

ENHANCING ENGLISH SPEAKING SKILLS THROUGH SHORT FILM PROJECTS IN A BLENDED EFL COURSE: STUDENT PERSPECTIVES

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Abstract

This study aims to explore Vietnamese EFL undergraduates' perspectives towards the short film projects conducted in Blended EFL courses at Ho Chi Minh City Open University for their English-speaking skill enhancement. To obtain reliable and valid research findings, a structured quantitative approach with an expert-validated online questionnaire and a pilot test of 10 students was employed to ensure the precise alignment with the research variables. Through a systematic collection of self-reported perceptions from 110 participants via Google Forms, the study performed a rigorous analysis. The findings illustrate that students are challenged in four language skills, but their speaking skill is the prior concern. Thanks to short film projects conducted, students improve their speaking skills in general spoken communication and technical aspects, as well as other language skills and soft skills. Students prefer these conducted projects owing to the practical application of learned knowledge in real-life contexts.

Keywords: *Blended EFL Courses, English speaking skills, project-based learning, short film projects, students' perspectives.*

1. Introduction

English is vital in various areas (education, economics, politics, and so on) for purposes of communication and global integration (Kurniawan, 2024). In Asia, this language is more significant in cooperating activity of ASEAN and AEC Communities (Lee et al., 2023). In Vietnam, it is widely recognized in the country's development, global integration, and regional economic association participation. English becomes a compulsory subject in Vietnamese educational institutions (Phan, 2021). At Ho Chi Minh City Open University (HCMCOU), numerous students enrolled in English programs but their speaking proficiency remains significant concerns (insufficient speaking practice at schools, inadequate command of the complex skills, linguistic knowledge, and ineffective communication (Trinh & Pham, 2021). To improve students' speaking skills, the Project-Based Learning (PBL) is applied by asking students to produce the short films in groups to have a better self-directed learning environment, change their learning attitude, promote their creativity (Ariani et al., 2023), and offer opportunities for their linguistic and cognitive development (Rustemovna, 2024). Although PBL is time-consuming and cannot conduct in with full of curriculum schedules and contents (Rustemovna, 2024), but in Blended Learning (BL) environment, conducting short film projects is feasible for its benefits in offering educators better conditions to create learning activities for students' need satisfaction, providing supportive and detailed feedback to students, building the relationships between teachers and students, giving students chances to improve their English-speaking skills (Parante et al., 2022), minimizing limitations

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the in-person and online instruction, and enhancing teacher-student communication (Ali et al., 2025). These projects have been conducted within speaking courses, but students' perceptions have not been explored. Hence, this study focuses on identifying the specific difficulties encountered by students, investigating whether these short film projects enable students to develop their speaking skills, and how students' perceptions towards these projects of short film production.

From these purposes presented, three research questions are considered:

- 1) What specific difficulties do the students encounter in their English learning process?
- 2) Does the project of short filmmaking enable students to develop their speaking skills?
- 3) What are the students' perceptions of the short film-making project conducted

2. Literature Review and Hypothesis Development

2.1. Literature review

English students face difficulties in phonetic issues (pronunciation and sound systems), socio-cultural challenges (background and context), and educational barriers (teaching methods and learning environment) (Jawaid et al., 2025). In English speaking skills, students encounter diverse problems in communication, conversation, active engagement, sociolinguistic competence, linguistic elements, idea organization, strategic competence (Bachman et al., 2010), problem-solving, role-playing ability, authentic experiences within the classroom (Namaziandost & Nasri, 2019), teacher-related issues, curriculum, and psychological states must be improved (Monib, 2025). In Vietnam, students cope with lexical limitation, incorrect grammar structures, and articles in English speaking skills (Hoa et al., 2022), inappropriate pronunciation, inaccurate rhythm, imprecise intonation and word stress, communicative issues (hesitation, unnecessary pausing, and sudden stopping), speaking habits (L1 interference), non-directed verbal expression, and confidence issues (embarrassment, shyness, anxiety, and the fear of losing face) (Thi Nguyen et al., 2014), speech-processing skills (discourse organization and production skills (Vu, 2023).

