

## Assessment for Learning Practices of Project-Based Learning in the English Research Class

Fintha Fabyola Tesselonicha Kamea  
Esa Unggul University, West Jakarta, Indonesia

Email: [ffintha@student.esaunggul.ac.id](mailto:ffintha@student.esaunggul.ac.id)

### ABSTRACT

Research on Assessment practices in ELT of Project Based Learning approach is increasing because it is considered effective in creating a learning environment that is oriented towards continuous improvement. To get satisfactory results, the researcher decided to identify how one of the ELT lecturers at Esa Unggul University conducts assessment by implementing Assessment for Learning in Project Based Learning by focusing this research on the research method class because the class applies the Project Based Learning approach. The research was conducted by analyzing teaching documents in the form of 1 syllabus and project guidebook of 49 pages, then observing 3 videos of lecturers during class teaching based on 14 indicators and finally analyzing interview transcripts with lecturers consisting of 14 questions. The results of the study identified that lecturers overall implemented and practiced the types of Feedback and Questioning, but lecturers still rarely and slightly involved the use of Self-Assessment and Peer Assessment as indicators of student assessment.

**Keywords:** Project-Based learning, Assessment practices in ELT

### INTRODUCTION

Recently, Project-based learning has received special attention in the world of education, this is because project-based learning has a positive impact on the learning process. Project-based learning can improve creativity, self-learning and student self-confidence and project-based learning can improve teacher motivation and teaching satisfaction during class [1]. In addition, project-based learning improves students' skills in working together or conducting collaborative learning and has a positive influence on student motivation [2]. Furthermore, in the 21st century, project-based learning can involve students to develop teamwork skills in collaboration and students can increase their responsibilities to a

better level so that students feel satisfied with the integration of project-based learning in learning [3].

There are several principles in Project-based learning (PBL), one of them is assessment. Assessment in Project-Based Learning is crucial as it not only measures learning outcomes but also guides the learning process by addressing the unique aspects of PBL, such as real-world problem-solving and teamwork. Traditional assessment methods like tests are often insufficient in this context, necessitating more comprehensive strategies that cover individual learning, teamwork, and project outcomes [4]. Effective assessment can significantly elevate students' motivation and self-image, particularly among low-achieving

students, by setting meaningful goals and employing assessment methods that reflect students' abilities [5]. Integrating formative assessments throughout the PBL process provides valuable insights into student progress, supports learning, and helps identify areas needing further guidance [6]. Additionally, self-assessment in PBL fosters critical reflection, personal responsibility, and lifelong learning skills, making it a vital component of the Project-based learning approach [7]. By using innovative and flexible assessment strategies, educators can better capture the depth of learning that occurs in PBL environments

Assessment in Project-Based Learning (PBL) within English language teaching (ELT) is essential for fostering meaningful language acquisition and practical application of language skills. Unlike traditional assessments, which often emphasize rote memorization, Project-based learning assessments in ELT focus on evaluating students' ability to use English in real-world contexts and collaborative projects [8]. This approach ensures that students are not only learning the language but also applying it effectively in authentic situations, which is crucial

for developing communicative competence [9]. By aligning assessment methods with the interactive and dynamic nature of language learning, educators can better engage students and provide more accurate measurements of their progress. For instance, project-based assessments that are integrated with curriculum goals have been shown to enhance students' motivation and engagement by allowing them to explore and express their language skills in ways that are relevant and meaningful to them [10]. Additionally,

ongoing formative assessments in Project-based learning allow teachers to provide continuous feedback, helping students to improve their language abilities incrementally and reflect on their learning journey [11]

Furthermore, when Project-based learning is applied to research classes in ELT, particularly in the context of writing research articles or proposals, Project-based learning's role becomes even more crucial. Writing a research article demands a high level of academic writing proficiency, including the ability to organize complex ideas, articulate research questions, review literature, and present findings clearly and persuasively [12]. Through Project-based learning, students engage in projects that mirror the actual process of conducting and writing research. This hands-on approach allows them to develop their academic writing skills in a practical context, as they work on drafting and refining their research proposals or articles [13]. However, despite the crucial role that assessment plays in project-based learning within research classes, there are significant challenges in its implementation. Teachers may struggle to effectively integrate assessment into the project-based learning framework, either due to a lack of understanding of the best practices or because of the complexity involved in evaluating multifaceted projects [14]

Based on the discussion above, this can result in assessments that do not fully capture students' learning or that fail to provide the necessary feedback to guide their progress. Consequently, the effectiveness of project-based learning in enhancing academic writing skills, particularly in the context of research article or

proposal writing, may be compromised. This study aims to investigate how lecturer implemented assessment in project-based learning classes focused on research writing within ELT programs. By examining the practices by lecturers, this research

### ***Project-Based Learning***

The Buck Institute for Education (BIE) has played an important role in the development of PBL over the past two decades. Projects that emphasize collaboration among students and the learning process takes precedence over the result are the hallmarks of project-based learning. This approach is also closely related to constructivism, a paradigm that emphasizes students' active participation in the learning process [15]. In addition, according to Billah et al. (2019) and Guo et al. (2020), project-based learning is a continuous learning process that encourages students to become more independent in developing their understanding, regardless of their learning style, as well as providing real-world relevance in learning while fulfilling their diverse interests. As stated by Jumaat et al. (2017), Project Based Learning engages students in practical tasks supported by real-world scenarios. In line with this view, [19] describes project-based learning as a teaching strategy based on practical tasks and learning activities that present problems for students to solve.

