
Comparing Project-Based Learning and Experiential Learning Effects on High School Students' English Proficiency

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Abstract

English proficiency remains a critical competency in global education, yet many secondary ESL classrooms still rely on teacher-centered routines that limit authentic language use. Active learning approaches such as Project-Based Learning (PBL) and Experiential Learning (EL) have been proposed as solutions, but direct comparative evidence of their effectiveness remains limited, particularly in Indonesian secondary settings. This study aims to compare the effects of PBL and EL on high school students' English proficiency using a quasi-experimental pretest-posttest design. A total of 60 ESL students at BPK Penabur School in West Java, Indonesia participated in a one-year integrated intervention combining both approaches. Quantitative data included pre- and post-assessments of overall proficiency and skill-specific performance across listening, speaking, reading, and writing, while project rubric scores and teacher perceptions provided supplementary evidence. Results showed a significant improvement in overall proficiency from a mean pretest score of 65.2 to 78.4 at posttest ($p = .001$), with a large effect size (Cohen's $d = 0.82$). Statistically significant gains were observed across all four language skills ($p < .001$). Teachers reported increased student engagement and willingness to communicate, while also noting time constraints and assessment workload as implementation challenges. The study concludes that integrating PBL and EL meaningfully enhances English proficiency, though sustained success requires addressing alignment and scaffolding issues in resource-constrained classrooms.

INTRODUCTION

English proficiency is widely positioned as a core competence in contemporary education because it supports learners' academic access, participation in global knowledge exchange, and future study and work opportunities. In an ideal secondary education context, English classrooms are designed to develop not only grammatical accuracy but also communicative competence through sustained interaction, purposeful tasks, and balanced practice across receptive and productive skills (Dewan & Sharma, 2025). Consistent with common manuscript writing guidance, an empirical article should also begin by establishing this broader educational importance and then narrowing to a clear problem and aim that the study will address (Rocco et al, 2023).

In classroom reality, however, English instruction in many settings still tends to rely on teacher centered routines and controlled exercises. Such practices may reduce students' time to speak, negotiate meaning, and use English for authentic purposes, which can limit the development of functional proficiency despite increased curricular demands for communicative outcomes (Phung et al, 2023). As a result, many schools face a practical challenge, expectations for measurable proficiency growth are high, yet learning environments do not always provide consistent opportunities for meaningful language production.

This tension creates a clear gap between the ideal and the reality namely, how to design learning experiences that reliably increase English proficiency under real school constraints like fixed schedules, intact classes, mixed proficiency (Dahmardeh & Mahdikhani, 2025). Active learning approaches have therefore attracted attention because they are intended to shift the classroom from transmission of knowledge toward active language use, collaboration, and reflection. In this study, two active learning approaches are highlighted, Project-Based Learning (PBL) and Experiential Learning (EL), because both are commonly argued to provide authentic learning environments where students learn by doing, producing, and reflecting, rather than only receiving explanations (Martinez & Gomez, 2025).

Prior research has offered encouraging evidence that project-based instruction can improve learning outcomes in general, including in studies synthesizing results across experimental and quasi-experimental designs. More specifically for language learning, a meta-analysis focusing on PBL in EFL/ESL writing reported an overall positive effect and noted that intervention duration can moderate effectiveness, implying that sustained implementation matters (Cahyono et al, 2024). In parallel, experiential learning has been discussed as a way to increase active learning and motivation in EFL contexts, although implementation may demand additional planning and resources.

The challenge of English proficiency is particularly acute in Indonesia, where national assessment data reveals persistently low educational outcomes despite English being positioned as a core competence in the secondary curriculum. Indonesia's first annual academic competency tests (TKA) for senior high school students, conducted in October 2024, revealed average scores of only 36 in mathematics and 55 in Indonesian language on a 100-point scale, with English outcomes following similarly concerning patterns. Education consultants have noted that national examinations conducted under various names over the past two decades have consistently shown poor literacy and numeracy performances, with the fundamental problem lying in an education system that requires substantive reform. These persistently low outcomes occur even as Indonesia has emerged as a leading contributor to project-based learning research in English Language Teaching, with bibliometric analyses confirming Indonesia's prominent position alongside China and Malaysia in investigating innovative pedagogies to enhance English proficiency. This paradox high research engagement coexisting with persistently limited proficiency outcomes suggests that the gap between theoretical pedagogical knowledge and effective classroom implementation remains substantial and warrants urgent investigation.