PBL application is feasible for reasons: (1) improving students' positive attitudes, confidence, independence after the project outcome produced (Diana, 2002); (2) fostering students' lifelong learning skills, learning enthusiasm, problem-solving, research abilities, resource management and communication; (3) connecting learning activities to real-world applications; (4) exploring real-world problems, enabling students to identify and overcome their challenges (Van Lam, 2011); (5) taking on a leading role in knowledge construction and critical thinking (Behizadeh, 2014); (6) enhancing students' listening and speaking skills in language learning (Shanthi & Rao, 2015) by boosting fluency, speaking speed, critical thinking, and teamwork in English language classes; (7) developing students' collaboration, social interaction, critical problem-solving, and teamwork (Al-Kamzari & Alias, 2025). However, PBL is challenged in curriculum integration and resource allocation, navigating a detailed ten-step process (from theme establishment to final project evaluation, time adequacy, planning, and insufficient experience) (Rustemovna, 2024).

Combining BL with PBL can optimize both time and instructional resources because BL benefits in: (1) enabling the instructors to shift grammar and vocabulary components to the online format, optimize valuable class time for students practicing their speaking skills, and gain the success of PBL collaboration (Le et al., 2022); (2) helping students to satisfy their various needs, facilitates personalized learning (Bandara & Jayaweera, 2024); (3) fostering the crucial PBL skills (creative and critical thinking, problem-solving, and effective communication) (Mai et al., 2025).

Short film producing enables instructors to update teaching methods through creating an active and exciting learning atmosphere, improving students' pronunciation, speaking skills, and teamwork capacity, interactive relationships, self-confidence, overcoming the fear of public speaking (Rodas et al., 2020), and developing students' language acquisition and skill development thanks to the authentic,

contextual exposure to various forms of language (colloquial expressions, slang, and reduced speech, and spoken delivery in stress, accent, and intonation) (Flores, 2025). Producing films positively influence on social learning strategies and abstract conceptualization, students' critical thinking and collaboration (Flores, 2025). In Vietnam, the integrating films into language learning environments is still limited, a few studies admitted that film application is advantageous in language learning. Particularly, watching movies help students improve their English communication skills (Nguyen, 2019) and enhance their speaking skills (Lien & Dan, 2024). Therefore, integrating of PBL through short film production in BL environment fills the gap of this study and is supposed as a feasible strategy for students' English competence and speaking proficiency.

2.2. Hypothesis Development

There are six main hypotheses (H1, H2, H3, H4, H5, H6) concerned:

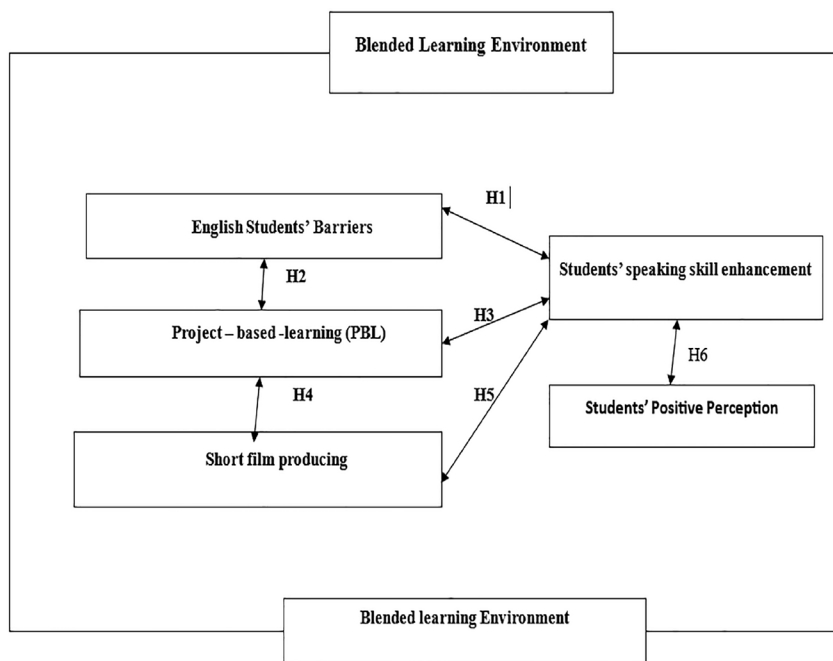
H1: Students are supposed to be challenged in four language skills, especially speaking skills. Various Vietnamese scholars explore majority non-native students face barriers: (1) insufficient lexical range, imprecise grammatical structures (Hoa et al., 2022); (2) speaking sub-skills (Pham & McLeod, 2019); (3) communicative problems; (4) speaking habits; (5) inadequate self-esteems (embarrassment, shyness, anxiety, and fear of losing face) (Thi Nguyen et al., 2014); (6) speech-processing skills (Vu, 2023).