In addition, Understanding the characteristics of project-based learning helps educators in designing projects that are not only relevant and interesting for students, but also encourage them to develop critical project [24]. Formative assessment aligns closely with the core principles of PBL, the ongoing nature of formative assessment mirrors the

seeks to identify gaps and provide recommendations for improving assessment strategies in project-based learning, ensuring that students receive the support they need to develop their academic writing and research skills effectively.

thinking, creativity, and problem-solving skills [20]. The following characteristics are often present as Student-centered (students as teachers), Teachers As coaches and Parent community involvement (J. Stivers & Brandon, 2010), and several core principles define Project-Based Learning, including design a project plan, create a schedule, monitor project progress, outcome assessment and experience evaluation J. Stivers & Brandon (2010), and one of the important principles of project-based learning mentioned is assessment.

Assessment in project-based learning is often seen as one of its most vital components, not only because it measures student learning but also because it guides and enhances the learning process itself, one of them is Formative assessment in project-based learning occurs throughout the project [21]. Teachers use formative assessment to monitor student progress, provide timely feedback, and adjust instruction as necessary [22], this might include check-ins, peer reviews, self- assessments, and teacher observations. Formative assessment in PBL creates continuous feedback, where students receive regular input on their progress [23]. Formative assessments help ensure that students stay on track and that learning is deepened through reflection and revision their iterative cycles of investigation, reflection, and revision that are central to successful project development [25].

In conclusion, formative assessment aligns with the way project-based learning works. Project-based is about learning through practice and reflection, and formative assessment helps by providing students with regular feedback as they work on their projects. This ongoing feedback helps students stay on track, make improvements, and learn more deeply. Overall, formative assessment supports the goals of project-based learning by encouraging students to take responsibility for their learning and helping them develop important skills they can use in school and in life.

***Formative Assessment (Assessment for Learning)***

One of the assessments that is increasingly receiving attention is formative assessment or Assessment for Learning, which is known to be effective in supporting student learning and improving teaching practices. Formative assessment is characterized by its focus on using assessment data to inform and adjust teaching strategies and support student learning in the moment [26]. Assessment for learning (Formative Assessment) was discovered by Black & Wiliam (1998) where this assessment includes activities carried out by teachers and students that provide information to modify teaching and learning activities. Furthermore, in subsequent research Black & Wiliam (2003) found that this form of assessment is very valuable in ELT, where language acquisition is a gradual process that requires continuous feedback and adjustment.

In the Project-Based Learning approach, various definitions of "Assessment for learning" have been project- Based Learning in spoken English and the participants are senior

found from researchers, where they show a connection between the application of Assessment for Learning and Project-Based Learning which focuses on assessment in a student-centered learning approach. Based on the [29], [30] theory, each researcher explains that assessment for learning in its application has types that are important factors in achieving learning objectives, including: "Questioning", "Self-assessment", "Peer-assessment" and "Feedback".

***Practices technique Assessment for Learning in ELT in Project-Based Learning***

The effectiveness of project-based learning in the learning process in ELT is interesting to research, in the study "ENHANCING ENGLISH SKILLS THROUGH PROJECT- BASED LEARNING" [31] investigated students' opinions about the application of project-based learning and its impact on improving English language skills. The research participants were Thai undergraduate students, and the focus was on improving English language skills through Project- based learning. Poonpon found that project-based learning should be applied in language classes to improve learners' English skills.

Meanwhile, the discussion on the relationship of assessment with student-centered learning is often discussed due to the importance of this strategy in creating a learning and adaptive environment. First, "The Implementation of Project Based Learning Strategy in Teaching Spoken English" [32], the focus of this research is the Implementation and assessment of P high school English teachers. Nuninsari found that project

monitoring by the teacher should be implemented to guide the students' process in doing the project and project assessment should be implemented to find out the students' results in doing the project.

Furthermore, Marina et al. (2022) in the research "Project-Based Learning And Assessment For Esp (English For Specific Purpose) Students: Lecturers' Perspective" examines lecturers' perceptions of Project-Based Learning and assessment in teaching English to achieve learning objectives. Participants in this study were lecturers and accounting students (in English for Specific Purpose) and Marina found that all lecturers are familiar with the concept of Project-Based Learning, but lecturers still need more practice to be able to develop and design learning and assessment in project-based learning.

