	1	2	3	4	5
GROUP 2: Learners' autonomy					
[13e. The PBL tasks in the BTC enhanced my self-directed learning strategies. (e.g., self-manage and direct my learning)]	1%	11%	28%	38%	21%
[13f. The PBL tasks in the BTC enhanced my self-regulation learning strategies. (e.g., planning, monitoring and evaluating learning effectiveness)]	1%	9%	29%	38%	22%
[13g. The PBL tasks in the BTC enhanced my self-assessment strategies.]	1%	9%	28%	44%	18%

Research results demonstrate clear positive effects of PBL on students' learning strategies in the BTC with the majority of students evaluating high on PBL tasks. Specifically, more than half of students agreed that PBL tasks motivated them to effectively self-manage and direct their learning. Regarding the development of self-regulation strategies, 60% said that PBL tasks helped them improve their ability to self-regulate the learning process, including planning, monitoring and evaluating learning effectiveness. Moreover, more than 60% reported that PBL tasks assisted them in developing strategies for assessment and feedback on their learning, thereby improving learning effectiveness. This highlights the importance of continuing to develop and improve PBL in the future, to create a more comprehensive and effective learning environment for students.

Table 3. Students' Feedback on the Effects of PBL on their engagement

Questions	Percentage				
	1	2	3	4	5
GROUP 3: Students' engagement					
[13h. I enjoyed working on the PBL tasks in the BTC.]	3%	5%	26%	39%	27%
[13i. The PBL tasks in the BTC increased my learning motivation in the course.]	1%	7%	29%	36%	26%
[13j. The PBL tasks in the BTC increased my engagement in the course.]	1%	5%	25%	41%	28%

The research findings on student involvement in the blended translation course show that PBL projects have a favourable effect on both student engagement and motivation. A substantial 66% of students claimed that PBL tasks generated excitement, leading to a more positive reaction regarding their involvement in learning activities. Furthermore, 62% of respondents admitted that PBL projects attracted their interest while also increasing their commitment to finish assignments and meet their learning objectives. In addition, almost 70% of students believed that PBL projects motivated them to participate more actively in the course.

Table 4. Students' Feedback on the Effects of PBL on student-teacher interaction

Questions	Percentage				
	1	2	3	4	5
GROUP 4: Students' and teachers' interaction					
[13k. The blended learning environment facilitated my interaction with my peers.]	2%	9%	19%	47%	23%
[13l. The blended learning environment facilitated my interaction with my teachers.]	2%	9%	28%	36%	24%
[13m. The blended learning environment provided me with sufficient personalized support from my teacher.]	2%	9%	24%	36%	29%

The research results indicate that over 60% of students agreed that the blended learning environment facilitated interactions among students, as well as between students and teachers, while also providing adequate personalized support from instructors. Overall, the data show that students and teachers frequently engage in positive interactions within the blended learning environment; however, there is still room for improvement in certain areas.

Table 5. Students' Feedback on the Effects of PBL on their soft skills and experience

Questions	Percentage				
	1	2	3	4	5
GROUP 5: Soft skills					
[13n. The PBL tasks in the BTC fosters my problem-solving skills.]	4%	7%	27%	36%	27%
[13o. The PBL tasks in the BTC fosters my teamwork skills.]	1%	5%	24%	30%	40%
[13q. The PBL tasks in the BTC develops my critical thinking skills.]	1%	7%	24%	39%	28%
[13r. The PBL tasks in the BTC improves my creativity.]	1%	6%	22%	30%	41%

[13s. The PBL tasks in the BTC improves my IT skills.]	1%	5%	24%	32%	38%
GROUP 6: Experience					
[13t. The PBL tasks in the BTC were challenging.]	2%	7%	37%	35%	20%
[13u. The PBL tasks in the BTC were manageable.]	1%	7%	25%	39%	28%
[13v. I would recommends the PBL approach for other learning course.]	2%	6%	26%	35%	32%
[13x. The PBL tasks in the BTC were well-aligned with the assessment criteria.]	2%	6%	27%	38%	27%
[13y. The PBL tasks in the BTC were well-aligned with the teachers' feedback mechanisms.]	1%	7%	31%	35%	27%

It can be seen in the table that the majority of students agree that participating in PBL projects in the blended translation course has had a positive impact on the development of their soft skills and their overall experience. Particularly, competencies including problem-solving, teamwork, critical thinking, creativity, and technology have notably enhanced through the implementation of PBL projects. Furthermore, results indicate that the tasks possessed a certain degree of difficulty that was manageable and were suitably in line with evaluation criteria and teacher feedback methods. In addition, the majority of students are in favor of using project-based learning strategies in other classes. As a result, it is clear that PBL helps students not only learn new information, but also develop the soft skills that will serve them well in any endeavor they undertake.

