IMPROVING LEARNERS’ PRODUCTIVE SKILLS IN ENGLISH LANGUAGE TEACHING THROUGH PROJECT-BASED LEARNING AT FOREIGN TRADE UNIVERSITY – HCMC: EXPECTATIONS FROM LEARNERS AND ENTREPRENEURS

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I. INTRODUCTION

• The integration among countries of the world is becoming more popular -> new opportunities to become a global citizen are attracting more and more people -> learning English has become more important than ever -> Many new techniques and methods of language learning have appeared to help learners achieve their goals as fast as possible.

• Project-based learning (PBL) provides opportunities to enhance and improve Vietnamese students’ language skills and soft skills (Allison, E. S., & Do, T., 2018)

• Realizing the use of PBL for teaching is gradually becoming popular but only a few studies in Vietnam on this topic -> this study aims to investigate the current situation and issues of applying PBL to teaching students’ productive skills at FTU – HCMC -> making some recommendations.
II. LITERATURE REVIEW

• *Project-based learning*: using authentic, real-world projects based on a highly motivating and engaging question, task, or problem to teach students academic content in the context of working cooperatively to solve the problem (Bender, 2012).

  -> Improve cooperation and responsibility, problem-solving abilities, communication abilities, creative thinking, critical thinking, and self-directed learning abilities (Baillie & Fitzgerald, 2000).
II. LITERATURE REVIEW

• **Project work**: an authentic task similar to real-life tasks, and the language input is more authentic (Gallacher, 2004).

  ➢ **Criteria for a project to be considered as an instance of PBL:**
    - Curriculum-based
    - Student-driven
    - Constructive investigations
    - Autonomy
    - Realism
II. LITERATURE REVIEW

• *Productive language skills:* consist of speaking and writing skills while listening and reading skills are receptive skills (Harmer, 2017).

➢ *Factors influencing learners’ productive language skills*

➢ *Productive skills in the contexts of PBL:* PBL has a positive effect on improving productive skills (Astawa et al., 2017)
III. RESEARCH METHODOLOGY

• Research question: “Does PBL have a positive impact on writing/speaking skills (productive skills) of FTU2 students?”

• Methodology:

✓ The research group used the 5-point Likert scale in a questionnaire to collect data from students and interviewed FTU - HCMC’s English lecturers and entrepreneurs to give further suggestions.

✓ Wilcoxon signed-rank test was used to analyze whether or not there is a significant difference in students’ English productive skills before and after trying PBL.
III. RESEARCH METHODOLOGY

• Methodology:
  ✓ Contexts and Participants:
    ➢ The study participants were selected through a non-random sampling technique, an online survey from among 193 students who study English as a foreign language at Foreign Trade University Ho Chi Minh campus.
    ➢ For more insightful information, we interviewed lecturers and entrepreneurs.
  ✓ Data collection and analysis
IV. RESULTS AND DISCUSSIONS

• This study found a significant difference in speaking skills of FTU-HCM students before and after participating in PBL activities.

• The learners improved their comprehension, range and ability to deliver their ideas to the target readers for writing skills.

• However, no difference was found in their content, cohesion, and accuracy.

• The information collected from interviewing the teachers and entrepreneurs supported the implementation of PBL in schools.
IV. RESULTS AND DISCUSSIONS

• Applying Project-based learning activities at the university -> save time for both employer and employee & improve company productivity as well.

• Businesses/ firms that have recruited Foreign Trade University graduates showed their agreement and encouragement for PBL activities in teaching English to undergraduate students -> similar results from our research.
V. CONCLUSION

• The primary objective of this research study was to identify the impact of implementing PBL on students’ productive skills at FTU – HCMC.

• It also focuses on expectations from students and entrepreneurs -> suggestions are proposed to shed light on enhancing students’ productivity in PBL classes at the university.
V. CONCLUSION

• Adopting mixed methods, along with the application of hypothesis testing and the Wilcoxon signed-rank test, found a significant difference in Speaking skills of the students of FTU – HCMC before and after participating in PBL activities.

• **Research findings:** *PBL has the great potential to improve FTU students’ skills in both speaking and writing, especially in speaking/communication skills.*
REFERENCES


REFERENCES


BIO-DATA

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THANK YOU FOR LISTENING
QUESTIONS & ANSWERS