Based on previous research, they found the same phenomenon regarding the importance of assessment in the implementation of Project-Based Learning. Nuninsari's research revealed that project assessment should be implemented, and teacher evaluation is important, but this study did not specifically describe what type of assessment is used in assessing students in the implementation of project-based learning. In addition, Marina's et al's research found that lecturers were only familiar with the concept of Project-based learning and lecturers were expected to be more in the application of assessment techniques in Project-based learning. The above research has limitations in explaining specifically about assessment in project-based learning starting from the application of assessment for learning and the types of assessment for learning that can be

used by educators in the project-based learning approach, especially in higher education. Several studies specifically discuss the application of Project-Based Learning with an educator assessment system, but limited information regarding the specifications of the type of assessment (Assessment for learning) in recent years and discussions regarding assessment techniques at the Higher Education level have not been discussed, so it is important to understand what techniques are used in conducting learning assessments in Project-Based Learning.

These results will likely make a major contribution to current knowledge regarding Project-based Learning. By bridging this gap, future research will be able to adapt knowledge about assessment techniques for learning that are applied to the classroom learning process, especially in the Project-Based Learning process. Therefore, this research will directly analyze several assessment techniques for learning in the project-based learning approach.

## RESEARCH METHODOLOGY

This research uses a qualitative method approach which aims to obtain information about assessment for learning in Project-Based Learning in more depth. Qualitative methods are research procedures used to collect original data by investigating and providing implicit explanations regarding structure, order and broad patterns (Creswel (2016). Then, this research uses a qualitative case study to answer research questions related to what techniques are and how to apply assessment for learning techniques in Project-Based Learning. The research location will be conducted at Esa Unggul University, especially in class

meetings and meeting schedules with lecturers and the research process was carried out from June to July 2024 with the terms and conditions that apply and are approved by the participants.

There was one of the participants in this research and was selected based on his status as a lecturer in the English Study Program, a lecturer who actively applies the Project-Based Learning approach in the Research Methodology class. This research will use two main instruments: observation sheet with checklist instrument that consists of 4 assessments for learning aspects along with 14 descriptors based on predetermined aspects and semi-structured interviews that consisted of 14 questions based on 14 predetermined descriptors.

To collect data this study used a combination of in-depth interviews, participant observation, and document analysis such as syllabus and Project Guidebook to collect comprehensive data, ensuring a thorough understanding of the student-centered learning assessment environment. The main methods used were thematic analysis and document analysis

and supported by Atlas.Ti software. The first step, collect qualitative data from observations, interviews and document data related to the lecturer's assessment environment in the learning process, then copy the audio or video data into written text or transcripts and read it repeatedly to understand the content in depth. After that, relevant data will be

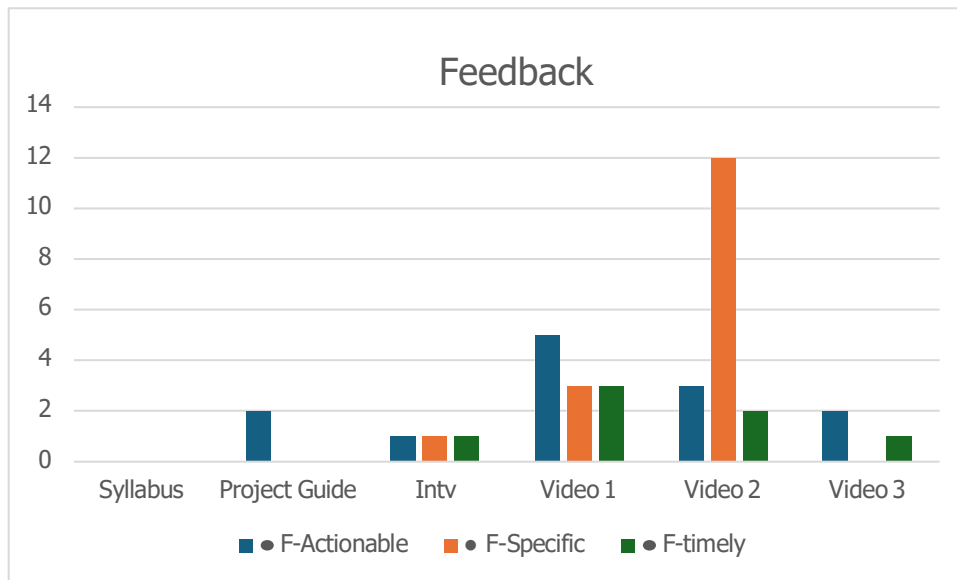
identified and will be coded to describe important aspects. Next, the codes will be grouped to find themes that represent the main patterns in the data. The identified themes will be checked to ensure they are representative of the data and changes to the themes if necessary [35].