4.4. Benefits of using PBL in a blended learning environment

The integration of PBL inside a blended learning framework has received favourable responses from students and teachers, as indicated in the study. One student expressed, "*PBL finally makes learning translation something that isn't boring and can be an interesting challenge. It feels like I am solving a puzzle and expanding my capacity in an enjoyable way*" (S#3). Another student shared, "*I can adjust my working speed of translation when using PBL. It feels really good to be able to manage my own learning and not be under pressure from deadlines*" (S#8).

PBL also offers students the opportunity for increased creative autonomy as a number of students has highlighted, "*We have had great fun creating layouts for our translation projects. It's a brilliant way to visually apply what we have been taught*" (S#5).

PBL has not only brought about greater academic prosperity, but it has also instilled critical 21st -century skills. One student expressed, "*PBL made me start thinking rationally, learn from my classmates and skillfully manage time. These skills are his invaluable intangible assets for the future career*" (S#6).

Furthermore, students have enjoyed what seems to be a noticeably different way of testing in PBL. "*I no longer get all hot and bothered over the memory-load for specimens*", commented one participant (S#2).

Another student focused on the convenience of PBL, saying "*I've had these real translation tasks, and it feels like I'm seeing a piece of the world. We're studies beyond book learning*" (S#1).

One student commented on the necessity for peer review in PBL, saying "*Having to peer review has been a real eye opener. It helped me refine what I do, presented diverse thoughts, and created something of a community between learners*" (S#4).

Teachers have made it clear that PBL not only could raise students' creativity, teamwork skills and independence in taking the initiative of knowing about translation, but also enhances enthusiasm in studying translation. One teacher shared her view,"*PBL is like a breath of fresh air in the classroom. Seeing kids buzz around ideas and collaborate with one another on translation projects is amazing. Seeing their creativity, teamwork, is a delight*" (T#2). One teacher said, "I *have seen such a huge lift in student independence by doing PBL. You see them stepping up to the helm of their own education, eager discipline comes into play, and a sense of responsibility jumps to accommodate for requirements*" (T#1). Another teacher added, "*PBL does inspire the students to study translation with a passion that traditional methods may find difficult. There is a real-world context and haptic experience that seem to really juice them up for learning*" (T#5).

4.5. Challenges of using PBL in a blended learning environment

The study investigated students' and teachers' perceptions on the challenges that they faced when adopting PBL in a blended learning environment. Students indicated many challenges that they

encountered during the course, shedding light on areas that require attention and support.

One of the most common obstacles reported by students is the difficulty in locating authentic texts or official sources of materials for their assignments. This barrier hinders their capacity to obtain reliable and relevant information, lowering the quality and depth of their work. *"It's been quite a challenge to locate genuine texts for our projects. Verifying sources and making sure we're relying on trustworthy information can be quite challenging"* (S#6).

Another important problem identified by students is the design side of projects, namely the development of magazines. Many students mentioned a lack of IT expertise and a lack of appropriate tools or apps for magazine design, limiting their creative output and presentation quality.

Furthermore, students described the translation of technical terms as a difficult task. Technical vocabulary's complexity makes it difficult to effectively express meaning while keeping content integrity.

Collaboration became a difficulty, particularly when working with team members remotely. Students found it difficult to collaborate well, communicate properly, and maintain smooth cooperation in virtual settings. "*Working with team members from a distance can be tough at times. It's been challenging to work together due to communication gaps and the struggle to coordinate our schedules*" (S#5).

Time management has repeatedly shown to be an issue for PBL students. Balancing different tasks, meeting deadlines, and allocating time properly between online and offline activities became difficult for many participants.

Furthermore, several students struggled with the demand for self-directed study. The self-directed approach to PBL enabled them to take the initiative, seek resources on their own, and manage their learning path without continual help.

Issues with internet access were also identified as a challenge. Unreliable internet connections restricted students' ability to access online materials, attend virtual meetings, and participate well in digital learning activities.

In addition, students expressed dissatisfaction with the absence of sufficient comments and feedback from teachers. Constructive feedback is necessary for student improvement and growth, and the lack of comprehensive guidance and input from teachers harmed their progress and comprehension.

Teachers also face several issues while implementing Project-Based Learning (PBL) in a blended learning environment, all of which have an impact on the efficacy and smooth operation of this pedagogical method.

Teachers have pointed out the difficulties of assessing students' achievements within the context of PBL. In a collaborative project-based context, grading each student's different contributions and learning outcomes can be difficult and time-consuming. "*Assessing individual achievement in PBL projects is a major obstacle. To combine group dynamics with individual achievements, a complex method to assessments is required*" (T#3).

