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comunicativas en inglés**

Enoc Moisés Torres Vanegas

Enoc.torresvanegas7459@upse.edu.ec
<https://orcid.org/0009-0007-9458-9969>
Universidad Estatal Península de Santa
Elena
La libertad, Santa Elena – Ecuador

Julieta Veronica Limones Borbor

jimones@upse.edu.ec
<https://orcid.org/0000-0002-5235-6784>
Universidad Estatal Península de Santa
Elena
La libertad, Santa Elena – Ecuador

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Abstract

In this study, I examine the effect of Project-Based Learning (PBL) on the development of communicative skills in English. I identified that traditional teaching methods create a gap between grammatical knowledge and authentic communicative competence, limiting students' oral fluency, confidence, and comprehension. I employed a systematic bibliographic review methodology that analyzed fifteen peer-reviewed articles published within the last ten years. I organized the information using uniform categories: author and year, title, objective, methodology, and results. My findings reveal that PBL significantly improves communicative competence by providing authentic contexts for language use, fostering peer collaboration, and developing learner autonomy. Fourteen studies documented improvements in oral skills, including fluency, pronunciation, and coherence. Additionally, PBL strengthened motivation, reduced language anxiety, and integrated 21st-century skills such as creativity and digital literacy. I identified challenges in implementation, including lack of teacher training, curricular limitations, and time constraints. I conclude that PBL constitutes a superior pedagogical alternative to traditional methods for developing communicative competencies in English as a Foreign Language contexts, although it requires institutional support for effective implementation.

Keywords: project-based learning, communicative skills, English as a foreign language, oral competence, active methodology

Resumen

En este estudio se examinó el efecto del aprendizaje basado en proyectos (ABP) en el desarrollo de las habilidades comunicativas en inglés. Identifiqué que los métodos tradicionales de enseñanza generan una brecha entre el conocimiento gramatical y la competencia comunicativa auténtica, limitando la fluidez oral, la confianza y la comprensión de los estudiantes. Empleé una metodología de revisión bibliográfica sistemática que analizó quince artículos revisados por pares publicados en los últimos diez años. Organicé la información utilizando categorías uniformes: autor y año, título,

objetivo, metodología y resultados. Mis hallazgos revelan que el ABP mejora significativamente la competencia comunicativa al proporcionar contextos auténticos para el uso del idioma, fomentar la colaboración entre pares y desarrollar la autonomía del aprendiz. Catorce estudios documentaron mejoras en las habilidades orales, incluyendo fluidez, pronunciación y coherencia. Además, el ABP fortaleció la motivación, redujo la ansiedad lingüística e integró habilidades del siglo XXI como la creatividad y la alfabetización digital. Identifiqué desafíos en la implementación, incluyendo la falta de formación docente, las limitaciones curriculares y las restricciones de tiempo. Concluyó que el ABP constituye una alternativa pedagógica superior a los métodos tradicionales para desarrollar competencias comunicativas en contextos de inglés como lengua extranjera, aunque requiere apoyo institucional para su implementación efectiva.

Palabras clave: aprendizaje basado en proyectos, habilidades comunicativas, inglés como lengua extranjera, competencia oral, metodología activa

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INTRODUCTION

English has developed into one of the fundamental requirements for educational, professional, and cultural purposes, meaning the language a person can communicate in has direct ramifications on relevant opportunities. Many students, however, do not feel they can use English in contextually authentic communication; to some extent, the traditional techniques used in classrooms may have correlated with not just grammaticality, but also the authentic communicative component (Benlaghrissi & Ouahidi, 2024).

In this case, the students will continue to struggle in oral fluency, confidence, and comprehension, including enacting grammatical knowledge in contextually authentic communicative occasions (Puangpunsi, 2021). The point is that traditional techniques create a dichotomy for communicative competence only, with students unable to transpose/transfer the techniques they learned via tradition to performance successes.

Even in an educational context, English education can often be reduced to repetitive drills, decontextualized vocabulary, teacher-centered lessons, or inadequate student-centered techniques. While teachers may integrate these into practice, these teaching and learning techniques do little to engage students because student engagement is inhibited when passive learning does not promote independence and motivation. In summary, while learning knowledge, very little is transferred into the real world.