Themes will be named and defined to make them easier to understand and relevant to the research objectives. The final step is that the results of the analysis will be compiled in the form of a report or article that will explain the main themes and reflect a Project-Based assessment environment. Next, document analysis, which involves systematically examining documents for meaningful data and adding context to the themes discovered from interviews and observations [36]. First, documents such as a syllabus and Project Guidebook will be checked to understand the contents and look for parts that are relevant to the student assessment process. Then, the relevant parts of the data will be extracted according to the research questions. This data is interpreted in the context of the research questions and themes discovered from other data [36].

By combining thematic analysis and document analysis, this research took a holistic approach, enabling an in-depth understanding of the techniques on the assessment for learning process in the Project-Based Learning approach and ensuring credible results.

## RESULT

### a Feedback



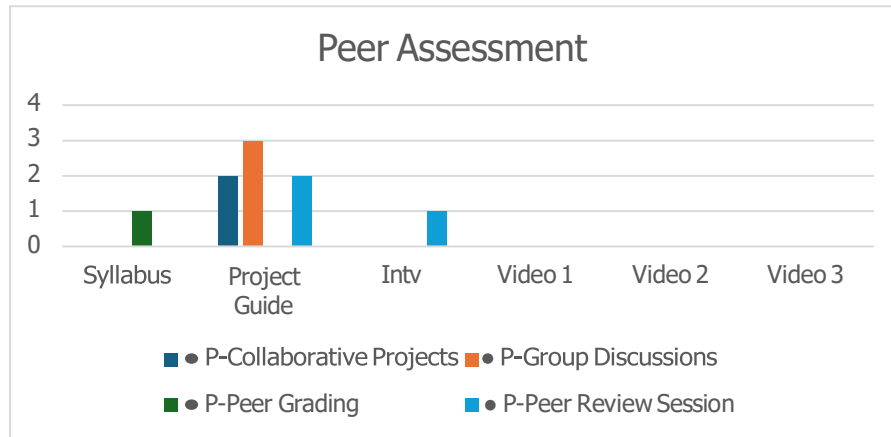
*Graphic 1 Feedback in Assessment for learning*

The results of the analysis above show the focus of three categories: F-Actionable, F-Specific, and F-Timely in various research data collection techniques and overall F- Actionable is often found in almost all analytical instruments such as Project Guide, Interview Transcript, Video 1, Video 2, and Video 3. However, in the syllabus there are no F-Actionable findings. The F-Actionable category of the Syllabus document does not show any findings, while the Project Guidebook shows 2 occurrences of F-Actionable. Furthermore, in the Interview transcript there is 1 finding, and Video 1 shows the most findings, namely with 5 findings, emphasizing that this video presents a lot of supporting evidence regarding the use of F-Actionable in the learning process. “Video 2” and “Video 3” show 3 findings and 2 which confirms that this video presents a lot of supporting evidence regarding the use of F-Timely in the learning process. “Video 2” and

findings respectively, indicating that they also provide F- Actionable. Next, the F-Specific category in the Syllabus document and project guidebook does not show any findings, while the interview transcript shows 1 occurrence of F-Specific. Furthermore, Video 2 shows the most findings, namely with 12 findings, which confirms that this video presents a lot of supporting evidence regarding the use of F-Specific in the learning process and Video 1 shows 3 findings which show that, while video 3 does not show any findings. Last, F-Timely category in the Syllabus document and the project guidebook did not show any findings, while the interview transcript showed 1 occurrence of F-Timely. Furthermore, Video 1 showed the most findings with 3 findings,

“Video 3” each show 2 findings and 1 finding, indicating that both also provide F-Timely

b Peer Assessment



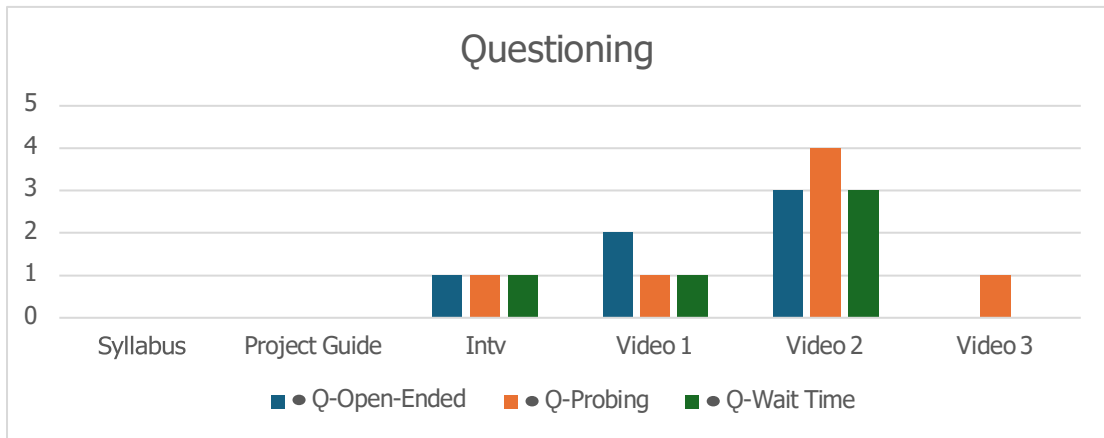
Graphic 5 Peer Assessment in Assessment for learning

The results of the analysis show the distribution of focus of four categories of Peer Assessment: P-Collaborative Projects, P-Group Discussion, P-Peer Grading, and P-Peer Review Session in various research data collection techniques and overall P-Peer Review session has 3 occurrences in each document, Project Guide 2 occurrences and in interview transcript 1 occurrence. And the Project Guidebook shows P-Collaborative as many as 3 occurrences. First, in the category of P-Peer Review session, "Project Guide" shows 2 occurrences, and "Interview Transcript" shows 1 occurrence, indicating that both encourage P-Peer Review session.

