

Improving Written Communication Skills with Project-Based Learning: A Quasi-Experimental Study in Sri Lankan Plantation Sector Schools

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Keywords	Abstract
English Language Learning, Plantation Sector Schools, Project-Based Learning, Quasi-Experimental Study, Upper Secondary Students, Written Communication Skills.	<i>This study aimed to evaluate the effectiveness of project-based learning (PBL) on the written communication skills of Grade 10 students in a Sri Lankan plantation sector school. Plantation-sector schools face unique challenges, including socioeconomic disadvantage, limited resources, and minimal English exposure, with little research exploring PBL in this marginalized context. This study addresses this gap by examining whether PBL offers pedagogical benefits for enhancing writing skills in under-resourced settings. A quasi-experimental pretest-posttest control group design was employed with 60 students divided into experimental and control groups. The experimental group received eight weeks of PBL instruction, while the control group received traditional instruction. Quantitative data were analyzed using independent and paired-samples t-tests, supplemented by qualitative data from observations and interviews. Both groups demonstrated significant within-group improvements ($p < .001$), but the experimental group did not show statistically superior outcomes ($p = .423$). Qualitative findings revealed enhanced engagement and motivation among PBL participants. The study suggests PBL holds promise in under-resourced settings, though longer interventions and larger samples are needed for measurable superiority.</i>

INTRODUCTION

In a globalized environment, the English language plays a critical role in education, job and social mobility. Written communication skills have a specific importance in a scholastic setting since they allow learners to organize ideas, demonstrate knowledge and achieve success in examinations-focused assessment systems. However, English language proficiency is distributed unequally in Sri Lanka. National level policy discussions have revealed growing concerns about the effectiveness of English language teaching, learning, and assessment across various school sectors (Prime Minister's Media Division, 2025; Arkeema & Sathana, 2025).

The issues are especially relevant in the Sri Lankan's plantations school system. Communities living on tea and rubber estates continue to face immense socioeconomic and educational imbalances due to poverty, a lack of educational support, and limited access to learning resources. Tea estate communities have their long-standing struggles that negatively affect their children's education and livelihood. Moreover, students in these environments have very little exposure to the English language outside the classroom, which reduces their chances of developing practical language skills, mostly in writing (UNICEF Sri Lanka, 2023).

The problem takes on a more important dimension at the upper secondary level, where students undertake a variety of writing tasks throughout the examination known as the General Certificate of Education Ordinary Level. Students are expected to write notes, notices, letters, emails, paragraphs, dialogues and essays for the English Language paper. Students in poorly endowed schools face challenges with ideation, paragraph organization, vocabulary usage, and grammatical and orthographic correctness, as well as general coherence. Such limitations are due to teacher-centered classroom practices that focus on grammar drills, rote memorization, and exam preparation instead of meaningful communication (Shepherd & Ainsworth, 2018; Brunfaut & Green, 2019; Karunakaran & Regan, 2024).

Project-based learning has become a growing trend in alternative education, replacing traditional methods of instructions. Based on the constructivist theory, PBL conceptualizes learning as an active process in which learners develop knowledge via experience- involving learning by doing, collaboration, and reflective learning (Vygotsky, 1978), as cited in Almulla, (2020). PBL promotes students planning, discussing, drafting, revising, and writing for real audiences, thus avoiding the mechanical aspects of writing. Empirical data in the context of English as a foreign second language show that PBL has improves learner's writing skills, motivation, collaboration, and confidence (Andargie et al., 2025).

Literature shows that little to no studies have explored the impact of Project-Based Learning (PBL) in Sri Lankan plantation-sector secondary schools. These schools feature a unique learning environment marked by limited recourses, low exposure to the English language, and decades-long socioeconomic disparities. As a result, there is doubt regarding whether the positive impact of PBL can be successfully transferred to this marginalized sector. The current study aimed to fill this gap in the literature by exploring the effectiveness of PBL in enhancing the written communication abilities of Grade 10 learners in a Tamil-medium upper secondary school within a Sri Lankan plantation community.