H2 & H3 – To help students overcome their challenges, PBL application enables students to overcome their barriers (H2), and develop their languages skills and other skills (H3). PBL creates learning environments for students: (1) student-driven in knowledge taking and solve personal problems (Markham, 2011); (2) improve students' positive attitudes, confidence, independence (Diana, 2002); (3) enrich students' intellectual and social knowledge through autonomous learning process (Kettanun, 2015); (4) enhance students' language listening and speaking skills (Shanthi & Rao, 2015); (5) improve students' creativity, collaboration, and communication skills (Al-Kamzari & Alias, 2025) through active discussion, collaboration, and critical problem-solving (Qadariah et al., 2025).

H4 & H5 – The integration of PBL through producing short films related to learned topics in BL environment helps students enhance their speaking skills (H5). Integrating films into English teaching offers benefits for students' language acquisition and skill development because films provides authentic, contextual exposure to diverse language learning forms (colloquial expressions, slang, and shorten speech, and spoken delivery) (Flores, 2025). Films provide English-teachers opportunities to introduce different topics, leading to students speaking improvement (Parmawati & Inayah, 2019). Requiring students participate short English film projects in the end-course assignment creating an dynamic and lively learning condition (Rodas et al., 2020). Producing short films positively influence on students' social learning strategies and abstract conceptualization, critical thinking and collaborative skills (Flores, 2025), and enhance their language acquisition through engaging, practical scenarios and improve students' vocabulary, grammar, pronunciation, and authentic language use (Flores, 2025).

H6 – Whenever students enhance their speaking skills, they may have positive perceptions of the short film making project applied in BL condition. Students are supposed to have positive perceptions of short film making project because PBL helps students to integrate between knowing and doing, more engaged in their learning (student-driven-teacher-facilitated), while the short film producing helps improving speaking components (pronunciation, information delivery, collaboration, public speaking fear, relationship, communication, and confidence (Rodas et al., 2020), and BL offers better learning condition, student needs' addressing, feedback and learning process improving, (Rubio & Thoms, 2014), fostering students' skills creative and critical thinking, problem-solving, effective communication, and technology application (Mai et al., 2025).

Figure 1: The research model of this study (Source: Built by authors)



3. Data and Research Methods

A quantitative research method was employed with the survey questionnaire designed via a Google Form and sent through email to 110 first-year students majoring in English language at HCMCOU for the primary data collection. These research participants completed the course Listening and Speaking from level 2 within a BL context and participated in the group project of short film production. The survey's objectives focused on identifying the challenges students encountered in their English learning process and gathering their perceptions of this conducted project. The data collection happened after the project completion to ensure reliability and validity to serve accurate data analysis and assessment. To ensure the instrument's reliability and validity, a two-phase-pre-testing process was implemented. At first, the questionnaire was submitted for expert evaluation by two senior English lecturers at HCMOU to ensure content validity. Subsequently, a pilot test was conducted with a small group of 10 students via Google Forms. This allowed for the refinement of survey items based on initial feedback, ensuring the final instrument was clear and accessible before full-scale administration.

The process of implementing the group short film making project is structured with the aims of enhancing creativity, improving English speaking skills, developing collaboration, and applying technology in students' learning journey. This project is planned and conducted in three key phases. First, in the preparation and planning phases, students form a group of 5 to 6 (self-selection for group members). Each group elects a group leader, representing the group, joins the topic random selection, and is followed by brainstorming and freely discussing ideas to create a relevant and meaningful film storyline. Then, processing with script writing, team drafting a logical script and role-play for all team members. The group members are involved in extensive practice, rehearsing speaking and performance, conversational turns, and providing feedback. Second, the filming process phase, each team makes the short movies together (at least 10 minutes in length) and utilizes technology to gain high-quality movie production. Team members conduct self-assessment by listening back to identify and correct language errors (pronunciation, intonation, grammar etc.)

and re-recording for better film products. Third, phase 3, submission for evaluation, each group leader submits the completed film and script to the discussion board on the LMS punctually. The marking scheme distributes 5 points for group assessment with the logical content and script (full group member participation), and the rest (5 points) for individual evaluation with verbal language expression and non-verbal performance.