"Syllabus" and all videos do not show the occurrence of P-Peer Review Session. Second, in the category of P-Peer Review session, "Project Guide" shows 3 occurrences, Syllabus, Transcript Interview and all videos do not show the occurrence of P-Peer Review Session. Third, in the category of P-Collaborative Projects, "Project Guide" shows 2 occurrences, Syllabus, Transcript Interview and all videos do not show the occurrence of P-Collaborative Projects. Last, in the category of P-Collaborative Projects, "Project Guide" shows 2 occurrences, Syllabus, Transcript Interview and all videos do not show the occurrence of P-Collaborative Projects.

c Questioning

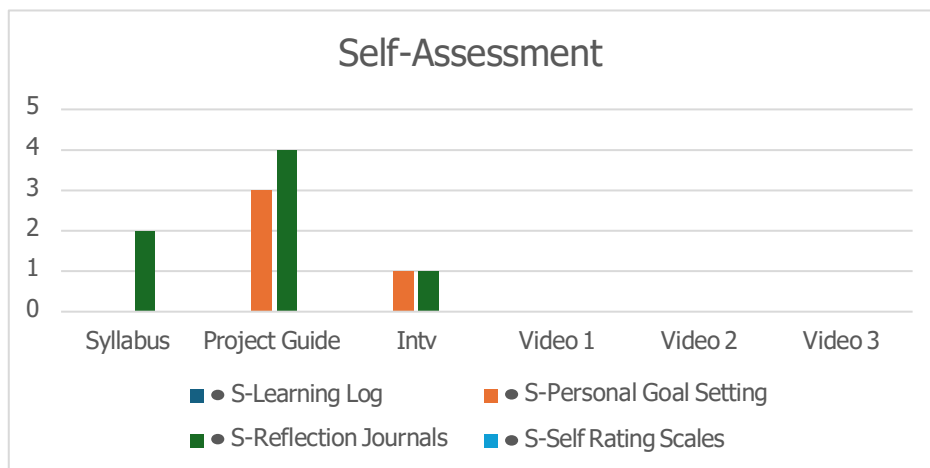




Graphic 9 Questioning

The analysis results on the Questioning in Assessment for learning graphic above shows the focus of three categories: Q-Open-Ended, Q-Probing, and Q-Wait Time in various data collection techniques on: Interview Transcript and all Videos, while in Syllabus and Project Guidebook there is no emergence of Questioning. First, in the category of Q-Probing, Video 1 shows 1 occurrence, Video 2 shows 4 occurrences, Video 3 shows 1 occurrence, and Self-Assessment

occurrences and Transcript Interview shows 1 occurrence of Q probing in Questioning. Second, in the category of Q-Open Ended, Video 1 shows 1 occurrence, Video 2 shows 3 occurrences, and Transcript Interview shows 1 occurrence of Q-Open Ended in Questioning. Last, in the category of Q-Wait Time, Video 1 shows 1 occurrence, Video 2 shows 3 occurrences, and Transcript Interview shows 1 occurrence of Q-Wait Time in Questioning.



Graphic 12 Self-Assessment

The results of the graphic analysis above show the focus of the

four self-assessment categories, namely S-Learning Log, S-Personal

Goal Setting, S-Reflection Journals, and S-Self Rating Scales in various data collection techniques on: Syllabus, Project Guidebook and Interview Transcript, while in all Videos there is no emergence of Self-Assessment. First, in the category of S-Reflection Journals, Project Guide shows 3 occurrences, Syllabus show 2 occurrences and Transcript Interview

shows 1 occurrence. Meanwhile all videos do not show the occurrence of S-Reflection Journals. Last, in the category of S-Personal Goal Setting, "Project Guide" shows 3 occurrences. Meanwhile Syllabus, Transcript Interview and all videos do not show the occurrence of S-Personal Goal Setting.