Research Objectives

1. To compare the post-intervention written English communication scores of upper secondary students who participate in Project-Based Learning (experimental group) with those who receive traditional instruction (control group).
2. To assess the changes in upper secondary students' written English communication skills by comparing their post-intervention performance against their initial baseline levels.

LITERATURE REVIEW

The literature review is structured to initially present the theoretical background of the study, followed by a review of key international, local, and context-specific studies related to current challenges, the implementation process, and the impact of PBL on written communication skills. Finally, it structures the discussion within constructivist principles that support active and student-centered learning approaches.

Theoretical Framework: Project-based learning (PBL) is rooted in the constructivist theory of learning, which assumes that learners build knowledge via active interaction, inquiry, and

experience, rather than being passively fed information by an instructor (Vygotsky, 1978, as cited in Song et al., 2025). Vygotsky's sociocultural theory highlights that guided participation, social interaction, and scaffolding are critical to knowledge acquisition. Thus, this theory is highly applicable to language classrooms, where learners acquire competence through cooperative learning (Lantolf & Xi, 2023; Poehner & Lu, 2024). According to Vygotsky, cognitive development-including language proficiency-is enhanced via social interactions within the Zone of Proximal Development (Lantolf & Xi, 2023; Poehner & Lu, 2024).

When applied to writing instruction, this study would assist educators in guiding their learners via a more organized and efficient process. Such principles improve writing teaching instruction by facilitating the repetitive cycles of idea generation, structuring, writing, and revision with feedback (Sulistiyo, 2025). PBL promotes communication, self-direction, teamwork and problem solving (Shi & Li, 2024), enabling students to generate purposeful texts and complete authentic tasks as opposed to solitary grammar drills. Through these activities, students develop not only content knowledge but also crucial language skills, including writing (Rosli et al., 2024). Studies have revealed that PBL can notably enhance learners' ability to organize clear ideas, express meaningful thoughts, and engages in various writing tasks (Rachmawati et al., 2024). Moreover, according to Isnaniah et al. (2026), constructivist learning principles promote deeper understanding by directing learners to actively engage in knowledge construction. Therefore, this theoretical framework assists the assumption that learners exposed to Project-based learning approaches are likely to show higher levels of writing ability compared to those taught using traditional methods (Maalfi & Brigui, 2026).

Current Challenges in English Written Communication Skills among Upper Secondary Students: In Sri Lanka, structural inequities play a vital role in the acquisition of the English language. Nationwide investigations have shed light on inequity in proficiency levels, variations in the quality of instruction, and an assessment system that is often unable to support the development of communicative competence (Indrarathne & McCulloch, 2022). These issues are especially severe among marginalized groups, including those living in the plantation sector, where socioeconomic disadvantage and educational shortcomings meet. According to UNICEF Sri Lanka (2023), tea-estates communities still face conditions that adversely affect the learning pathways and academic performance of children.

Writing is generally regarded one of the hardest language skills to master to EFL and ESL contexts. Learners face challenges in area such as idea generation, word choice, grammatical structures, coherence, spelling, and cohesion. These difficulties are further strengthened when learners have minimal exposure to English outside the classroom and when is overly exam-oriented. In this case, learners may over-rely on responses template at the expense of original and substantial writing (Andargie et al., 2025).

Research done in the EFL setting demonstrates the broad scope of issues that learners face in mastering effective written communication skills due to the absence of exposure and teaching materials (Thu, 2024). Indicatively, EFL learners experienced difficulties with vocabulary, coherence, and grammatical accuracy during English writing activities (Siekmann et al., 2022). The study highlighted the fact that limited practice experience and poor teachers training influenced student's writing proficiency (Dao & Dan, 2024). Equally, in the Middle East, EFL students tend to write simple sentences with frequent syntactic mistakes, which suggest a need

for alternative writing training (Al-Sofi, 2022). Alternatively, as a case in point, learners in most low-exposure EFL contexts (e.g. small fraction of Bangladesh or Vietnam) experience the common problem of analysis paralysis. In this regard, they are unable to generate written texts and excessively edit their work to perfection, which makes them very nervous and causes them to avoid practicing (Khezerlou, 2023).

