

Systematic Literature Review: Project-Based Learning in English Language Teaching

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| ARTICLE INFO | ABSTRACT |
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| <p>Keywords: <i>Systematic literature review, Project-Based Learning (PBL), English Language Teaching (ELT)</i></p> <p>DOI: https://doi.org/10.22437/langue.v1i2.24771</p> <p>Received: April 26, 2023</p> <p>Reviewed: May 11, 2023</p> <p>Accepted: May 11, 2023</p> | <p><i>Many different types of study, including Project-Based Learning (PBL) studies conducted in English language teaching areas, have required a systematic review in order to be evaluated. The systematic review's evidence base incorporates the leading research hypotheses as well as empirical information based on subject-matter expertise. The several journal publications about PBL in English language teaching are methodically explained in this review. 13 articles from 1,194,338 from 2019 to 2022 were extracted with the use of three databases—ERIC, Research Gate and Google Scholar—and after taking inclusion and exclusion criteria into consideration. In general, this review is beneficial to teachers because it informs them of the journal papers that can be used to identify PBL research gaps.</i></p> |

1. Introduction

One of the various learning trends now applied in the educational process is project based-learning. Besides, project-based learning is another well-liked teaching strategy in the field of teaching English. Dewey (1938) is cited for his explanation of how teaching students via experience will make learning more relevant and interesting. It has since evolved and is utilized in language learning. The very definition of project based-learning is learning while working on a project over time.

Project based-learning is one of (Pieratt, 2020) claims that PBL is a teaching method that actively involves students in learning activities with higher motivation, curiosity, and interest because PBL includes interesting real-world problems to solve, a challenge to design or create something, and a way to communicate their work to others. Several studies have used PBL in the classrooms for other learning purposes (Sirisrimangkorn, 2018; Huang, Sun 2022; Yin, 2020; Bakar, Noordin, and Razali, 2019; Iriani, Abidin, and Safitri 2019). These studies give teachers advice on how to implement PBL in the classroom to increase student engagement, enthusiasm, and motivation to study and meet learning goals. In addition, PBL is aimed to improve students' knowledge, language skills, and capacity for problem-solving when completing a task or project.

In English language learning, English teachers must work to come up with innovative and successful approaches to increase students' language ability. In practice, using English in authentic or real-world circumstances is the ultimate goal of learning the language. Therefore, it is recommended that project-based learning (PBL) be taken into consideration. Therefore it can contribute to attaining the goals, particularly by improving the use of English in common speech. Hence, this systematic literature review would explain some researches of Project Based-Learning in English language teaching areas.

2. Literature Review

Project-based learning is one of the teaching methods that requires students to solve problems together, create something over a period of time, and then present their work to others. Stanley (2021), who defined PBL as a learning-based inquiry and real-world experiences that typically entail teamwork, open-ended, needing new projects for every group of students, and student-centered, provided a more complicated description. Furthermore, according to Colley (2008), PBL is a concept of learning that requires students to create a project based on a given problem in order to generate a realistic assignment.

Knowing the qualities of project-based learning is required in order to comprehend it better. According to Stanley (2021), project based-learning has some characteristics, including being inquiry-based, student-centered and directed, typically involving collaboration in small groups (3-5 students) or large groups (8-12 students), involving end products that are different for each group or student, open-ended learning, based on real-world experiences, involving students as experts, teacher providing students' choice for nearly every component of the project, involving end results that are different for each group or student, and being based on real-world experiences.

With project-based learning, students are encouraged to develop problem-solving abilities in addition to their academic knowledge. Thus, the goal of PBL is to help students enhance their skills through engaging activities based on the project they created. Students are given the opportunity to take part in various activities and are encouraged to conduct investigations. Furthermore, since the project they created is applicable to the real world, it will motivate students to exhibit their knowledge in practical ways.

In applying project based-learning, several steps are required; planning, implementing, presenting the final product, and evaluating. First, students should think about writing a project title, entry event, and driving question. In this step, the teacher and students will discuss the project's theme by posing some questions. After that, each group's project title will be created by the students. The events that will take place will then be entered. Second, students are collaborating in groups with their peers to create the project based on the selected topic. The teacher will keep an eye on the students' progress during this step. Then, as they work on their assignment, the students will interact with one another. Third, they will receive the finished product after they complete the project. Each group should give a class presentation on their final project. Lastly, the teacher will assess the students' work and the process in making the project.