4. Results and Discussion

4.1. RQ1 – Challenges Encountered by English Majors at HCMCOU

4.1.1. General Information of English Majors at HCMCOU

Table 1. General information English majors at HCMCOU

General Information	Number	Percentage (%)
Female	85	77.3
Male	25	22.70
Joining 2 Semesters	110	100

Table 1 illustrates the survey participant demographics. With the sample of 110 English majors at HCMCOU, it is significantly imbalanced in terms of gender distribution. Most of the sample is female students (77.3%), whereas only 22.7% male students. This study sample is heavily dominated by female English majors, which harmonizes with typical trends observed in numerous English language university programs. All 110 participants have joined the English-speaking course within two semesters. This reflects that the participants have sustained academic experience, so they have a more insightful and reliable assessment of how short film making addresses their speaking problems.

4.1.2. The Encountered Challenges of English Majors at HCMCOU

Table 2. Challenges encountered by English majors at HCMCOU

English language skills	Student Number	Percentage (%)
Listening skill	33	30
Speaking skill	54	49.1
Reading skill	12	10.9
Writing skill	51	46.4
All English language skills	34	30.9

In Table 2, the most predominant difficulty encountered by students in their English learning process is speaking skills (49.1% of respondents admitted that). Writing skill is followed by 46.4% of respondents. These two productive skills underscore a critical need for instructional methods focused on the active language output. The reading skill is presented as the least challenging (10.9%), and 30.9% of participants struggle with the listening skill. Overall, students are challenged in all English language skills, and the speaking skill is the central concern.

4.1.3. Necessity of Improving Speaking Skills

Table 3. Necessity for English speaking skill enhancement

Enhancing English speaking skill	Student Number	Percentage (%)
Very necessary	96	87.3
Quite necessary	6	5.5
Necessary	7	6.4
Not necessary	1	0.8
Very not necessary	0	0

In Table 3, 109 students (99.02 % research respondents) expressed that enhancing English speaking skills is essential in the range of 5 point-Likert with “Necessary”, “Quite necessary”, “Very necessary”, in

which the significant necessity (“Very necessary”) to enhance English speaking skill is agreed upon by the majority of students (87.3%). This clarifies that students would like to improve their English-speaking skills.

Using the LaTeX notation with the formula for the weighted mean:
$$\bar{x} = \frac{\sum_{i=1}^n (w_i \cdot x_i)}{N}$$

It is calculated with a mean score of 4.79 out of 5.00 indicates that most students view speaking enhancement not merely as a preference, but as a vital consideration for their academic and professional development.

4.2. RQ2- Students’ English Language Skills and Other Skills Enhanced Owing to the Short Film Projects Conducted

4.2.1. Students’ English Language Skill Enhancement

Table 4. Improve English language skills through short film projects

English language skills improved after participating in the group short film project:	1	2	3	4	5
Reading comprehension (reading materials related to the filming topic)	0	10	52	17	31
English listening comprehension (interactive communication with teacher & classmates)	1	6	41	33	29
English writing skills (writing the film script)	1	9	40	30	30
Natural and fluent speaking (practicing, & rehearsing)	0	8	31	37	34
Speaking sub-skills (pronunciation, intonation, rhythm, stress)	1	5	30	40	34
Quick and sharp reaction skills (generating ideas when communicating in English)	1	9	35	35	30

Table 4 displays the summary of students’ opinions about whether the short film project conducted enabled them to enhance their English proficiency or not. The students’ responses are graded on a 5-point Likert scale, where scales from 1 to 5 represent for “Strongly disagree, Disagree, Neutral, Agree, Strongly Agree,” “Speaking sub-skills and natural and fluent speaking” received the highest positive ratings, with 74 and 71 of respondents, respectively, reporting high or very high improvement with scales 4 and 5). This directly supports the primary goal of the activity. Additionally, all six skills listed demonstrate an overwhelming positive improvement, as 100 or more respondents across all categories reported moderate, high, or very high improvement (ranging in scales 3 to 5). This implies that a vast number of students perceived the benefits from the project conducted. “Writing skill (through scriptwriting) and reaction skills” are strongly developed with the good results of 60 to 65 of students rating their language enhancement at a high level. However, “reading comprehension” had the lowest number (48 respondents) at the high or very high improvement, although 100 responses still reported moderate or better improvement. The data collection demonstrates that all the survey respondents express their agreement from scales 3 to 5. This means that the short film producing project is highly appreciated for the reason that students’ English language skills are enhanced.