Implementation of Project- Based Learning Activities: PBL can be particularly beneficial in under-resourced environments, as it can be adapted to local conditions without requiring advanced technological devices (Garib, 2023). In resource-limited classrooms, language learning can be integrated into indigenous projects, letters, reports, posters, presentations, and group compositions to create authentic communication opportunities (Sadad et al., 2024). However, successful implementation will still be conditional on adequate teaching time, preparation, and classroom assistance, which in turn is especially relevant to plantation sector schools where teacher's often faced curricular and material limitations (Mai & Trang, 2022).

These values gain even greater far-reaching importance in the sphere of writing lessons because effective writing is a process. The key to this process is the possibility to engage in brainstorming, planning, writing, revising, and editing (Cahyono et al., 2024). Furthermore, PBL develops communication, self-direction, collaboration, and problem-solving skills (Boardman et al., 2024). In language teaching, PBL allows students to produce meaningful writing and participate in real life tasks instead of focusing critically on isolated grammatical exercises (Andargie et al., 2025). Key components of effective PBL implementation include providing a challenging issue, promoting sustained Inquiry and learner voice, encouraging self-reflection, ensuring authenticity, integrating feedback and revision, and concluding with a public product (Dean et al., 2023).

Assessing the impact of Project- Based Learning Activities in Developing Writing Skills: The literature has considerably discussed the benefits of PBL in language teaching and learning. For example, PBL has the capability in teaching 21st -century skills, such as critical thinking, collaboration and problem solving (Arochman et al., 2024). This approach enables active beyond-classroom exploration to a particular subject (Lattimer & Riordan, 2011) and supports learners in achieving a higher level of understanding of a certain topic, and enhances their learning motivation Hidayat & Rojabi, 2025). Moreover, teamwork projects, the core of PBL, can guide learners to be actively engaged in the learning process (Hidayat & Rojabi, 2025). In addition, PBL provides opportunities for learners to work collaboratively in simple groups in which they can share resources and ideas in complete a specific project (Boardman et al., 2024). Furthermore, as PBL has become immensely popular in the education sector over the past few years, this research study conducted a comprehensive meta-analysis to integrate the effectiveness of PBL in EFL/ESL writing by examining 11 different articles from the Scopus and Google Scholar databases published between 2013 to 2023 (Cahyono et al., 2024).

A growing body of international literature supports PBL as an effective tool for writing development. In their meta-analysis of studies on EFL/ESL composition, Cahyono et al. (2024) emphasized the overall positive impact of PBL on writing results. Similarly, Andargie et al., 2025 found that PBL greatly helped EFL learners improve their writing scores, cooperative discourse, and overall perception of writing tasks. These findings indicate that PBL constantly

fosters measurable academic growth while creating the motivating environment necessary for long-term language learning (Aditia & Astuti, 2026).

National reviews show that systematic inequities in language acquisition, variable instructional quality, and incorrect assessment systems that fail to promote communicative competence shape the English learning process in Sri Lanka (Indrarathne & McCulloch, 2024). The detrimental impact is notably acute among marginalized groups, like plantation communities, which face a combination of socioeconomic disadvantage and a lack of educational opportunities. According to UNICEF Sri Lanka (2023), the communities neighboring tea estates remain vulnerable to environments that undermine fair access to education, as well as equitable learning opportunities and outcomes for children. Thus, the successful application of PBL in language classrooms—whether English as a Second Language (ESL) or English as a Foreign Language (EFL) depends on its ability to create authentic experiences and meaningful learning activities. By encouraging the practical application of the target language, PBL can develop both the linguistic competence and vital life skills of learners (Jaleniauskiene & Venckiene, 2025).

Although there are global calls to use PBL, there is little empirical evidence regarding its application in the plantation-sector schools of Sri Lanka. Most local literature addresses English education in general terms, rather than analyzing how writing is taught in these socially marginalized plantation schools. Accordingly, the present work aims to contribute to the research knowledge base by exploring the possibility of applying PBL in this context and evaluating its capacity to assist Grade 10 students in acquiring written communication skills.