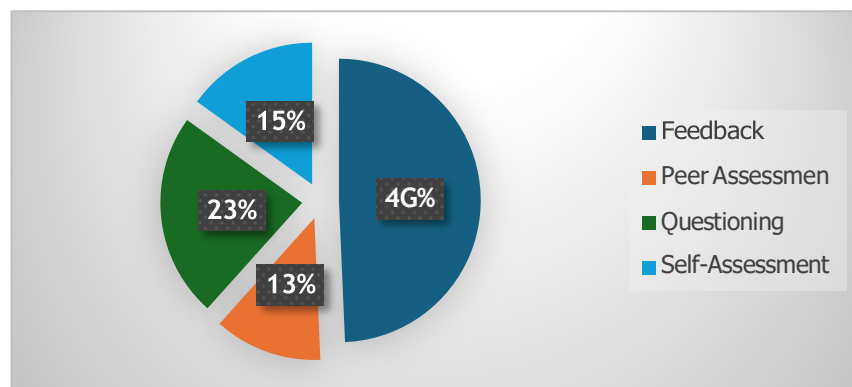


Diagram 5.1

### Feedback

The diagram 5.1 shows Feedback was the most frequent type of assessment conducted by lecturers in the research classes with 36 occurrences (49%). Further research found that multiple types of feedback were found in the analysis of each data instrument: Specific Feedback totaled 16 occurrences in the analysis with the most occurrences found in "video 2" 12 occurrences, "video 1" 3 occurrences, and "interview" 1 occurrence. Actionable Feedback totaled 13 occurrences in the analysis of "video 1" 5 occurrences, "video 2" 3 occurrences, "video 3" 2 occurrences, "Project Guide" 2 occurrences and "interview" 1 occurrence. Finally, Timely Feedback totaled 7 occurrences in the analysis of "video 1" 3 occurrences, "video 2" 2 occurrences, and 1 occurrence in each of the analysis of "interview" and

"video 3". Based on these findings, it can be concluded that feedback is one of the assessment practices most often used by lecturers in the learning process in research classes and data analysis found that lecturers provide a lot of feedback with specific comments and directions with the aim of helping students to improve their projects. This is in accordance with the literature according to Taras (2024) which emphasizes that it is important for teachers to provide feedback to students in Project-based learning assessments using specific comments with details and clarity about areas that need improvement.

### Questioning

Questioning is the second most frequent type of assessment conducted by lecturers in research classes with 17 occurrences (23%). Further research

found that several types of Questioning were found in several data instrument analyses: Probing Questioning totaled 7 occurrences in the analysis of "video 2" with the most 4 occurrences, "interview" 1 occurrence, "video 1" 1 occurrence and "video 3" 1 occurrence. Then, Open Ended

Question had 6 occurrences with the analysis of "video 2" 3 occurrences, "video 1" 2 occurrences and "interview" 1 occurrence. Finally, Waiting Time Question had 5 occurrences in the analysis of "video 2" 3 occurrences, "interview" 1 occurrence and "video 1" 1 occurrence. Based on these findings, it can be concluded that Probing

Questions are also one of the assessors that are almost often used in the learning process of research methodology classes and from the results of data analysis it was found that lecturers gave questions with a concern for allowing students to think critically in answering questions with reasons they mastered related to the research projects they made. This is in accordance with the literature according to Pandey (2022) which emphasizes that it is important for teachers to apply Questioning in the assessment of Project-based learning with the category of probing questions that can challenge students in explaining various reasons for each answer given so that students become more critical and analytical.

### ***Self-Assessment***

Self-Assessment is a type of assessment that occupies the third position with 11 occurrences (15%) in its use by lecturers in research classes. Further research found that several types of Self-Assessment were found in several data instrument analyses: Reflection Journals total 7

occurrences, in the analysis of "interview" 1 occurrence, "Project guide" 4 occurrences and "syllabus" 2 occurrences. Then, Personal Goal Setting total 4 occurrences in the analysis of "interview" 1 and "Project guide" 3 occurrences. Meanwhile, Self-Rating Scales and Self Learning Log were not found in any data analysis. Based on the findings, it can be concluded that lecturers plan to use Self-Assessment in syllabus and Project guidebook as a guide for assessing students during the research methodology class.

Results of data analysis found that lecturers used the Reflection Journals and Personal Goal Setting categories to help reflect on their own abilities and be aware of being responsible for what their goals are in the projects they work on. This is actually in accordance with the literature according to Abu-rahmah & Al-humaidi (2012) which states that Self-assessment helps evaluate students' understanding, performance, and abilities in project-based learning. However, in the assessment practice in the research class, it was not found that the lecturer applied self-assessment as an indicator to assess students' projects, so it cannot be confirmed that Self-Assessment proved to be one of the effective types of assessment used by teachers in project-based learning classes.

### ***Peer Assessment***

Almost the same as Self-Assessment, Peer Assessment is a type of assessment that is the least used by lecturers in research classes and based on the results of the Peer Assessment study showed 9 occurrences (13%). Further research found that several types of Peer Assessment were found in several data instrument analyses:

Group Discussion total 3 occurrences, in the "Project guide" analysis 3 occurrences. Then, Peer Review Session total 3 occurrences in the "Interview" analysis 1 and "Project guide" 2 occurrences. Furthermore, Peer Collaborative Project total 2 occurrences in the "Project Guide" and finally Peer Grading 1 occurrence in the "Syllabus". Based on these findings, it can be concluded that lecturers plan to implement Peer Assessment as an assessment guide to make students assess and evaluate projects made by classmates in project-based learning in the research method class and the results of data analysis found that lecturers plan to use P-Collaborative Projects, P-Group Discussions, P-Peer Grading and P-Peer Review Session in the syllabus and project guidebook to direct students in the evaluation and assessment process of each project and facilitate students to discuss the projects they work on.