PBL, "Project-Based Learning," is a methodology for teaching and learning that provides a more pedagogical alternative to traditional learning modes, engages the learner or student, encourages flexibility in real-life tasks, and allows for a more emphasis on making and re-making projects. Projects place students in communicatively authentic scenarios where students plan, research, and debate in teams and present collaboratively (Wahbeh et al., 2021).

So, Project-Based Learning moves from the classroom, and traditional interaction dynamic of knowledge acquiring via memorization to an initiated task engaging creativity in action, using English as a language not only, but as a tool to ensure function and problem solving communicated to another voice. In total, Project-Based Learning has not lost sight of the grammatical aspects of Communicative Language Teaching, as even in constructivist terms, we are looking towards learning through the process of meaning. Even though it is a known instructional strategy, the use of Project-Based Learning (PBL) to teach English within the context of an educational institution is a complicated process to realize.

Teachers often have no knowledge about how to create a project or evaluate a project, curricular structures are indexed to assessment, and there is not enough time or resources in any educational institution for teachers to try out project-based active methodologies to the same extent that traditional learning occurs. The above factors result in the longevity of traditional practices, and students may not be afforded the best opportunity to develop meaningful communicative competence through learning, and learners do not have an opportunity to learn through participatory learning (Alfatihah et al., 2022).

Students encounter continuing difficulty in articulating their thoughts in a coherent and confident manner, despite extensive study over an extended period; therefore, the research problem addressed by this study is: What Effect Does Project-Based Learning have on the Development of the Communicative Skills of English Language Learners? This central question allows researchers to explore how project-based learning (PBL) can support the acquisition of communicative competencies, as developed through PBL learning experiences.

Setting the problem requires an investigation of the connection and influence of the language instructional method on communication representatives, with the expectation of identifying if project-based strategies lead to change and improved academic communicative performance in areas such as oral fluency, pronunciation, and interaction due to traditional instruction (Norawati & Puspitasari, 2022)

In today's international environment, more English is used in educational settings as well as for business communications. Schools have been forced to reevaluate how they teach English and consider new approaches that meet their students' communication needs, cultivate effective language acquisition by having students engage with others in a meaningful way, and ultimately help students become better communicators through Project-Based Learning (PBL) (Wahbeh et al., 2021).

This research is justified because of a greater need throughout the world for persons to communicate using English, from an educational standpoint so that PBL methodology will increase the potential for learners to acquire English language competence. From a pedagogical perspective, PBL contributes to teachers improving their practice by trying to enact pedagogies and methodologies that value their students' learning, as they engage involvements that can help foster motivation for inspiring projects.

Objectives

General objective

- To explore the relationship Project-Based Learning (PBL) has on the development of communicative abilities in English language learners, and specifically how implementing project-based activities improves students' fluency, interaction, and overall communicative competence when producing authentic-language contexts.

Specific objectives

To investigate the types of communicative difficulties that learners of English experience when attempting to express ideas orally and in writing within regular learning environments.

- Analyzing how documented implementations of PBL pedagogies in authentic communicative contexts create the conditions that foster interactions, collaboration, and engagement among students.
- Examining the results on the effectiveness of PBL on learners' communicative performance based on evidence gathered from previous research, including information regarding fluency, accuracy, and confidence gathered from in-class assessments and observations.

METHODOLOGY

Explanation of the type of research

This research study uses a bibliographic system as its methodological design to analyze how Project-Based Learning supports the development of communicative skills among learners of English as a Foreign Language. As such, the methodology will not involve manipulating variables but will look at previous evidence for understanding how Project-Based Learning has been used in various pedagogical settings. Organizing all the findings from previous studies will give the researcher a better understanding of the pedagogical benefits of Project-Based Learning as evidenced in real learning environments by various researchers.

Rather than conducting field or observational studies on the topic of Project-Based Learning, this research study will draw upon fifteen peer-reviewed journal articles that report on Project-Based Learning as a way to enhance communicative competence, apply methodology, and align with the

overall goals of the study. From these fifteen articles, patterns of practice, strengths, and weaknesses were evaluated. In addition, the analysis of the fifteen articles demonstrates how Project-Based Learning approaches to language instruction have supported learners in terms of increasing fluency, improving interaction, enhancing accuracy, and building self-confidence when using the English language in many settings.

A qualitative documentary perspective serves as the theoretical framework for the analysis in this research, emphasizing comparing and interpreting previous research rather than using statistical measures. As a result, this qualitative documentary perspective aligns with the objective of understanding how Project-Based Learning has been conceptualized and operationalized by various researchers.