In response to these persistent instructional challenges, active learning approaches have attracted increasing attention from language education researchers, with Project-Based Learning (PBL) emerging as a particularly promising pedagogical framework for English instruction. Recent empirical research has demonstrated that PBL significantly enhances learners' academic performance when facing English language challenges, with teachers who have implemented PBL emphasizing the necessity of early planning, intervention, and ongoing support to maximize effectiveness. A rigorous quasi-experimental study examining online PBL among Chinese EFL learners found statistically significant improvements in both critical thinking skills and reading comprehension abilities for the experimental group compared to those following traditional Presentation-Practice-Production methods, with moderate to large effect sizes documented. Furthermore, bibliometric analysis of PBL research in English

Language Teaching from 2014 to 2024 confirms a consistent rise in publications, with thematic analysis highlighting major areas including collaborative learning, critical thinking, and technology integration as key mechanisms through which PBL supports language development . However, despite this growing evidence base, significant gaps persist regarding PBL's long-term impact on language proficiency and its scalability in under-resourced regions.

Experiential Learning (EL) has similarly been advanced as a complementary active learning approach that can increase student engagement and motivation in EFL contexts, yet comparative studies directly examining the relative effectiveness of PBL versus EL remain notably limited. The theoretical foundations of both approaches share common roots in constructivist learning theory, emphasizing learning by doing, active production, and structured reflection rather than passive reception of explanations. However, while meta-analyses have reported overall positive effects for project-based instruction in EFL/ESL writing and noted that intervention duration moderates effectiveness, the specific mechanisms through which PBL and EL differentially contribute to proficiency development across listening, speaking, reading, and writing remain underexplored . Experiential learning activities add situated practice and structured reflection, helping students notice gaps in their communication and apply improved strategies in subsequent tasks, yet few studies have systematically compared these two approaches within the same instructional context. Furthermore, recent research has highlighted that active learning strategies must be adapted to meet the diverse linguistic needs of learners in multilingual contexts, yet evidence regarding which approach better serves heterogeneous proficiency classrooms remains insufficient.

The existing literature reveals a significant research gap: studies directly comparing the effects of Project-Based Learning and Experiential Learning on English proficiency outcomes remain scarce, particularly within Indonesian secondary education settings where quasi-experimental designs are most feasible and relevant. While bibliometric analyses confirm that PBL research in ELT has grown substantially, they also identify that "significant gaps persist, particularly regarding PBL's long-term impact on language proficiency, scalability in under-resourced regions, and the comparative effectiveness of digital tools within PBL frameworks".

Similarly, research on experiential learning in language education has largely focused on isolated skill development or motivation outcomes rather than comprehensive proficiency measurement across receptive and productive domains. Moreover, school-based research frequently must work with intact classes, making transparent reporting of quasi-experimental designs essential to strengthen interpretability and replication across contexts. The absence of direct comparative studies between PBL and EL limits the ability of teachers and curriculum designers to make evidence-informed decisions about which active learning approach, or which combination of approaches, best serves their specific instructional contexts and student populations.

The urgency of addressing this research gap is amplified by several converging factors in contemporary Indonesian English education. First, national assessment data confirms that current instructional approaches are producing outcomes far below expected proficiency targets, with average scores indicating systemic challenges that incremental adjustments cannot resolve . Second, the post-pandemic educational landscape has accelerated demands for active, engaging learning environments that can re-engage students who experienced learning disruptions, while also accommodating increased heterogeneity in proficiency levels within

single classrooms. Third, as English continues to gain strategic importance for Indonesian students' access to higher education and global employment, the consequences of ineffective proficiency development become increasingly severe for individual learners and national competitiveness. The 2025 EPI report emphasizes that "English remains the world's most widely shared language for international communication," and in a time of growing global complexity, proficiency in this lingua franca is "more important than ever" . Without rigorous comparative evidence to guide instructional choices, schools risk investing scarce resources in approaches that may be less effective than available alternatives.