3. Research Methodology

This research used a systematic review method, which is a literature review based on an explicit research question that determines, through systematic methods, which studies of the existing literature need to be taken into account.

3.1 Data collection

Finding articles in various databases was the next stage after Project Based-Learning in English Language Teaching was decided upon as the major theme for this SLR project. Since they offered more similar articles than other sources, ERIC, Research Gate, and Google Scholar were chosen for the databases. The years of publication for ERIC, Research Gate, and Google Scholar are 2019 through 2022. The keywords were "Project Based-Learning in English Language Teaching " and "Project Based-Learning in English Skills". When searching both databases, the term "Project Based-Learning in English Language Teaching" turned up 118,257 articles on ERIC, 100 items on Research Gate, and 520,000 articles on Google Scholar. On the other hand, the term "Project Based-Learning in English Skills" turned up 499,000 articles on Google Scholar, 100 items on Research Gate, and 57,081 articles on ERIC. There were 1,194,538 items in all. 200 articles were chosen after 1,194,338 irrelevant and 100 duplicate articles were found. The remaining articles were filtered with the criteria that the articles should be addressing Project Based-Learning in English Language Teaching and be empirical studies (research articles). The articles titles and abstracts were assessed. Finally, 17 articles matched the search phrases. One is in Arabic and three of them cannot be accessible, therefore thirteen items were added for the final search. See Table 1. Search in ERIC, Table 2. Search in Research Gate, and Table.3 Search in Google Scholar.

Table 1. Search in ERIC

| Keywords | No | Year | n. | Article | n. | Journals | n. |
|---|----|------|----|--|----|---|----|
| "Project Based-Learning in English Language Teaching" | 1 | 2019 | | Improving Oral Communicative Competence in English Using Project-Based Learning Activities | | English Language Teaching | |
| | 2 | 2020 | | The Effect of Project-Based Learning Model on Persuasive Writing Skills of Saudi EFL Secondary School Students | | English Language Teaching | |
| "Project Based-Learning in English Skills" | 3 | 2021 | | Improving EFL Undergraduate Learners' Speaking Skills Through Project-Based | | Advances in Language and Literary Studies | |

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|--|---|------|--|---|--|--------------------------------|--|
| | | | | Learning Using Presentation | | | |
| | 4 | 2021 | | Learners' Perception towards Project-Based Learning in Encouraging English Skills Performance 21 st Century Skills | | THAITESOL Journal | |
| | 5 | 2022 | | Project-Based Learning in English Language Teaching at a Rural School: A Case Study from Turkey | | Research on Youth and Language | |

Table 2. Search in Research Gate

| Keywords | No | Year | n. | Article | n. | Journals | n. |
|---|----|------|----|--|----|---|----|
| "Project Based-Learning in English Language Teaching" | 1 | 2019 | | Project-Based Learning: Promoting EFL Learners' Writing Skills | | Language and Language Teaching Journal | |
| | 2 | 2020 | | A concept paper: The Effectiveness of Project Based Learning on Speaking Skill Among Non-Native Mandarin Learners in Vocational College Malaysia | | International Journal of Academic Research in Business and Social Science | |
| | 3 | 2022 | | Exploring the Effectiveness of Project-Based Learning on Speaking Test Performance | | Advances in Social Science, Education and Humanities Research | |