Table 5. Applying LaTeX formula to describe students’ agreement

Skill Category	Mean (\bar{x})
Speaking sub-skills (pronunciation, etc.)	3.92
Natural and fluent speaking	3.88
Quick and sharp reaction skills	3.76
English listening comprehension	3.75
English writing skills	3.72
Reading comprehension	3.63

As observed in Table 5, a mean approaching 4.0 (Quite agreement) demonstrates that the participants strongly perceive the short film-making process as a valid and effective pedagogical intervention.

Particularly, all categories resulted in a mean score significantly above the neutral threshold of 3.0. This demonstrates that the project acts as a holistic tool, benefiting listening, writing, and reading alongside the important goal of speaking enhancement. The highest mean scores are found in speaking sub-skills (3.92) and natural and fluent speaking (3.88). This indicates that the short film project is most effective at improving the technical and fluent dimensions of verbal communication.

4.2.2. Students' Perspectives Towards the Enhancement of English-speaking Issues and other Soft Skills

Table 6. Using LaTeX formula to test students' agreement on English speaking skills and soft skills improvement

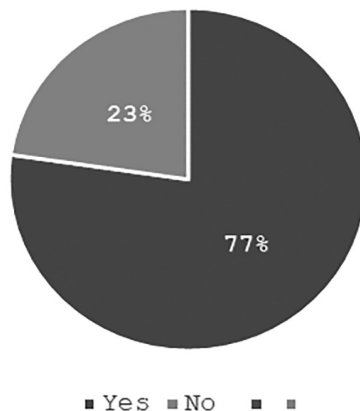
Skill Category	Total Weight ($\sum wixi$)	Mean (\bar{x})
Teamwork	436	3.96
Self-confidence	425	3.86
Vocabulary memorizing	417	3.79
Creative learning methods	417	3.79
Leadership skill	415	3.77
Communication skills	413	3.75
Public speaking	413	3.75
English grammar	412	3.75
Free idea expression	412	3.75
Problem-solving skill	412	3.75
Time management	412	3.75
Resilience & challenging overcoming	410	3.73
Social communication relationships	409	3.72
Speaking confidence	409	3.72
Hidden potential & ability discovery	406	3.69
Pronunciation	402	3.65
Professional & personal development	398	3.62
Learning passion	390	3.55

As seen in Table 6, each single skill achieves a mean score above 3.50 (high achievement). In a 5-point Likert scale, this illustrates a strong, positive consensus across the entire 110-student sample. There are no weak areas of improvement identified by the students. The highest scores for teamwork (3.96) and self-confidence (3.86) confirm that the group short film project is as much a social developmental tool as it is a linguistic one. The collaborative nature of filming forces students to interact, negotiate, and perform, which directly reinforces these traits. These results also imply that the short film projects address the psychological barriers of language learning, specifically foreign language anxiety, and help students gain more confidence. Interestingly, some skills like Vocabulary memorizing (3.79) and English grammar (3.75) scored high, demonstrating that the process of writing and perfecting a script for the films helped students internalize language structures more effectively than traditional classroom methods. Likewise, the high ranking of public speaking (3.75) and free idea expression (3.75) proves that the project successfully bridged the gap between academic learning and real-world communication. Furthermore, rather than memorization, students internalized language through the learning passion (3.55) and creative learning methods (3.79) inherent in filmmaking. In short, the findings in Table 6 demonstrate that the group short film projects act as a holistic pedagogical tool. It does not just teach speaking skill in isolation, but it builds the interpersonal foundation (teamwork and confidence) required for students to gain complex and validated oral proficiency in English language. These findings strongly support that short films making projects enable students to improve their English-speaking skills and other soft skills.

4.2. RQ3 - Students' Perspectives towards the Short Film Making Projects in General

4.3.1. Students' Preference of the Short Film Making Projects

Figure 2 - Students' preference of the short film making projects



As seen in figure 2, most respondents (about 77.3%) strongly approve and express their strong preference for the method of learning English through conducting the short film making project in BL classes. This implies that students have positive perceptions of this project application.