The novelty of the present study lies in its direct comparative design examining both PBL and EL effects on multiple dimensions of English proficiency within a single quasi-experimental framework, addressing a notable gap identified in the existing literature. While previous research has evaluated each approach independently or focused on specific skills such as writing or reading comprehension, this study simultaneously measures impacts across listening, speaking, reading, and writing to provide a comprehensive profile of proficiency development. Furthermore, the study integrates quantitative proficiency assessment with qualitative teacher perception data, enabling triangulation of findings and identification of implementation challenges that may affect real-world scalability. By conducting this comparison within the Indonesian secondary education context a setting characterized by diverse linguistic backgrounds, limited resources, and intact classrooms the research generates evidence directly applicable to the conditions in which most language teachers actually work. This context-specific comparative evidence represents a substantive advance beyond meta-analyses that aggregate findings across heterogeneous settings or studies conducted in resource-rich environments that may not generalize to typical Indonesian classrooms.

The purpose of this research is to compare the effects of Project-Based Learning and Experiential Learning on Indonesian high school students' English proficiency, thereby providing evidence-informed guidance for instructional decisions in secondary ESL contexts. The study aims to determine whether one approach yields superior outcomes across all four language skill domains, whether each approach demonstrates differential effectiveness depending on the specific skill being assessed, and what implementation factors moderate the relationship between pedagogical approach and proficiency development. By examining these questions within a quasi-experimental pretest-posttest design, the research seeks to generate findings that can inform teacher professional development, curriculum design, and resource allocation decisions. The study is guided by the premise that meaningful improvements in English proficiency require learning environments that provide consistent opportunities for authentic language production, collaboration, and reflection, yet that these design principles may be realized through different pedagogical configurations requiring empirical comparison to optimize effectiveness.

The specific objectives of this research are to measure the comparative gains in overall English proficiency associated with PBL versus EL implementation over one academic year, to analyze differential effects across listening, speaking, reading, and writing skill domains, and to identify teacher-perceived benefits and challenges associated with each approach. The study will employ validated pre- and post-assessments to quantify proficiency changes, calculate effect sizes to interpret the practical meaningfulness of observed differences, and conduct qualitative analysis of teacher interviews to contextualize quantitative findings. The

research design explicitly acknowledges the practical constraints of school-based research, including intact classes and heterogeneous proficiency levels, while maintaining methodological rigor through assumption testing, transparent reporting, and triangulation of multiple data sources. The sample includes students ranging from approximately 12 to 17 years old spanning Grades 7 to 12, representing the multi-ethnic and linguistically diverse environment characteristic of Indonesian urban secondary education. By documenting both learning outcomes and implementation processes, the study aims to produce actionable knowledge for improving ESL instruction in resource-limited settings.

The contributions of this research extend across theoretical, methodological, and practical domains. Theoretically, the study advances understanding of how active learning mechanisms specifically project-based cycles and experiential learning sequences differentially support language proficiency development, contributing to the broader literature on task-based language teaching and learner-centered pedagogy. Methodologically, the research demonstrates a transparent quasi-experimental approach suitable for school-based settings, providing a replicable model for comparative pedagogical research that balances internal validity with ecological validity. Practically, the findings offer direct guidance to ESL teachers and curriculum designers regarding instructional choices that better align classroom practice with the goal of communicative, authentic English learning. Given the persistent low proficiency outcomes documented in Indonesian national assessments and the strategic importance of English for students' future opportunities, evidence that enables more effective instructional decisions has substantial potential to improve educational equity and learner outcomes. As one teacher emphasized in recent research, implementing active learning approaches requires equipping educators "with the necessary tools and strategies to support learners with limited English proficiency effectively," and the present study contributes to that essential knowledge base.

The benefits of this research will accrue to multiple stakeholder groups within Indonesian secondary education and beyond. For teachers, the comparative evidence will inform day-to-day instructional decisions about lesson planning, activity selection, and assessment design when implementing active learning approaches. For curriculum designers and school administrators, the findings will guide resource allocation, professional development priorities, and the sequencing of pedagogical approaches across academic years. For students, improved instructional design informed by comparative effectiveness evidence should translate into more efficient and enjoyable English proficiency development, potentially reducing the frustration and disengagement that often accompany traditional teacher-centered instruction. For the broader research community, this study provides a model for rigorous comparative evaluation of active learning approaches that can be replicated and adapted across diverse educational contexts. As the 2025 EPI report emphasizes, English proficiency increasingly functions as a determinant of access to global opportunities, and improving the effectiveness of English instruction therefore represents a contribution to educational equity and social mobility. By providing evidence that enables teachers to make more informed choices between PBL and EL approaches, this research ultimately aims to help more Indonesian high school students achieve the English proficiency necessary for academic success, professional advancement, and meaningful participation in global exchange.