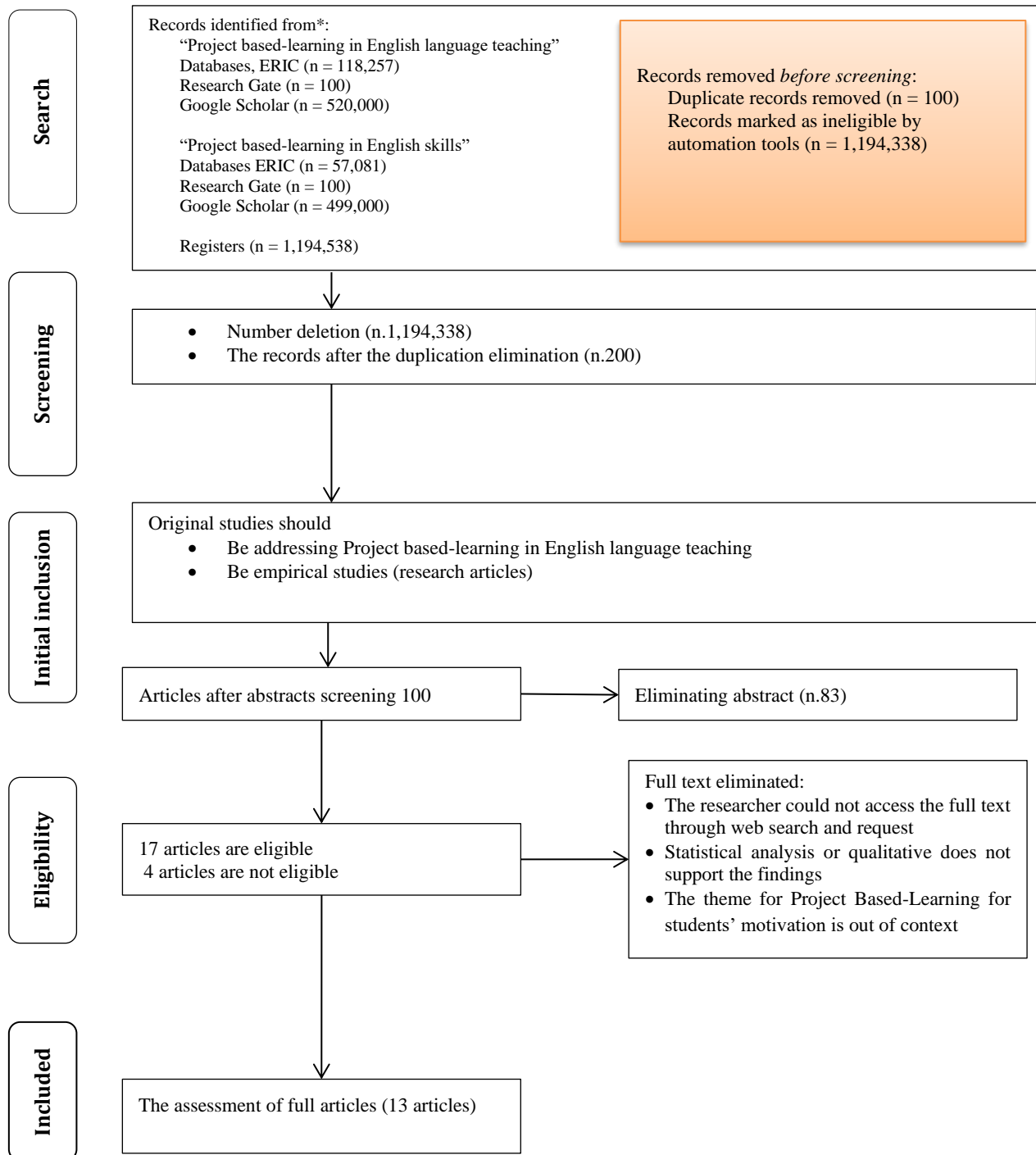
Table 3. Search in Google Scholar

| Keywords | No | Year | n. | Article | n. | Journals | n. |
|---|----|------|----|---|----|---|----|
| “Project Based-Learning in English Language Teaching” | 1 | 2019 | | Project-Based Learning to Develop Students’ Ability and Creativity in Writing Narrative Story | | Indonesian EFL Journal | |
| | 2 | 2019 | | Effect of Project-Based Learning Through Blogging on EFL Students' Writing Ability | | Journal on English as a Foreign Language | |
| | 3 | 2020 | | Using Gold Standard Project Based Learning Intermediate Year Three Pupils to Enhance English Speaking Skill: A Conceptual Paper | | Scientific Research Publishing | |
| | 4 | 2020 | | The Effect of Project Based Learning to The Students’ Speaking Ability | | A Journal of Culture, English Language Teaching, Literature and Linguistics | |
| | 5 | 2021 | | Project Based-Learning on Critical Reading Course to Enhance Critical Thinking Skills | | Studies in English Language and Education | |

3.2 Data analysis

In analyzing the data, the researcher used content analysis method, which is commonly used for textual analysis and allows for comparing, contrasting and categorizing the data. In this research, the researcher used PRISMA, which has been more well-liked among researchers

as a tool. PRISMA has shown to be practical and trustworthy for determining many causes of any events. Identification, screening, eligibility, and data inclusion are the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) processes, as shown in Figure 1.