4.3.2. Necessity of Continuing the Short Film Producing Project

Table 7. Reasons for continuing of the short film project conducted

The projects of short film production help to:	1	2	3	4	5
Lead students to study by practical application what they have learned	1	7	43	29	30
Improve students' learning method	1	6	43	28	32
Enhance English listening, speaking, reading, and writing skills	2	13	42	24	29
Reduce students' fear or hesitation when communicating in English	2	4	43	29	32
Encourage students to continue learning English with new experiences	2	4	44	30	30
Allow students to be creative during the learning process	2	1	39	29	39
Motivate the companionship spirit among group members to improve the teamwork quality					

Table 7 summarizes the reasons why students prefer to continue the project of group short film production in their English classes. With the distribution of agreement levels in 5 point- Likert scales from 1 to 5 (Strongly Disagree/Disagree/Neutral/Agree/Strongly Agree), (which represents for the lowest scale (Strongly Disagree) to the highest scale (Strongly Agree), the collected data reveals that the students' perception of this project is perceived at a moderately beneficial level 3 across all measured reasons since receiving the highest frequency of responses (ranging from 39 to 44) for each item. One of the strongest benefits perceived is nurturing creativity and teamwork with the highest agreement level (scale 5 with 39 respondents). The following benefit of the project conducted is allowing students to be more creative within their learning process, which received 39 respondents with a strong agreement scale, while the motivation for companionship of team members is ranked second, with 35 responses for strongly agree with such an advantageous project. Furthermore, a significant number of respondents also have a strong agreement with that project in view of improving students' learning method and reducing students' fear or hesitation when communicating in English (32 respondents express their strong agreement. Overall, the project received minimal negative feedback, no more than 15 over 110 responses indicate their strong disagreement and disagreement.

When using LaTeX formula to test students' perspectives towards the reasons for continuing the short film projects, it clearly recognizes that the significant alignment of data points all mean scores

within the 3.73 to 3.93 range. This means that students have a high level of agreement in terms of short film production is a multidimensional tool that successfully promotes student motivation and creative engagement alongside linguistic development. Particularly, the highest level of agreement of allowing for creativity (3.93) proves that students strongly perceive that the projects allow for creative expression during the learning process. Following teamwork and collaboration (3.84) implies that the projects motivate a companionship spirit and improve the quality of teamwork among group members. Also, the short film projects are effective at reducing fear or hesitation when communicating in English (3.77), and the students agree that these new experiences encourage them to continue their English language learning journey (3.75). Despite the lowest (yet still positive) with the practical application of learning (3.73) indicates that while students value the practical application of what they have learned, they prioritize the creative and social aspects slightly more.

4.4. Discussion

Regarding features of English majors and their encountered challenges in language learning journey. Almost all research participants respond that they have barriers in four language skills, in which speaking skill is the most serious problem concerned. This means that English majors must cope with multiple obstacles in developing effective speech-processing skills, including the lexical limitation, inaccurate grammar structure, inappropriate pronunciation, and imprecise rhythm, intonation, and word stress as well (Jawaid et al., 2025; Pham et al., 2022). Also, their difficulties extend into discourse organization and production skills, and even in proper information sequencing and paraphrasing (Vu, 2023). With such challenges encountered in four language skills, students are struggled in communicating, speaking practicing, verbal and non-verbal language using, interpersonal interacting and communicating, and speaking deficiencies in areas of listening comprehension, limited vocabulary range, and inadequate command of grammar (Hoa et al., 2022), incorrect pronunciation, poor intonation and rhythm, inadequate controlling in language functions (Bachman et al., 2010). Thus, improving speaking skills is an essential priority considered by the majority of English majors at HCMCOU for their further language proficiency. These findings align perfectly with hypothesis H1.