This is actually in accordance with the literature according to Ahangari et al (2013) which emphasizes that Peer Assessment empowers students to evaluate the performance of their peers in a manner comparable to that of lecturers. However, in the assessment practice in the research method class, lecturer did not apply all categories of peer assessment as indicators to assess students' projects, so it cannot be confirmed that Peer Assessment is proven as one of the effective types of assessment used by lecturers in project-based learning classes.

## CONCLUSION

The research that examines how the assessment practice of project-based

learning in research methodology class reveals important information about the use of assessment types (Feedback, Questioning, Self-Assessment and Peer-Assessment) to improve the process of teaching English in project-based learning approach. By looking at how lecturers conduct assessment in project-based learning approach in research methodology class, this study shows that lecturer overall involve feedback and question and answer types as assessment practices in the teaching process of research method class, but lecturer only involve the use of self-assessment and peer assessment as part of the assessment plan and do not use or practice these two types as indicators of student assessment in research method classes.

However, this study is not without limitations. Firstly, this study mostly observed and researched one lecturer as the only participant, which means it could not see how the assessment practices of other lecturers who may also use project-based learning approaches in their teaching. Secondly, this study examined lecturers' assessment practices on project-based learning approach, but the study found that lecturers did not fully use the types of assessments on assessment practices in research methodology classes on project-based learning. To fully understand how assessment is applied in project-based learning approaches in higher education, future research should try to address this issue by involving multiple participants and measuring and evaluating effective assessment practices to provide a comprehensive picture of assessment practices in project-based learning.

## REFERENCES

- [1] N. L. P. N. S. Putri, L. P. Artini, and P. K. Nitiasih, "Project-based learning activities and EFL students' productive skills in English," *J. Lang. Teach. Res.*, vol. 8, no. 6, pp. 1147–1155, 2017.
- [2] M.-H. Shin, "Effects of Project-Based Learning on Students' Motivation and Self- Efficacy.," *English Teach.*, vol. 73, no. 1, pp. 95–114, 2018.
- [3] N. Puangpungsi, "Learners' Perception towards Project-Based Learning in Encouraging English Skills Performance and 21st Century Skills.," *Thaitesol J.*, vol. 34, no. 1, pp. 1–24, 2021.
- [4] A. T. Cummings, J. Huff, W. C. Oakes, and C. B. Zoltowski, "An assessment approach to project-based service learning," in *2013 ASEE Annual Conference & Exposition*, 2013, pp. 23–151.
- [5] Y. Doppelt, "Implementation and assessment of project-based learning in a flexible environment," *Int. J. Technol. Des. Educ.*, vol. 13, pp. 255–272, 2003.
- [6] F. Fitriati, "Assessing Students' Learning in Project-based Learning Approach," *Visipena J.*, vol. 7, no. 1, 2016.
- [7] A. Liuolienė and R. Metiūnienė, "Students' self-assessment in project-based work," *Coactivity Philol. Educology/Santalka Filol. Edukologija*, vol. 22, no. 2, pp. 105–111, 2014.
- [8] M. Sultana and S. Zaki, "Proposing Project Based Learning as an alternative to traditional ELT pedagogy at public colleges in Pakistan," *Int. J. Lesson Learn. Stud.*, vol. 4, no. 2, pp. 155–173, 2015.
- [9] L. G. Hanardi, "A project-based assessment model of English for senior high school grade X," *Indones. J. English Lang. Stud.*, vol. 1, no. 1, pp. 70–92, 2015.
- [10] V. Muryanti, "Project-based assessment models for senior high school grade XI," *Indones. J. English Lang. Stud.*, vol. 1, no. 2, pp. 183–206, 2015.
- [11] L. Mauliana, H. Wulandari, and A. Jatmiko, "Implementation of Assessment Techniques at TK Pratama Kids Sukabumi Bandar Lampung," *J. Child. Dev.*, vol. 1, no. 1, pp. 21–30, 2021.
- [12] P. Woods and P. Sikes, *Successful writing for qualitative researchers*. Routledge, 2022.
- [13] F. Handoyo, L. Agustina, R. Setiawan, M. Laaribi, and N. T. H. Chuyen, "Using Informal Assessments in Project-Based Learning to Motivate Students to Speak Up: A Classroom Action Research Learned from ESP Courses," *J. Lang. Lang. Teach.*, vol. 12, no. 2, pp. 1048–1057, 2024.
- [14] T. Tally, "The challenges of implementing project based learning in the 21st century classroom," 2015.
- [15] J. Larmer, J. R. Mergendoller, and S. Boss, "Gold standard PBL: Essential project design elements," *Buck Inst. Educ.*, vol. 2, 2015.
- [16] A. Billah, U. Khasanah, and S. Widoretno, "Empowering higher-order thinking through project-based learning: A conceptual framework," in *AIP Conference Proceedings*, AIP Publishing, 2019.