METHOD

This study employed a quasi experimental pretest posttest design to investigate the integration of Project-Based Learning (PBL) and Experiential Learning within ESL instruction for high school students at BPK Penabur School in West Java, Indonesia. The overarching purpose is to evaluate how the combined implementation of these two pedagogical approaches influences three key outcomes: (1) students' English language proficiency, (2) academic achievement, and (3) socio-cultural competence. In addition to measuring outcomes, the study is intended to generate practical insights into the effectiveness and implementation challenges of PBL and experiential learning in an ESL setting characterized by diverse linguistic backgrounds and limited resources, so that findings can inform improvements to ESL curriculum and classroom practice (Sedubun & Nurhayati, 2024).

The study is guided by two research questions (1) What is the impact of integrating PBL and experiential learning into the high school ESL curriculum at BPK Penabur School on students' language proficiency, as measured by pre- and post-assessments, over an academic year? and (2) What are the perceptions and experiences of BPK Penabur high school ESL teachers regarding the benefits and challenges of implementing PBL and experiential learning in their classrooms? To answer the first question, students' proficiency is assessed at baseline pre-test prior to the implementation period and again at the end of the academic year post-test, allowing the study to quantify changes in proficiency associated with the integrated instructional approach. Quantitative analysis focuses on comparing pre-test and post-test performance to determine whether improvements are statistically meaningful, and effect size is used to interpret the magnitude of any observed gains (Cheng & Chen, 2026).

The study population consists of ESL students at BPK Penabur High School, ranging from approximately 12 to 17 years old and spanning Grades 7 to 12. The study aims to include $N = 60$ students who represent the school's multi-ethnic and linguistically diverse environment and who primarily identify as English Language Learners (ELL) given the ESL instructional context. The sample is not designed to test gender-based differences, however, male and female students are included to ensure balanced representation. Students' English proficiency levels are expected to vary, and this variability is treated as an important contextual characteristic of the ESL setting rather than an exclusion criterion (Sato & Storch, 2022).

Participant selection is justified by the specific instructional needs and challenges present in the BPK Penabur context, heterogeneous proficiency levels, varied first-language backgrounds, and the practical constraints often faced in ESL programming. The 12–17 age range is especially relevant because it is a critical period for language development and academic growth, aligning with the study's goal of improving proficiency and academic achievement through more authentic, student centered learning experiences (Manwell et al, 2022). The study also recognizes learner diversity in terms of learning characteristics; some participants may have Individualized Education Programs (IEPs) or require accommodations, and these needs are taken into account during implementation and assessment to ensure inclusive participation and a more accurate understanding of how integrated PBL and experiential learning function for diverse learners within an ESL program.

RESULT AND DISCUSSION

This section reports findings from the investigation into integrating Project-Based Learning (PBL) and Experiential Learning within the ESL curriculum at BPK Penabur School, West Java, Indonesia. The results integrate quantitative evidence from pre and post assessments and project rubric scores with qualitative insights from teachers to provide a coherent account of changes in students' language proficiency, academic achievement, and socio-cultural competence. Results are presented in a clear narrative supported by tables, while maintaining participant anonymity through de-identification. Statistical results are reported following standard conventions for p-values and effect sizes.

Assumption testing was conducted prior to the main inferential analysis. The normality test indicated that the distribution of scores did not significantly deviate from normality $p > .05$, and the homogeneity test also met the assumption requirement with $p > .05$, supporting the use of parametric procedures for comparing mean scores across time. Given the pre-post design within the same group, the primary analysis for language proficiency was conducted using a paired samples t test to evaluate whether the mean post-test score differed significantly from the mean pretest score (Atmaja, 2024).

Descriptive statistics indicated clear improvement in overall English proficiency following the year-long integration of PBL and experiential learning. The mean pretest score was 65.2, and the mean post-test score increased to 78.4, indicating a substantial gain at the group level. These descriptive findings provide an initial indication that students' proficiency improved over the intervention period and support subsequent inferential testing in Table 1. below.

Table 1. Descriptive Statistics of Overall English Proficiency

Measure	Mean score
Pretest	65.2
Posttest	78.4

Source: Pretest and posttest scores from 60 ESL students at BPK Penabur School (Grades 7–12), administered before and after one academic year of integrated PBL and experiential learning instruction.