4. Figure 1. Flow of the diagram based on PRISMA

4.1 Trends in flipped classroom and ELT literature

The subcategories examined by the authors included the distribution of the studies by year, research methods used, and the education levels of the samples in the articles.

4.1.1 Distribution of the studies by years

The distribution of studies referring to the Project-Based learning (PBL) in English language teaching by years is shown in Figure 2. The first research into area was published in 2019.

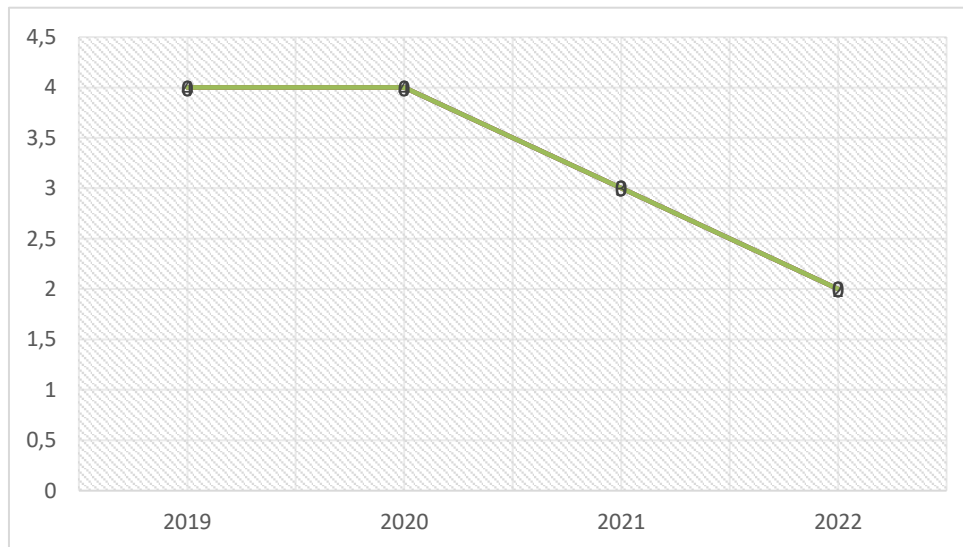


Figure 2. The number of articles by year.

4.1.2 Research methods used in the reviewed articles

The most commonly used research method was the quantitative method (n = 7), closely followed by the qualitative (n = 3) and mixed method (n = 3) as shown in figure 3 below.

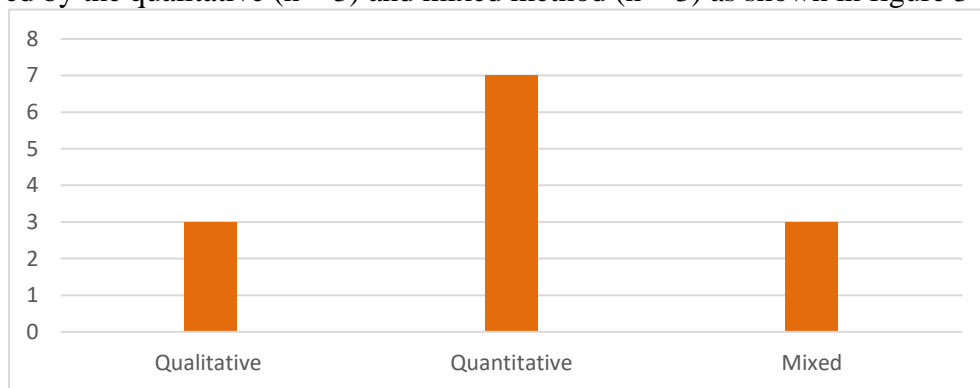


Figure 3. Research methods used in the reviewed articles

4.1.3 The education levels of the samples in the articles

Figure 4 reveals that the vast majority of articles (53%) selected university students as the sample, followed by EFL and ESL learners with various backgrounds (39%), and the last one is teachers (8%).