Furthermore, teachers stressed the challenge of creating assignments and projects which truly interest students and are consistent with learning objectives. Creating meaningful and relevant projects that capture student attention, stimulate critical thinking, and cultivate skill development may be a demanding undertaking for PBL teachers. "*Designing assignments and projects for students in a way that is both instructional and enjoyable is a continuous endeavor. Balancing rigorous learning with student engagement and ensuring connection with curricular objectives necessitates careful preparation and creativity*" (T#4).

5. IMPLICATIONS

Based on the findings of this research, several key implications can be drawn to maximize the application of the bilingual magazine project specifically and project-based learning (PBL) in general within a blended learning environment.

For curriculum designers, the study highlights the importance of identifying areas for improvement and make necessary adjustments to optimize students' learning experience. Moreover, it is crucial to invest in upgrading online learning systems, ensuring that the digital infrastructure supports collaboration, task management, and submission processes. Well-integrated platforms for online and offline learning will enhance the blended learning experience. Curriculum designers should also establish a framework for the regular evaluation of PBL activities, utilizing feedback and data to continuously refine and improve the project's alignment with real-world translation practices and course goals. Providing clear and detailed learning objectives and

guidelines is another vital aspect, as it ensures that students remain focused on the intended outcomes of the project and helps to fulfill the students and teachers' expectations.

For teachers, the research underscores the need for clear and consistent guidance throughout the duration of the project. It's essential to provide clear learning objectives and guidelines for PBL activities. This helps students understand the purpose, expectations, and outcomes of the project. Teachers play a pivotal role in assisting students, particularly in selecting appropriate topics and authentic texts from reliable sources. As PBL encourages student autonomy, teachers should strike a balance between allowing students to manage their work independently and providing sufficient support to ensure progress. This can be achieved through regular consultations and ongoing feedback at various stages of the project, which will help students stay on track and address challenges as they arise. In addition, shifting the assessment focus from group to individual tasks will promote accountability and ensure that all students are equally engaged in the project. This also reduces concerns about uneven contribution levels in group work. Teachers should also facilitate collaboration by providing class time for group discussions, fostering a culture of teamwork and peer review both in online and face-to-face settings. To further enhance student outcomes, teachers are encouraged to introduce students to user-friendly software and tools that will aid in the design of professional-quality magazines, addressing any gaps in IT skills.

For students, the bilingual magazine project offers an opportunity to develop essential self-directed learning skills. Students must take responsibility for managing their time effectively, balancing online and offline tasks, and collaborating with peers, even in remote settings. These skills not only contribute to the success of the project but also reflect the real-world demands of translation work, thereby preparing students for future professional challenges. The project also fosters creativity and the development of technical skills, such as the ability to design and produce bilingual magazines that demonstrate both linguistic competence and practical application. By engaging in peer review and seeking regular feedback from teachers, students can improve the quality of their work and develop a deeper understanding of the translation process.

6. CONCLUSION

In conclusion, the research conducted on the application of project-based learning (PBL) through the bilingual magazine project in a blended translation course at a public university in Vietnam has provided valuable insights into both the benefits and challenges of this pedagogical approach. The study highlights the positive impact of PBL on students' development of essential skills, such as autonomy, problem-solving, teamwork, and IT proficiency. By engaging in authentic translation tasks, students not only improved their translation abilities but also enhanced their creativity through the design and layout of the magazine. Moreover, the project fostered 21st-century skills, including critical thinking, time management, and collaboration, all of which are crucial in today's academic and professional environments. The flexibility offered by the blended learning format allowed students to work at their own pace, reducing the pressure typically associated with traditional assessments, and promoting a more intrinsic motivation for learning.

However, the findings also reveal several challenges in implementing PBL in a blended learning environment. Students faced difficulties in locating authentic texts, translating technical terms, and designing the magazine due to limited IT skills and access to appropriate software. Additionally, issues related to time management, independent learning, and balancing online and offline tasks were prominent. Teachers, on the other hand, identified a need for more personalized support and clearer guidance throughout the project. Insufficient feedback from instructors and technical challenges such as unreliable internet connectivity, further hindered the smooth implementation of the project. These challenges underscore the importance of providing more structured support for both students and teachers to ensure the success of PBL in blended learning contexts.

Ultimately, this study suggests that while PBL offers significant pedagogical benefits, its effective implementation in a blended learning environment requires careful consideration of various factors. Providing clear learning objectives, fostering better interaction between teachers and students, and upgrading online learning systems are essential to overcoming the challenges identified. Additionally, offering more individualized tasks and continuous guidance will help maximize student engagement and performance. These findings offer valuable implications

for educators, curriculum designers, and researchers seeking to optimize the application of PBL in translation courses and similar educational contexts.

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