Research Hypotheses

H₁: Students who participate in Project-Based Learning (experimental group) will achieve significantly higher written English communication scores than students in the control group at the end of the intervention.

H₂: Upper secondary students will demonstrate significantly higher levels of written communication skills after implementing Project-Based Learning (PBL) compared to their initial baseline levels.

MATERIALS AND METHODS

Research Design

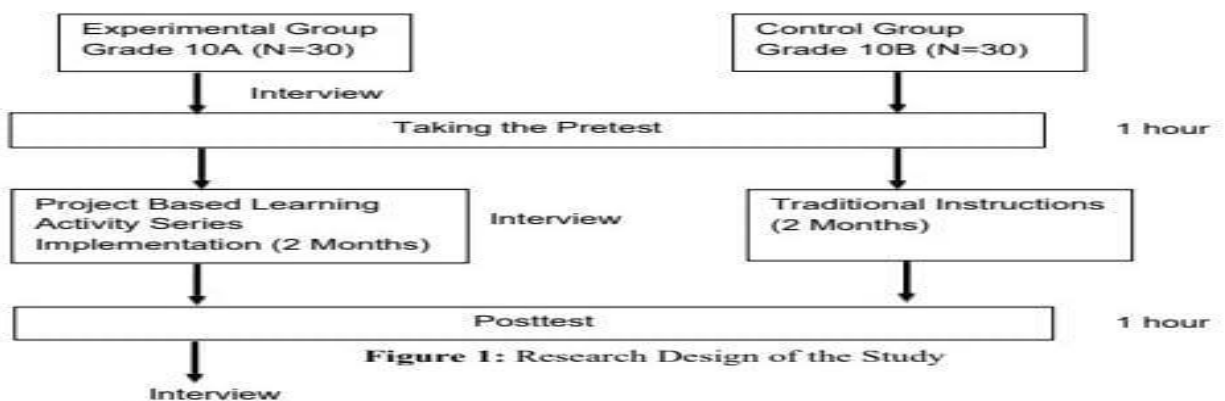
This research utilized a quasi-experimental pretest-posttest control group design to examine the effects of project-based learning on the written communication skills of Grade 10 students in a plantation-sector school in Kalutara, Sri Lanka. A quasi-experimental design is a research method used to examine causal relationships between variables without relying on random assignment of participants to treatment and control groups. Unlike true experiments, quasi-experiments are often employed in situations where randomization is impractical, unethical, or impossible, such as in educational or organizational settings where pre-existing groups must be used (Cham et al., 2024).

Participants and Sampling

The target population of the current study consisted of 10th grade students in Sri Lankan plantation-sector schools. The sample include 60 Grade 10 students from two parallel classes (n=30 in each class) in a representative plantation-sector school. This setting specifically represented Tamil-medium students, most of whom were children of estate employees. One class served as the experimental group while the other acted as the control group. To ensure the instructional consistency, the same teacher taught both classes.

Data Collection and Instruments

Written communication skills were assessed using a classroom-based writing test administered as a pre-test and post-test to measure the effect of project-based learning on students' writing performance. The test required students to produce a written composition on an assigned topic, which was then scored using an analytic writing rubric evaluating dimensions such as ideas, organization, sentence fluency, word choice, and conventions, consistent with the 6+1 Trait Writing model (Chong & Isaacs, 2023). Because they align closely with curriculum content and instructional objectives, and offering strong ecological validity even when standardized instruments are unavailable, classroom-based, teacher-developed assessments are widely used in quasi-experimental educational study (Zhao et al., 2023; Mallahi, 2024). At the baseline, both groups completed a curriculum-linked pretest involving notes, notices, letters, emails, and paragraphs, followed by an equally structured and challenging posttest using different questions at the end of the minimize practice effects. This rubric was then used to evaluate the student scripts based on their content, organization, grammar, vocabulary, and coherence. Additionally, qualitative data were collected via semi-structured interviews with the students, the teacher, and parents at baseline, during the intervention, and afterward, while eight-week classroom observations tracked student involvement, interaction, cooperation, confidence, and writing progress (see Figure 1).



