

VIETNAM NATIONAL UNIVERSITY, HANOI
UNIVERSITY OF LANGUAGES AND INTERNATIONAL STUDIES
FACULTY OF ENGLISH LANGUAGE TEACHER EDUCATION



GRADUATION PAPER

**THE APPLICATION OF PROJECT-BASED
LEARNING AND FORMATIVE ASSESSMENT IN
BUSINESS COMMUNICATION TO 721 MAJOR
STUDENTS AT FELTE, ULIS - VNU:
STUDENTS' PERSPECTIVES**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE DEGREE OF BACHELOR OF ARTS (TEFL)

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HÀ NỘI – 2017

**ĐẠI HỌC QUỐC GIA HÀ NỘI
TRƯỜNG ĐẠI HỌC NGOẠI NGỮ
KHOA SƯ PHẠM TIẾNG ANH**



KHÓA LUẬN TỐT NGHIỆP

**GÓC NHÌN CỦA SINH VIÊN VỀ SỰ ỨNG DỤNG
PHƯƠNG PHÁP DẠY HỌC DỰ ÁN VÀ ĐÁNH GIÁ
QUÁ TRÌNH TRONG MÔN HỌC GIAO TIẾP TRONG
KINH DOANH CHO SINH VIÊN CHUYÊN NGÀNH 721
KHOA SƯ PHẠM TIẾNG ANH, ĐHNN - ĐHQGHN**

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THESIS SUMMARY

In ULIS in general, and in FELTE in particular, there has been some transitions in teaching and assessing methods, which switch from traditional teaching method to outcome-based approach, with assessment for learning instead of learning for assessment (Formative assessment), focusing on the process instead of the product(PBL). These have been employed in ESP in general and in Business Communication in particular. Business Communication is an ESP course offered at University of International and Languages Studies for learners of economic-related major (coded 721), which requires all students to complete a real-life related project instead of taking a final exam. However, it is unfortunate that little research into student's perceptions about the implementation has been made. The researcher believes that only when students' understandings about the new teaching and assessing strategies, as well as the effects of the application are determined and analyzed will the teaching methods be exploited to the fullest. For all these reasons, the author was inspired into doing the research.

This paper aims to: (1) report students' perceptions towards the application of project-based learning and formative assessment in the subject Business Communication, (2) investigate the challenges of the implementation, as perceived by students (3) offer recommendations to improve students' performances.

With the view to achieve the goals of the thesis, the study is aimed to answer the following major questions:

- a. What are the student's perceptions towards the implementation of project-based learning and formative assessment in Business Communication?
- b. What would be the challenges of the application, as perceived by students?
- c. What suggestions can be proposed to improve students' performances?

In order to gather significant data to cater for the research, the researcher chose quantitative methods, which are questionnaire and in-depth interview. The study was conducted at Faculty of English Language Teaching Education in University of

Languages and International Studies. Targeted participants are 71 students from both genders (female & male) at 721 major, currently learning the subject.

The study reveals that the learners' perspectives towards the application of PBL and formative assessment in Business Communication are positive. Secondly, despite time-lacking in preparation for assignments, as perceived by students, there was no difficulty in adapting project-based learning in Business Communication as formative assessment. Thanks to the support and supervision of teachers and peers, students can execute the learning with ease.

Last but not least, several recommendations can still be applied. To learners, they are advised to be self-aware of the learning outcome, provide criteria-based feedback and be active in learning. To teacher, they should be a helpful scaffolder, provide intime and constructive feedbacks and be creative in organizing classroom activities. TO the curriculum designer, they should reduce the number of subjects in one semester to maximum 5.

Although the research has research has reach its aims, there are stills some unavoidable limitations, which results in some implications for further research. It is highly recommended that future researches should use a case study or multiple case research approach, and examine the issue from multiple perspectives, from both teachers and students to cater for a more general result. Further investigation into students' attitudes towards project-based learning and other forms of assessment, especially subjects in ESP subjects are also advisable.

KEYWORDS

Project-based learning, formative assessment, Business Communication, student's perceptions, implementation.

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