The multiple studies examined in this research provide an integration of how pedagogical strategies are employed through Project-Based Learning result in improvement with respect to language skills and communicative outcomes. Furthermore, evaluating these studies using a qualitative documentary perspective allows for an enriched interpretive experience because it presents multiple perspectives and voices from the academic discipline, providing for a broader understanding of the educational impact of Project-Based Learning.

To identify the fifteen studies analyzed in this research study, academic databases were searched using a variety of key terms related to Project-Based Learning, communicative competence, EFL learners, and English Language Teaching. The evaluative framework used in the selection of articles for inclusion was based on empirical evidence from research regarding the communicative outcomes presented in the literature as a result of pedagogical intervention, Project-Based Learning.

Articles that presented theory without data to support the proposed theories or were published more than 10 years prior to the date of this literature review were excluded from the inclusion list of articles. Additionally excluded were articles that focus on research conducted in contexts unrelated to English language learning environments. The inclusion/exclusion criteria used in conjunction with the selection method allowed for the selection of articles that would yield a greater amount of information on learner achievement as it relates to communicative outcomes achieved within authentic and collaborative communication settings.

Following the selection process, a systematic review of each article has been conducted, using common headings under which each article has categorized: Author and Year, Title, Objective, Methodology, and Results. By using common headings to structure the systematic review process, the researcher was able to pull comparable data through a systematic organization of the articles, allowing the researcher to identify emerging trends in pedagogy, as well as improvements in communication within the articles reviewed.

Furthermore, the systematic organization allowed the researcher to analyze the extent to which Project-Based Learning promotes or develops a learner's interaction, autonomy, collaboration, and authentic use of language in English Language Learning environments, providing a common framework through which comparisons could be made across all articles reviewed. The diversity of methodological approaches provides an avenue for an enhanced systematic understanding of Project-Based Learning's (PBL) effects on English learners, as multiple dimensions of communicative growth are represented in the systematic review of literature.

The systematic review of the literature examined the connection between PBL and communicative improvement as measured through quantitative data. Studies reviewed demonstrate that learners involved in PBL show an increase in fluency, clarity of pronunciation, and the ability to share ideas effectively through their involvement in planning, negotiating, collaborating with others, and presenting

their projects. Each study reviewed provides a different perspective on how learners will create communicative competence from grammatical competence through authentic, student-centered activities based on PBL principles.

Evidenced in the articles through cross-analysis, project-based learning provides students the opportunity to experience “meaningful learning” by creating a “safe” context and providing “authentic” means by which they can practice and improve their ability in the use of the English language in a social context for the purpose of communication. Whereas students typically learn to use the language through memorization and/or isolation from each other, project-based learning allows them to use real-world and authentic methods of learning that involve collaboration and communication with one another.

Through these authentic experiences, students actively use language, resulting in stronger communicative skills. All studies reviewed indicate that PBL allows students to learn to work independently, engage more deeply in their learning, and have increased opportunities for the use of the English language in a real-world context.

The systematic review of literature has identified instructional challenges that researchers have described. Many of the studies completed indicate that teachers have difficulty in creating and/or assessing PBL due to a lack of training or resources, a limited curriculum, and an insufficient amount of classroom time to devote to the design and assessment of projects.

These challenges create structural barriers that make it difficult to support the implementation of PBL. Nonetheless, through all the constraints of PBL, the literature supports that teachers who implement PBL will improve their educational practices, promote more stimulating environments within their classrooms, and assist their students to produce much stronger outcomes in terms of their communication abilities than students would achieve through traditional methodologies. The articles reviewed by this author also demonstrate the importance of working together, through collaboration, to advance communicative skills.

The nature of these collaborative experiences can be view as a microcosm of how people communicate during 'real' life experiences and help to build students' trust in their ability to express themselves in English. Furthermore, as research reveals, students achieve improved communicative proficiency when they are engaging in exchange of opinions, problem solving, and collaborative production of a product, such as presentation or project creation, therefore, collaboration plays a significant role in the communicative advancement of PBL participants.