Intervention Procedure

The eight-week intervention engaged the experimental group in project-based writing, which included the brainstorming, role-playing, peer-editing, collaborative work, portfolio development, reflective writing, and multimedia support as needed. Conversely, the control group was taught using conventional methods, focusing on grammar exercises, textbooks, and memorization.

Data Analysis

Quantitative pretest and posttest data were used to compare group means (control $M=41.93$, experimental $M=42.90$; $t=-0.267$, $p=0.790$) at a significance level of 0.05. Because $p>0.05$, there was no statistically significant difference between the groups. Descriptive statistics, paired samples t -tests, and independent samples t -tests were conducted to analyze the data and identify significant changes within and between the groups (Pallant, 2020). Additionally, thematic analysis was applied to qualitative data from interviews and observations to triangulate the findings.

Ethical Considerations

School authorities were informed about ethical consent and approval, and the confidentiality and anonymity of the participants were ensured throughout the investigation. The entire process was in a documented in a manner that would allow the study to be replicated.

RESULTS AND DISCUSSION

The pre-intervention analysis determined that both the control and experimental groups were similar. The mean pre-test scores of the control group ($M = 41.93$) and experimental group ($M = 42.90$) were very close to each other. An independent-samples t -test did not show a statistically significant difference, $t(58) = -0.267$, $p = .790$. These results indicate that the baseline has been matched thus justifying internal validity of further comparisons, as shown in Table 1. This baseline equivalence was further supported by preliminary interviews and qualitative observations, this which revealed that both groups exhibited similar writing challenges, such as poor organization of ideas, grammatical mistakes, limited vocabulary, spelling errors, and a comparatively low interest in conventional writing practices, validating that both groups comparable learning constraints prior to the intervention.

Table 1: Comparison of Pre- intervention Pretests Control versus Experimental

Group	N	Mean	t -value	t -tabulated value	p -value	Interpretation (M)
Control	30	41.93				
Experimental	30	42.9	-0.267	± 2.002	0.79	No significant difference ($p > .05$)

After the eight weeks of instructional intervention, both groups showed some improvement at the writing level. The independent-samples t -test showed that the mean pre-test score of the experimental group ($M = 42.90$) was slightly higher than that of the control group ($M = 41.93$). The calculated t -value was -0.267, which is less than the critical t -value of ± 2.002 at $df = 58$ ($p > .05$). Since the calculated t -value falls within the acceptance region, there is insufficient evidence to reject the null hypothesis. This confirms that the two groups were statistically equivalent in their writing ability prior to the intervention.

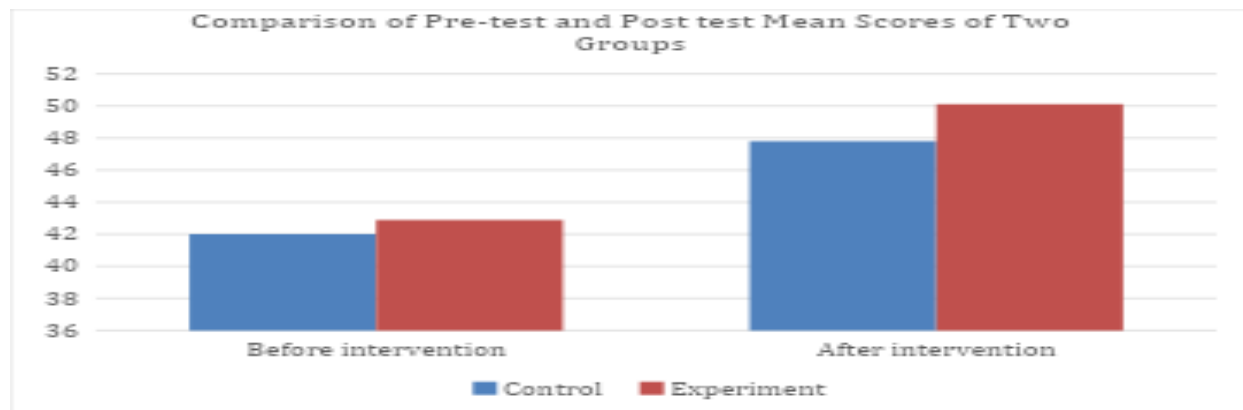
There was also a statistically insignificant difference in the post-test scores ($M = 50.13$ versus $M = 47.87$) in favor of the experimental group versus control one, $t(58) = -0.606$, $p = 0.547$. Such findings indicate that though PBL can have led to the increased average performance, the differences made were not significant to attain statistical significance throughout the course of the study, as shown in Table 2.