- [17] P. Guo, N. Saab, L. S. Post, and W. Admiraal, "A review of project-based learning in higher education: Student outcomes and measures," *Int. J. Educ. Res.*, vol. 102, p. 101586, 2020.
- [18] N. F. Jumaat, Z. Tasir, N. D. A. Halim, and Z. M. Ashari, "Project-based learning from constructivism point of view," *Adv. Sci. Lett.*, vol. 23, no. 8, pp. 7904–7906, 2017.
- [19] S. Yam and P. Rossini, "Implementing a project-based learning approach in an introductory property course." PRRES, 2010.
- [20] C.-H. Chen and Y.-C. Yang, "Revisiting the effects of project-based learning on students' academic achievement: A meta-analysis investigating moderators," *Educ. Res. Rev.*, vol. 26, pp. 71–81, 2019.
- [21] S. Sawamura, "Assessment in project based language learning," *Hawaii Pacific Univ. TESOL*, vol. 8, no. 1, p. 2, 2010.
- [22] I. Lee, "Formative assessment in EFL writing: An exploratory case study," *Chang. English*, vol. 18, no. 1, pp. 99–111, 2011.
- [23] J. S. Jeyaraj, "Efficacy and Feasibility of Project-based Learning and Portfolios Assessment in ELT: A Study in the Indian Context," *Mod. J. Appl. Linguist. Spec. issue*, pp. 1–7, 2013.
- [24] W. Wei, "Using summative and formative assessments to evaluate EFL teachers' teaching performance," *Assess. Eval. High. Educ.*, vol. 40, no. 4, pp. 611–623, 2015.
- [25] J. J. Martin, "How teachers use and plan explicit feedback to improve students' self-regulated learning in a project-based learning classroom: A descriptive study." Grand Canyon University, 2020.
- [26] Z. B. Guadu and E. J. Boersma, "EFL instructors' beliefs and practices of formative assessment in teaching writing," *J. Lang. Teach. Res.*, vol. 9, no. 1, pp. 42–50, 2018.
- [27] P. Black and D. Wiliam, "Assessment and classroom learning," *Assess. Educ. Princ. policy Pract.*, vol. 5, no. 1, pp. 7–74, 1998.
- [28] P. Black and D. Wiliam, "Assessment and classroom learning," *Education*, vol. 20, pp. 123–133, 2003.
- [29] E. White, "Putting assessment for learning (AfL) into practice in a higher education EFL context," *Boca Raton, FL Diss. com*, 2010.
- [30] P. Black, C. Harrison, C. Lee, B. Marshall, and D. Wiliam, "Working inside the black box: Assessment for learning in the classroom," *Phi delta kappan*, vol. 86, no. 1, pp. 8–21, 2004.
- [31] K. Poonpon, "Enhancing English skills through project-based learning," *English Teach.*, vol. 40, no. 1, 2011.
- [32] D. F. Nuninsari, D. Sutopo, and D. A. L. Bharati, "The implementation of project based learning strategy in teaching spoken English," *English Educ. J.*, vol. 10, no. 1, pp. 94–101, 2020.
- [33] M. Marina, M. Roni, and M. Mursidah, "PROJECT-BASED ASSESSMENT FOR ESP (ENGLISH FOR SPECIFIC PURPOSE) STUDENTS: LECTURERS' PERSPECTIVE," *J. Dedik. Pendidik.*, vol. 6, no. 1, pp. 211–222, 2022.
- [34] J. W. Creswell and C. N. Poth, *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications, 2016.

- [35] V. Braun and V. Clarke, *Thematic analysis*. American Psychological Association, 2012.
- [36] G. A. Bowen, "Document analysis as a qualitative research method," *Qual. Res. J.*, vol. 9, no. 2, pp. 27–40, 2009.
- [37] M. Taras, "Feedback to Students in Elt," in *Adaptable English Language Teaching*, Routledge, 2024, pp. 96–113.
- [38] G. P. Pandey, "Teachers' experiences on the use of questioning strategy in Nepalese ELT classrooms," *J. Lang. Linguist. Stud.*, vol. 18, no. 1, 2022.
- [39] M. Abu-rahmah and S. Al-humaidi, "Enhancing ELT through self-assessment," *ELT Res. J.*, vol. 1, no. 1, pp. 31–52, 2012.
- [40] S. Ahangari, B. Rassekh-Alqol, and L. A. A. Hamed, "The effect of peer assessment on oral presentation in an EFL context," *Int. J. Appl. Linguist. English Lit.*, vol. 2, no. 3, pp. 45–53, 2013.