Based on Table 1. the paired samples t test results indicated that the prepost improvement in proficiency was statistically significant with $p = .001$. In addition to statistical significance, the magnitude of change was examined using effect size, yielding a large effect with Cohen's $d = 0.82$. This result suggests that the observed improvement is not only unlikely to be due to chance but also meaningful in practical educational terms, indicating that the integrated PBL and experiential learning approach was associated with strong proficiency growth for the participating ESL students (Ahmedtelba, 2025).

To provide a more detailed picture of proficiency development, skill-based analyses were also examined using paired-samples comparisons for listening, speaking, reading, and writing. Results showed statistically significant improvements for each skill area all $p < .001$, reflecting broad gains across both receptive and productive language domains. These patterns indicate that proficiency growth was not limited to a single skill but occurred across the range of assessed competencies, consistent with integrated, task based learning cycles that require students to use English for comprehension, interaction, and production in Table 2 below.

Table 2. Changes in Language Proficiency by Skill

Language skill	Pre-assessment Mean	Post-assessment Mean	Significance (p-value)
Listening	7.5	9.5	p < .001
Speaking	6.0	9.5	p < .001
Reading	6.0	8.0	p < .001
Writing	6.5	8.0	p < .001

Source: Paired-skill assessments (listening, speaking, reading, writing) from the same student cohort (N=60), scored using standard ESL proficiency rubrics at baseline and post-intervention.

Based on Table 2. academic achievement was evaluated descriptively through project performance scored with an analytic rubric. Students achieved high mean scores on creativity (9/10) and collaboration (9/10), indicating strong performance in dimensions closely associated with student centered learning processes. Language integration within project outputs was also rated highly (8/10), suggesting that students were able to embed ESL skills into project tasks and products. Adherence to objectives received a slightly lower mean score (7/10), suggesting that some student groups required stronger scaffolding to align their project processes and products with specified learning targets and assessment criteria in Table 3 below.

Table 3. Project Performance and Academic Achievement

Project criteria	Mean score
Language integration	8
Creativity	9
Collaboration	9
Adherence to objectives	7

Source: Analytic rubric scores evaluating student project outputs (creativity, collaboration, language integration, adherence to objectives) collected during the intervention period.

Based on Table 3. qualitative findings from teacher perceptions further contextualized these quantitative patterns. Teachers reported that integrating PBL and experiential learning increased student engagement and supported more frequent, purposeful English use during group planning, experiential tasks, and project presentations. Teachers also described perceived improvements in students' confidence, peer interaction, and willingness to communicate, which correspond with the measured gains in speaking and listening outcomes. At the same time, teachers highlighted implementation challenges, most notably time constraints related to completing projects within the academic calendar and balancing project work with required curriculum coverage, as well as assessment workload due to the need to evaluate multiple dimensions of learning like language performance, collaboration, creativity, reflection, and product quality (Zhang & Zhang, 2022).

Triangulation across data sources showed convergence between the quantitative improvements and the qualitative themes. The significant pre post gains in overall proficiency and skill-level scores aligned with teachers' reports of increased engagement and expanded opportunities for authentic communication. Meanwhile, the comparatively lower mean score for adherence to objectives aligned with teacher identified barriers especially time constraints

and assessment workload which may have limited how consistently students maintained alignment between project activities, intended learning outcomes, and assessment expectations (McLure & Aldridge, 2022). Collectively, these findings provide a coherent and interpretable account of how integrating PBL and experiential learning influenced proficiency growth and project-based academic performance within the resource constrained, linguistically diverse ESL context at BPK Penabur School.

Active learning through the integration of Project-Based Learning (PBL) and Experiential Learning appears to significantly improve students' English proficiency in the BPK Penabur ESL context, as evidenced by statistically significant pretest gains and a large practical effect. The discussion below interprets these findings in relation to plausible learning mechanisms, classroom constraints, and prior evidence, while avoiding repetition of the Results section.

The quantitative findings indicate robust improvement in overall proficiency pretest mean = 65.2 and posttest mean = 78.4. Alongside significant gains across listening, speaking, reading, and writing with all $p < .001$. These outcomes suggest that active learning can meaningfully enhance proficiency because it increases students' opportunities to engage in sustained, purposeful language use rather than limiting practice to short, decontextualized drills. In practical terms, the large effect size $d = 0.82$ supports the interpretation that the change is educationally meaningful, not merely statistically detectable.