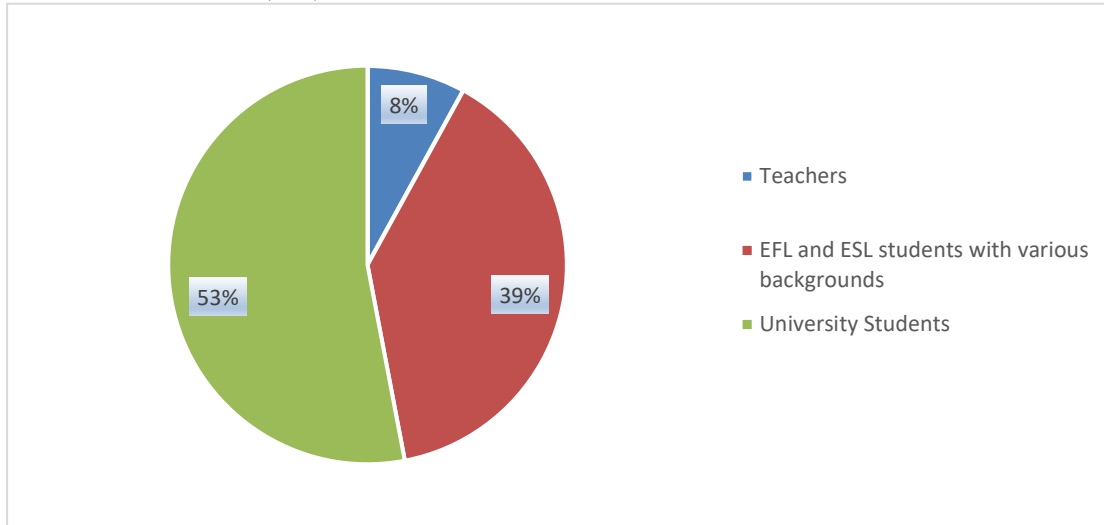


Figure 4. The education levels of the samples of the reviewed articles

4.2 The main findings of the Project-Based Learning (PBL)

The main findings of the review research regarding Project-Based Learning (PBL) were English language teaching, oral communicative competence, critical thinking skills, English skills, speaking skills, and writing skills and ability.

5. Discussion

In this research, 13 articles retrieved from ERIC, Research Gate, and Google Scholar were analyzed in terms of their trends and findings. Hence, there were several points taken from those articles in the discussions: English language teaching, oral communicative competence, critical thinking skills, English skills, speaking skills, and writing skills and ability.

5.1 English Language Teaching

The article entitled Project-Based Learning in English Language Teaching at A Rural School: A Case Study from Turkey (Kemaloglu-Er, E., and Sahin, M.T., 2022) discussed about the use of Project-Based Learning (PBL) in English Language Teaching (ELT) at a rural school. Teaching at a rural school may get some challenges, such as inappropriate resources and lack of students' interest. Therefore, this case study is aimed to design a PBL model for the English classes at a rural school and explore the effects of PBL on the development of linguistic and nonlinguistic competences as well as the advantages and obstacles of the process along with recommended solutions. The findings showed that PBL has a multifaceted impact on students' growth. According to the research, PBL helped the students' interest in and comfort with using English as well as their English language ability. Also, it was discovered that the students had improved their real-world related skills, such as time management, creativity, independent judgment, oral presentation, and computer use. Yet, PBL was also described as a difficult procedure demanding complete dedication and a significant workload. According to this study, PBL can be a useful tool for raising ELT standards in rural schools.

5.2 Oral Communicative Competence

This study was conducted by Bakar, N.I.A., Noordin, and N., Razali, A.B., (2019), which mainly discusses about the effectiveness of using project-based learning (PBL) activities as a teaching strategy in improving the oral communicative competence of Malaysian English language learners. The study suggests using PBL as an effective English language teaching method for technical students who are often low English language learners. The literature on teaching English as a second language has described many methods used by English language instructors around the world to improve communicative proficiency. However, it appears that these initiatives have not much improved the issue of low English language proficiency among students, notably in Malaysia. Due to specific factors, this study's focus is on English language learners in Malaysia's scientific and technical fields. Also, it seems reasonable and crucial to start asking these technical students about their experiences studying English in order to identify any issues or requirements they may have so that changes can be made to facilitate their learning. As a result, the purpose of this study was to determine whether project-based learning activities are beneficial for improving the oral communication skills of English language learners from a technical college. It can be concluded that the PBL teaching technique is successful in enhancing English language learners' oral communicative ability. PBL also raises the level of student learning engagement. According to the study, PBL can encourage students to take more responsibility and work together to learn strategically and with greater motivation. Besides that, teachers also agree that PBL is a useful teaching technique. The potential of employing PBL as a successful teaching technique for English language learners has, however, long been addressed by academics in the literature.