Table 2: Comparison of Posttest and Gain Scores of Groups.

Group	CG	EG	<i>t</i> -calculated	<i>t</i> -tabulated	<i>p</i> -value	Interpretation
Posttest Scores	47.87	50.13	-0.606	± 2.002	0.547	Not significant ($p > .05$)
Gain Scores	5.87	7.2	-0.807	± 2.002	0.423	Not significant ($p > .05$)

Note: CG= Control Group; EG= Experimental Group

Table 2 presents the comparison of posttest and gain scores between the two groups. The analysis revealed that the experimental group achieved higher mean posttest scores ($M = 50.13$) compared to the control group ($M = 47.87$), with a mean gain of 7.20 versus 5.87 for the control group. However, the independent-samples *t*-test results showed that neither difference reached statistical significance. The *t*-calculated values for posttest (-0.606) and gain scores (-0.807) were both lower than the critical *t*-value of ± 2.002 at $df = 58$ ($p > .05$ for both). Consequently, the null hypothesis is retained. These findings indicate that although PBL led to a numerically greater improvement in written communication skills, the effect was not statistically significant within the constraints of the current study. (See Figure 2)

**Figure 2: Comparison of Pre-test and Post test Mean Scores of Two Groups****Table 3: Paired Within-Group Improvements Summary *t* -test.**

Group	Pre-test	Post-test	<i>t</i> -calculated	<i>t</i> -tabulated	<i>p</i> -value	Interpretation
Control	41.93	47.87	-5.078	± 2.045	< .001	Significant improvement ($p < .05$)
Experimental	42.9	50.13	-5.83	± 2.045	< .001	Significant improvement ($p < .05$)

The paired-samples *t*-test was conducted to determine whether the observed improvements in written communication skills from pre-test to post-test were statistically significant within each group. The decision to accept or reject the null hypothesis was based on comparing the calculated *t*-value against the critical *t*-tabulated value of ± 2.045 , determined at $df = 29$ with a significance level of $\alpha = 0.05$.

For the control group, which received traditional grammar-based instruction, the mean score increased from 41.93 on the pre-test to 47.87 on the post-test. This represents a gain of 5.94 points. The calculated *t*-value of -5.078 was substantially greater than the critical value of ± 2.045 . With a *p*-value of less than 0.001, the null hypothesis is rejected, confirming that the improvement made by the control group was statistically significant. Therefore, the hypothesis concerning significant improvement in students' writing performance is supported.

Similarly, the experimental group, which was exposed to project-based learning (PBL) activities, demonstrated a notable increase in mean scores from 42.90 at pre-test to 50.13 at post-test. This reflects a gain of 7.23 points. The calculated *t*-value of -5.830 exceeded the critical threshold of ± 2.045 , with a *p*-value also falling below 0.001. This result indicates that the improvement observed in the experimental group was likewise statistically significant.

In addition to statistical results, the qualitative information offered gave some supplementary knowledge on student learning experiences. It was observed in the classroom that students in the experimental group gradually became more active and engaged in the writing activities. They were more willing to engage in group work, more confident in their ability to express themselves and become more excited in the writing tasks.

Teachers said that there was a significant increase in the skills of the students concerning paragraph organization, development of meaningful sentences as well as accomplishing practical writing tasks including letters and emails. The parents also noted that the interest in English learning showed among the experimental groups during the intervention period increased. Figure 3 presents these qualitative trends of the observations.