Refer to the effectiveness of the short film producing project, almost all research participants admitted that their English-speaking skills have been enhanced, as supposed in the hypothesis of H2 and H3, which highlights that combining of PBL and BL environment enables students to foster deeper, student-driven learning and integrating theoretical knowledge with practical application (Al-Kamzari & Alias, 2025; Markham, 2011). Evidence shows that reading materials relevant to the filming topic enhance students' reading skills, and interactive communication with teachers and classmates strongly supports students' improvement in listening comprehension (Al-Kamzari & Alias, 2025; Shanthi & Rao, 2015). These skills obtained in filming procedures greatly contribute to English speaking sub-skills and bring benefits to students in improving their speaking ability (Parmawati & Inayah, 2019). By drafting the film script, students enhance their writing proficiency, and their natural and fluent speech developed thanks to the process of memorizing, practicing and rehearsal before producing official short films. These help students foster the growth of students' creative expression, cooperative abilities, and interpersonal communication (Al-Kamzari & Alias, 2025), and through engaging in dynamic dialogue, peer partnership, and analytical challenges (Qadariah et al., 2025). These results are entirely consistent with the hypotheses of H2 and H3. Taking advantage of the film-making process, students enhance their quick communication skills in terms of generating sharp, fast ideas when speaking English. These respondents' viewpoints perfectly harmonize with the perspectives of Flores, (2025), highlighting that producing short films enhances students' language acquisition through creating immersive and relevant learning experiences, and from that students can improve vocabulary, grammar, and pronunciation while promoting authentic language use (Flores, 2025), students' speech delivery, collaboration, confidence, and public speaking anxiety (Rodas et al., 2020). These findings match the hypotheses H4 and H5.

Previous studies present that BL mode provide students better learning environment to develop

their self-study skills, English proficiency (H. T. T. Nguyen et al., 2021), and other skills (creative and critical thinking, problem-solving, effective communication, and technology application) (Mai et al., 2025), owing to transferring the grammar structures and vocabulary into online format in BL condition, saving more time for students to practice speaking activities in class (Le et al., 2022). Whereas, this study focuses on creating learning environment as the short film making projects conducted in group by students in BL condition, have offered students comfortable learning conditions (having more time to self – study (Nguyen et al., 2021), which help them work well with their team members through different phases of writing script, practice speaking, memorizing, and rehearing (Flores, 2025). These make students improve their social linguistic (self-confidence, public speaking, communication skills with lecturers and classmates, social communication relationships, and the ability to freely express ideas), their English natural and fluent speaking skills, speaking confidence, and technical skills (pronunciation, vocabulary word stress, rhythm and the like (Mai et al., 2025).

Related to the true perceptions of students toward the group short film project, a vast number of students reveals that they prefer doing this project because this teaching method effectively addresses their core issues in English learning journey, consist of (1) having a practical application (Van Lam, 2011); (2) language skill enhancement (listening, speaking, reading, and writing) as Tung et al., (2020) expresses PBL boosts students' fluency, speaking speed, critical thinking, and team working; (3) confidence improvement by reducing students' fear and hesitation in English communication (Al-Kamzari & Alias, 2025), encouraging active discussion, collaboration, and critical problem-solving (Qadariah et al., 2025); (4) positive learning environment through fostering creativity, teamwork, and a renewed motivation for learning (Qadariah et al., 2025). These are consistent with the hypothesis H6.

In general, this project helps students improve speaking skills and other elements related to speech delivery, but it also enhances other language skills and numerous soft skills owing to teamwork activities conducted in the BL condition. All of these make this study distinguished from the previous ones and have more significant contributions.

5. Conclusion

The results of this study demonstrate that English majors encounter various barriers in four language skills (listening, speaking, reading, and writing skills), with the speaking skill being the most challenging one that attracts the concern of a large majority of English majors. With the project of group short film making applied in blended classes, students can integrate their theoretical knowledge with practical application, so their four language skills are improved owing to various phases of film making project conducted. Specifically, reading materials for filming topics strongly support students' reading skill enhancement, interacting with teachers and classmates is helpful in boosting listening comprehension, scripting and rehearsal help to improve both students' writing proficiency and their natural, and fluent speaking ability. Besides, students reveal that they prefer the application of this film project in their language learning journey when they have opportunities to use their obtained knowledge and skills in in real life context, and these help them develop both their spoken communication skills and technical aspects of speech as well. Although this group short film making project is highly appreciated by the majority of English majors for its benefits presented, a small number of students express their disregard or opposite viewpoint for numerous personal reasons and unwillingness to cooperate with team partners to conduct the assigned project. Therefore, it would be more valuable if having more further research papers focusing on studying these existing problems could be carried out.

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