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WHAT DO MAJOR STAKEHOLDERS REALLY THINK? BUSINESS ENGLISH STUDENTS' PERCEPTIONS ABOUT PROBLEM-BASED LEARNING

Abstract

The present study emerged from the need to give more visibility to business disciplines in connection with problem-based learning (PBL) and to give voice to students, who may be regarded as the major stakeholders in a PBL project. This article examines students' perceptions and attitudes towards the implementation of a PBL project in the subject of Business English. We analyze the results obtained from a student questionnaire that was administered at the end of a 9-week experiment. Overall, feedback was positive as most students rated this methodology as good or very good and envisaged the possibility of applying it to theoretical subjects of their own degree. Some of the frustrations expressed by students were uncooperative team members, the lack of direction associated with insecurity about the performance of activities, boredom caused by the lack of variety in writings, and the difficulty to find the right solutions. We believe that future PBL programs should take into account students' criticism and suggestions for improvement. Therefore, teachers should consider allotting sufficient time for the performance of activities, including a larger pool of writing activities, more personalized feedback on students' writings and using a more appealing wording of problems.

Key words

Business English, problem-based learning, questionnaire, pitch, business memo.

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