5.3 Critical Thinking Skills

Sari, D.M.M., & Prasetyo, Y., (2021) in their article which entitled “Project-Based Learning on Critical Reading Course to Enhance Critical Thinking Skills” discussed about how project-based learning (PBL) was used to teach critical reading in order to improve students' critical thinking abilities and to explain the students' reactions to that implementation. According to the early research, one issue with a critical reading course was that students struggled to develop their critical thinking abilities. The primary reason for the issue is that the teacher did not use a variety of learning models when instructing the students in reading. Project-Based Learning is one of alternative learning model that is thought to be able to enhance critical reading and critical thinking abilities (PBL). In this case, the researchers were encouraged to carry out this study with the following objectives: to describe the PBL implementation, determine whether PBL is effective in raising students' critical thinking levels, and determine the students' reactions to the PBL implementation in a critical reading course that can enhance students' critical thinking abilities. The result of this study was PBL was implemented in a critical reading course in three steps to improve students' critical thinking abilities: planning, implementing, and evaluating. Then, by using PBL, the students were motivated in doing tasks. Next, 54% of students' critical thinking skills were categorized as being excellent after the teacher implemented PBL model in the classroom. Lastly, based on questionnaire, 73% of the students strongly agreed that their critical thinking could be improved by using PBL model.

5.4 English Skills

Discussing about English skills towards Project-based Learning, a research by Puangpunsi, N., (2021) which entitled Learners' Perceptions towards Project-Based Learning in Encouraging English Skills Performance and 21st Century Skills. This research is intended to

find out how using project-based learning activities helped those students learn English more effectively and develop 21st century abilities. Several studies have demonstrated the positive effects of implementing PBL in a classroom. Through the project process, which typically begins with identifying questions, students in a PBL classroom have the chance to acquire both academic knowledge and life skills. Besides, real-world subjects are used to motivate students to engage in realistic work with the application of interdisciplinary skills and real-life knowledge in a PBL classroom. The result of this research was the majority of participants stated that project-based learning activities helped them enhance their level of responsibility in learning while also encouraging collaboration and teamwork skills. Furthermore, the students expressed satisfaction with the PBL integration in the English learning class. Then, PBL integration in a classroom, in general, enables students to achieve significant objectives and get over some learning challenges.

5.5 Speaking Skills & Ability

Project-Based Learning become one of the learning methods that is used in some studies to help students to improve their speaking skills. One of them is the research by Mafruudloh, N., and Fitriati, R., (2020) which entitled “The Effect of Project-Based Learning to The Students’ Speaking Ability. The purpose of this research was to describe how PBL was used in a non-English department class (the Management department class) and to determine how it affected students' speaking abilities. The researchers used pre-experimental research design in which using observation, pre-test giving treatment to the classroom by using PBL, and post-test. This research has done due to English lecturer have various issues with the teaching-learning process, particularly when teaching English in a non-English department. They discovered issues with the teaching technique because of things like the big classroom size, heterogeneous students, secured desks, and a lack of expertise of language teaching methods. Hence, the researchers did the research in order to find out the effect of PBL in Management class. The researchers found that PBL has significantly improved the students' speaking skills. It was also a successful way for teaching speaking since it inspired students to be more engaged and creative in their work and participation in class. In order to increase students' speaking proficiency, it is highly advised to use this teaching method in speaking classes.