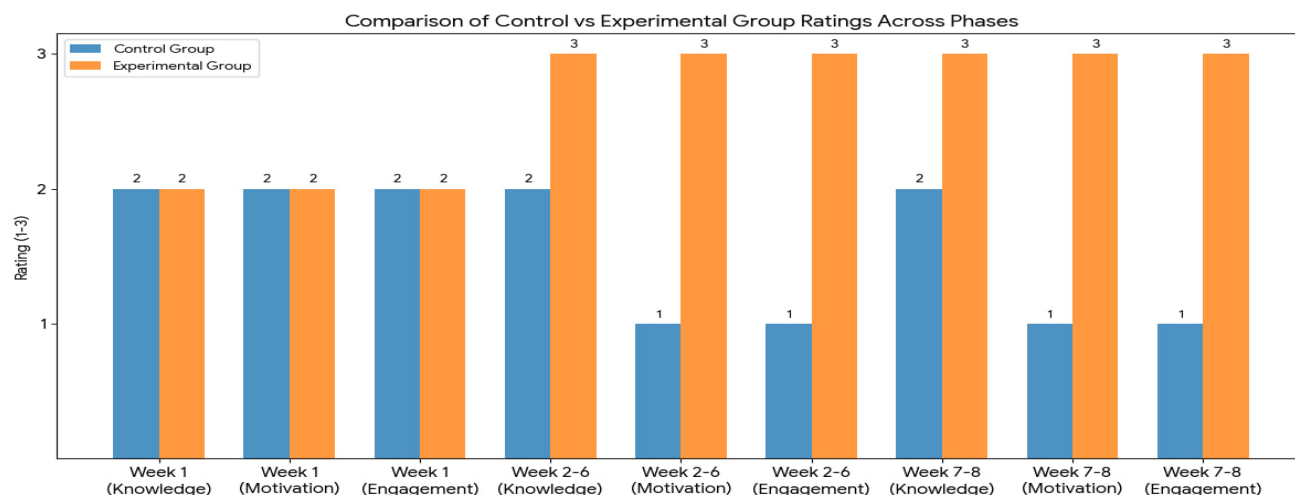


Figure 3: Comparison of Control vs Experimental Groups' Observation Ratings across Phases

In general, the results depict that traditional teaching and project-based learning led to the high level of improvements in the performance of students in writing. Although the mean scores of the experimental group were always higher, and the qualitative engagement looked to be stronger, the differences between the two groups were not found to have statistical significance.

This trend shows that PBL can potentially result in pedagogical benefits, especially in terms of motivation levels, engagement, and development of practical skills, but the effect of the intervention on the results of writing may take a more time period, bigger sample, or more rigorous to become statistically significant.

The combination of quantitative and qualitative pieces of information enables the detailed comprehension of the impacts of the intervention. Even though statistical findings can only indicate similar results between groups, qualitative research illustrates significant differences in student involvement and learning experiences, areas that are paramount in research in education.

Triangulation of Findings

To enhance the validity and credibility of the findings, this study employed “methodological and data triangulation”. Triangulation involves the use of multiple methods and data sources to cross-validate findings and reduce potential biases associated with a single approach (Arias Valencia, 2022; Janis, 2022). Data were collected from multiple sources, including quantitative pre-test and post-test writing assessments, semi-structured interviews with students, teachers, and parents, eight weeks of classroom observations, and student writing portfolios. This combination of quantitative and qualitative methods allowed for the convergence of findings, where qualitative evidence could explain, elaborate, or challenge quantitative results (Arias Valencia, 2022). For instance, while the quantitative analysis revealed non-significant between-group differences, the qualitative data provided complementary evidence of enhanced engagement, motivation, and confidence among PBL participants. This integration of multiple data sources strengthened the trustworthiness of the findings and provided a more comprehensive understanding of PBL's impact in the plantation school context (Adler, 2022; Janis, 2022).