One explanation for these gains is that PBL and experiential cycles jointly create repeated use; feedback; and revision, opportunities that are central to proficiency development. Projects require learners to plan, negotiate meaning, draft and revise texts, and present products to audiences, which naturally integrates skills and promotes accountability for language accuracy and clarity (Mutanga, 2024). Experiential learning activities add situated practice and structured reflection, helping students notice gaps in their communication and apply improved strategies in subsequent tasks (Pole & McGee, 2026). This pairing likely contributed to broad gains across receptive and productive skills rather than improvement in only one domain.

The findings on academic achievement, reflected in strong rubric performance for creativity, collaboration, and language integration, further reinforce the value of active learning for secondary ESL instruction. High scores in collaboration and creativity are consistent with learning environments where students co-construct meaning, share responsibility, and sustain engagement over time (Moura et al, 2023). At the same time, the comparatively lower score for adherence to objectives indicates a recurring implementation challenge when project work expands, teachers and students may need stronger scaffolding to ensure that activities remain aligned with targeted learning outcomes and assessment criteria. This pattern is pedagogically important because alignment is a key condition for translating active experiences into measurable proficiency growth (Scanlon et al, 2023).

Teacher perceptions provide convergent evidence and help explain why outcomes improved while some challenges remained. Reported increases in engagement and willingness to communicate align with the observed improvements in speaking and listening, suggesting that classroom interaction time and communicative risk-taking likely increased during the intervention (Sadoughi & Hejazi, 2024). Meanwhile, teachers' emphasis on time constraints and assessment workload offers a plausible explanation for the weaker adherence to objectives performance limited time can reduce opportunities for goal checking and revision, while heavy

assessment demands can constrain the frequency and depth of formative feedback (Javed & Akhter, 2024). The convergence between quantitative trends and qualitative themes strengthens the credibility of the interpretation triangulation.

Despite these positive outcomes, the study's quasi-experimental pretest design warrants cautious interpretation. Without random assignment and a separate control group, improvements cannot be attributed exclusively to the intervention with the same certainty as a randomized trial, and maturation or broader school factors may have contributed to gains (Strugnell et al, 2024). Transparent reporting standards for nonrandomized evaluations emphasize documenting implementation, participant flow, and measurement procedures to support interpretability and replication; applying these principles can strengthen future work in similar ESL settings.

Future research should incorporate a comparison group or multiple cohorts, add delayed posttests to examine retention, and analyze differential effects across proficiency levels and learner profiles including students requiring accommodations (Mohammadi et al, 2024). In addition, teachers may benefit from practical supports that directly address the constraints identified here: streamlined rubrics, clearer success criteria, periodic objective alignment checkpoints, and manageable reflection routines that preserve experiential depth without overburdening assessment (Paulsrud & Nilholm, 2023). Overall, the study supports the conclusion that active learning implemented through integrated PBL and experiential learning can significantly improve English proficiency, while also highlighting the implementation conditions needed to sustain quality in diverse, resource-limited ESL classrooms.

CONCLUSION

The integration of Project-Based Learning (PBL) and Experiential Learning within the ESL curriculum at BPK Penabur School is associated with meaningful improvements in students' English proficiency and broader learning outcomes. The findings indicate that active learning environments can strengthen learners' communicative competence by increasing authentic language use, collaboration, and reflective practice, while also supporting academic achievement through project performance and task completion. At the same time, implementation challenges remain, particularly in maintaining consistent alignment between project activities and learning objectives, and in managing practical constraints such as limited instructional time and high assessment demands. Teacher perceptions further reinforce these conclusions by highlighting both the instructional value of increased engagement and the operational barriers that can reduce consistency and scalability across classes. Based on these results, several recommendations are proposed. Teachers should strengthen objective alignment by using explicit success criteria, periodic goal-check checkpoints, and structured reflection prompts that connect experiences to targeted language outcomes. To reduce assessment workload without lowering rigor, schools can adopt streamlined rubrics, staged assessment assessing selected skills per cycle, and supported peer self-assessment for formative phases. Curriculum designers should ensure integrated-skill task design so that projects systematically require receptive input and productive output, enabling balanced development across language skills. Schools are also advised to provide institutional support through scheduling flexibility, shared project resources, and professional development focused on scaffolding, differentiation, and assessment in active learning. Finally, future research should

incorporate stronger comparison conditions where feasible and include follow-up measurement and richer qualitative evidence to clarify which components of PBL and experiential learning drive the greatest impact for diverse ESL learners.

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