The study entitled “A Concept Paper: The Effectiveness of Project-Based Learning on Speaking Skill among Non-Native Mandarin Learners in Vocational College Malaysia was conducted by Yin, E.L., (2020), which mainly focused on finding out the use of PBL teaching methodology to help non-native Mandarin speakers improve their speaking ability. The study's findings suggest that non-native Mandarin speakers can improve their speaking abilities by using this study's alternative teaching methods rather than the conventional ones. The main purpose of offering Mandarin subjects is to nurture students, especially non-native students, to master basic Mandarin language skills such as listening, speaking, reading and writing to meet the current needs (vocational college Mandarin Course Outline, 2018). According to a researcher's study of the Mandarin learning environment at a vocational college, several students said that they lacked confidence and were unable to speak Mandarin as fluently as they had hoped after learning the language. Based on the problems, the researcher conducted this research in which the researcher hopes that the project instruction stage will help other teachers implement the PBL teaching approach to enhance non-native Mandarin learners' speaking ability.

Sayuti, H.A.M., et al., (2020) in their article entitled Using Gold Project Based Learning for Intermediate Year Three Pupils to Enhance English Speaking Skill: A Conceptual Paper.

Project-based learning (PBL) is one of the teaching strategies that enhances students' performance in the classroom, according to numerous previous research. One of the benefits is to enhance pupils' English speaking skill. Besides, PBL can help students develop higher order thinking skills to think critically and beyond the way of pupils' thinking. The primary goal of the study is to determine how the students' speaking abilities in English are affected by the use of Gold Standard Project-Based Learning (GSPBL). Furthermore, this research needed to compare students' English speaking performance before and after the use of GSPBL. The researcher used observation, interview and documents as data collection tools. The results of this study was to help English teachers by providing them with the tools, which they need to implement GSPBL in the classroom more successfully. As GSPBL was introduced and put into practice as a classroom exercise, it appears that the students could also improve their English language speaking Open Access skill.

The article written by Sirisrimangkorn, L., (2021) entitled Improving learners' speaking skills through Project-Based Learning using presentation. Many Thai students have difficulties in communication skills, especially speaking skills. It is suggested that the students can improve their English proficiency by engaging in activities and picking up tips from one another. There have been numerous initiatives to encourage students to practice speaking skills in order to improve their ability to communicate in English. Learners are encouraged to study English and hone their language skills using a variety of activities and techniques. To advance the language learning and advancement of EFL learners, project-based learning is included into a variety of language education methods. To fulfill the goal of the university, project-based learning has been integrated into the curriculum so as to enhance learners' speaking ability and serves as a communicative environment for English speaking practice. The purpose of this study was to look at how project-based instruction using presentations affected the speaking abilities of EFL undergraduate students. The researcher found that the students expressed positive opinions towards project-based learning using presentation as it was perceived to have helped improve their speaking skills. The findings from the interviews revealed that the project-based learning using presentation was positive for learners' speaking skills according to their presentation tasks, scaffolding activities, and practice of integrative skills.

The research conducted by Huang, H., and Sun, C., (2022), entitled Exploring the Effectiveness of Project-Based Learning on Speaking Test Performance, is aimed at investigating how well the PBL teaching strategy improves students' oral fluency, vocabulary, grammar, and pronunciation from the standpoint of band descriptors in the IELTS Speaking Exam, an international English proficiency test. The results show that the project learning process has improved all four speaking band descriptors—fluency and coherence, lexical resource, grammatical range and correctness, coupled with pronunciation—though fluency and lexical resource have seen a greater improvement than grammar and pronunciation. Also, students typically approach learning with a more optimistic outlook and participate more actively in speaking activities.

5.6 Writing Skills and Ability

Instead of speaking skills, Project-Based Learning was also effective to be applied in the classroom to improve students' writing skills and ability. A research entitled Project-Based Learning to develop students' ability and creativity in writing narrative story, which conducted by Syarifah, E.F., and Emiliasari, R.N., (2019). It is believed that writing can foster students' creativity and critical thinking. Moreover, writing skill is important because it

determines students' ability and success in learning English. However, among the four English language abilities, writing is one that students find difficult to grasp, according to early observations made at a study program for English education where researchers teach. Some factors that cause students' difficulties in writing an English essay are lack of understanding of the topic, the purpose of writing, and how to organize ideas into writing. In order to help the students enhance their writing skills and originality, a solution to the issues mentioned above is required. In this study, students' writing focuses on narrative essays by using Project-based learning. Project-based learning can help the students enhancing their English language abilities. Hence, the purpose of this study is to determine whether project-based learning can help students in higher education in improving their writing skills and creativity. Furthermore, it also tries to explore students' perceptions towards the implementation of project-based learning in writing course. The findings of this study suggested that project-based learning can assist students in developing their ability and creativity in writing narrative text in a variety of areas, including their understanding of the topic and their knowledge of the narrative genre, specifically social function, text structure, and language feature.