DISCUSSION

The findings of this study present a mixed picture. While the quantitative results did not demonstrate a statistically significant superiority of PBL over traditional instruction—diverging from the positive findings reported by Andargie et al. (2025) and Cahyono et al. (2024)—both groups showed significant within-group improvements. This aligns with the broader educational literature suggesting that structured instruction generally produces learning gains (Li & Sun, 2024). The non-significant between-group differences may reflect the study's limitations: the short eight-week intervention may have been insufficient for the benefits of PBL to fully manifest, and the small sample size ($n=60$) limited statistical power (Condliffe et al., 2017). Furthermore, persistent vocabulary deficits and limited English exposure—characteristic of plantation sector communities (UNICEF Sri Lanka, 2023)—may have constrained students' ability to benefit fully from PBL activities. Despite these quantitative findings, qualitative evidence of enhanced engagement and motivation corroborates the theoretical foundations of PBL, which emphasizes active, collaborative, and meaningful learning experiences (Kalisa et al., 2026). This suggests that while PBL may not produce immediate, measurable gains in writing outcomes, it offers valuable affective benefits that may support long-term language development in under-resourced settings.

CONCLUSIONS

This quasi-experimental study examined the effectiveness of project-based learning on the written communication skills of Grade 10 students in a Sri Lankan plantation sector school. Baseline findings confirmed poor writing proficiency, aligning with literature documenting educational challenges in this context (Shepherd & Ainsworth, 2018; UNICEF Sri Lanka, 2023). Although the PBL intervention was successfully implemented, yielding qualitative evidence of enhanced motivation, engagement, and confidence. Quantitative findings revealed significant within-group improvements in both groups ($p<.001$) but no statistically significant advantage for PBL over traditional instruction ($p=.423$). These findings suggest that while PBL holds promise in under-resourced settings, achieving measurable superiority requires extended interventions

and larger samples. Ultimately, the study contributes to understanding PBL's potential in marginalized educational contexts and informs future research directions.

Implications and Recommendations

Although the short term (two months) intervention did not produce statistically significant differences, qualitative evidence points to positive changes in students' practical writing skills and enthusiasm. To realise the full benefits of PBL future implementation should extend beyond six months and incorporate teacher training, parental involvement, and targeted vocabulary instruction. Furthermore, integrating digital tools, gamification, and peer collaboration will continue to foster motivation and skills development. Future research directions should focus on multi-site, longitudinal studies to determine long-term effectiveness, analyze key mediators like time management, vocabulary acquisition, and explore hybrid instructional models that combining PBL with traditional approaches. Ultimately, these strategies will yield robust evidence to guide responsive policies in underserved, resource-constrained ESL settings.

In practice, extending PBL activities to iterative project tasks, such as Letter Legacy and interactive scaffolding, including shared word banks, multimedia tools, and classroom galleries, can help sustain interest and continuous skills development. Teachers training must be focus on providing the means of combat the issues with spelling and vocabulary, while parental seminars can be used to support the learning process at home. Tracking bigger and more heterogeneous student groups over a longer period will help prove the efficiency of PBL, ultimately making it an inherent part of the regular curriculum.

Acknowledgement: I would like to express my deepest gratitude to Dr. E. S. Neranjani, Academic Coordinator, for her consistent assistance and encouragement. Additionally, my sincere thanks go to the principal and class teachers of the selected school, as well as the participants' parents, whose cooperation made this study possible. Finally, I am incredibly grateful my peers and family for their continuous encouragement and unwavering support.

Authors Contributions: We both authors contributed equally to the theoretical development, analysis, interpretation and writing of the manuscript. Both have also revised, proofread and approved the final version.

Conflict of Interests: The authors declare that no competing interests exist.

Funding Information: This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors

Data Availability Statement: The raw data supporting the finding of this article are available from the corresponding author upon reasonable request.

Research Ethics Statement: Ethical approval for the study was granted by the School authorities, and written informed consent was obtained from all participants prior to data collection.

Generative AI statement: The authors declared that no generative AI or AI-assisted technologies were used in the preparation of this manuscript.

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