The article entitled "Project-based learning: promoting EFL learners' writing skills" by Aghayani, B., and Hajmohammadi, E., (2019) discussed about the effect of project-based learning on EFL learners' writing skill. Several researches found that PBL has some benefits in learning, such as a study by Fragoulis and Tsiplakides (2009) that found that PBL provides learners with a variety of advantages, including chances to grow their self-assurance, self-esteem, autonomy, cooperative skills, motivation, and language proficiency. More significantly, PBL activities increase students' language proficiency, foster their attitudes about learning in EFL classrooms Artini et al., (2018), and increase their enthusiasm to use EFL with a strong emphasis on writing ability Kovalyova, Soboleva, & Kerimkulov, (2016). Hence, PBL not only can foster learners' critical thinking for learning, but also assisting them in learning new information might be crucial in boosting writing. Due to the important role of writing in language learning, this study attempted to show the effect of PBL on EFL learners' writing skill. The result of this study showed that project-based learning significantly improved the learners' writing skills. The results also demonstrated that project-based learning strategies do help students improve and promote their writing skills in a collaborative setting.

Sa'diyah, I.H., and Cahyono, B.Y., (2019) conducted the research entitled Effect of Project-Based Learning through blogging on EFL students' writing ability. Writing is regarded as a productive skill, and writing exercises result in written work during the EFL learning process. Writing also becomes an essential talent at the university level. Since it can be difficult for them to explore and arrange thoughts, as well as come up with suitable words for writing, students sometimes have a tendency to be hesitant during the writing process. Further, the students' mother tongues, in this case Indonesian and English, differ in terms of their cultural backgrounds, which presents another difficulty for them when writing. An efficient approach to teaching writing is recommended to be used to increase EFL students' writing proficiency in order to assist them in overcoming the difficulties. Blogging is the term used to describe the actions taken by bloggers while they are writing or expressing their ideas on their blogs. It makes it possible for students to maintain online journals, especially for writing exercises. Due to the requirement for students to create blogs, the learner blog is the subject of the study. Therefore, this research is aimed at investigating the effect of using PBL through blogging on students' writing abilities and finding out the differences between students' writing ability who has high and low self-efficacy and. The research used an experimental research design in which there are two classes: an experimental group that applies PBL through blogging and a

control group that uses a conventional method. The results showed that students using PBL through blogging performed better on writing assignments than those using the conventional method. It was also discovered that there was no significant difference in writing skills between students using PBL who had high self-efficacy and those who had low self-efficacy.

The study conducted by Alotaibi, M.G., (2020), which entitled *The Effect of Project-Based Learning Model on Persuasive Writing Skills of Saudi EFL Secondary School Students* discussed about how students' persuasive writing skills is affected by using project-based learning model. This study was conducted because of many students have problems in writing, so the researchers suggested to use one of learning model, which is project based learning. It is a learning model that may help students improving their writing abilities, and encourages students to use reflective thinking. Especially, this study focused on examining students' persuasive writing skills. The main objective of this study is to explore the effect of project-based learning on persuasive writing skills with a group of third-grade of secondary school students. The design of the study was quasi-experimental approach using pre and posttest for control and experimental groups. While the control group received conventional teaching method, the experimental group received project-based teaching method. All participants were tested using the pre/post persuasive writing performance test before and after the intervention. The result indicate that there was a significant difference between the experimental group's mean posttest scores and those of the control group in favor of the experimental group. It was concluded that participants' level of persuasive writing performance considerably developed after obtaining the explicit project-based learning model.

6. Conclusion

As a result, this research has covered a number of research topics related to Project-Based Learning, particularly in English Language Teaching, including oral communicative competence, critical thinking skills, English skills, speaking skills and abilities, and writing skills and abilities. The researchers carried up an overview study on those subjects, which was referenced in ERIC, research gate and google scholar. The following study is suggested to focus on one of those subjects, however it will be explored in more detail and employ additional resources between the years 2019 until 2023.

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