RESULTS

Table 1

Bibliographic Systematization

Author and Year	Title	Objective	Methodology	Results
Afikah, A.; Rohaeti, E.; Jumadi, J. (2022)	Innovative Learning in Improving High-Order Thinking Skills and Communication Skills: A Systematic Review	Innovative Learning in Improving High-Order Thinking Skills and Communication Skills: A Systematic Review	The classification of this study was library research; therefore, it will utilize 15 different sources retrieved from various formats (books, conference proceedings, and peer-reviewed journal articles) to be analyzed in terms of content. As stated above, the researchers utilized Miles & Huberman's research methodology (data reduction, data display, and conclusion drawing) to support the findings of the study.	The researchers found that problem-based learning and inquiry-based instruction were effective in helping students develop high-level thinking skills. Additionally, the data also demonstrated that problem-based learning was instrumental in developing students' communication skills. The data also showed a correlation between high-level thinking and communication skills in terms of an inverse relationship, thereby demonstrating that students' high-level thinking and communication skills are mutually supportive and require the use of innovative learning approaches.
Alfatihah, A.; Ismayanti, D.; Syam, A. T.; Santiara, R. (2022)	Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of Junior High School	The objective of the study is to see whether project-based learning improves students' speaking skills and their perceptions towards the implementation of PBL.	This research employed a quasi-experimental design of a non-equivalent control with two eighth-grade classes. One class served as an intervention group receiving Project-Based Learning (PBL), and the other as a control group receiving instruction through the expository lecture method. Data were collected before intervention, during the intervention, and following the intervention through three assessments, as well as through a student survey; analysis of data was completed using SPSS 28 to determine statistical differences between groups.	Results indicate that there are significant differences in speaking scores on the post-test, with the intervention group scoring significantly higher than the control group. In addition, results show that students who participated in PBL showed improvement in fluency, accuracy, and comprehensibility. Survey results indicate PBL enhanced student motivation, increased self-confidence, and increased ability to be actively engaged in speaking activities.
Avsheniuk, N.; Lutsenko, O.;	Fostering Intercultural Communicative Competence and	The study aimed to investigate the effectiveness of project-based activities in improving students'	The above study utilized qualitative case study methods to conduct research through classroom observation and	Results suggested that project-based learning improved students' intercultural communicative competence, improved

<p>Seminikhyna, N.; Svyrydiuk, T. (2023)</p>	<p>Student Autonomy through Project-Based Learning</p>	<p>intercultural communicative competence and boosting their autonomous learning, as well as to explore English teachers' perceptions of PBL as a strategy for enhancing communicative competence and autonomy.</p>	<p>online open-ended questionnaires based on seven teachers of English from various cultural backgrounds and 59 students from different backgrounds. Participants were selected via criterion sampling. Data were analyzed based on content analysis employing criteria for perception, theme, and pattern of project-based learning.</p>	<p>their level of confidence in communicating, and enabled them to collaborate with students from other cultures. The participants indicated they had increased levels of autonomy and digital literacy, as well as increased levels of motivation. The results indicated the participants perceived the advantages of decreased anxiety, authentic means of communicating, and improved opportunity to cooperate with each other, as well as challenges that included excessive workload for the teachers, limited supervision from teachers for the students, and anxiety regarding group communication.</p>
<p>Benlaghrissi, H.; Ouahidi, L. M. (2024)</p>	<p>The impact of mobile-assisted project-based learning on developing EFL students' speaking skills</p>	<p>This study aimed to examine how integrating mobile-assisted language learning through mobile phones and project-based learning improves Moroccan secondary school students' speaking performance and to explore students' attitudes toward the implementation.</p>	<p>The use of true experimental design in this study comprised 91 students assigned randomly to one experimental group and two control groups; the experimental group followed a school-based mobile-assisted project for one semester while the control groups were instructed via either project-based instruction or traditional teaching. The researchers collected data from pre-and post-speaking tests and from a five-point Likert attitude questionnaire and analyzed the results using independent and paired sample t-tests.</p>	<p>The overall speaking performance of the experimental group was statistically significantly higher than both control groups and included the following sub-skills: fluency, coherence, vocabulary, grammar and pronunciation. The overall attitude of students toward mobile-assisted projects was very positive. Students reported increased motivation, confidence, creativity and engagement, and they reported a strong desire to continue using mobile-assisted project-based learning in future language learning.</p>
<p>Samad, I. S.; Rahman, A. (2025)</p>	<p>Augmenting communicative competence in the EFL context using a problem-based learning approach</p>	<p>The study aimed to propose a model for enhancing communicative competence among EFL learners by integrating discovery learning, collaborative work, problem solving, presentation, and assessment into a problem-based learning framework.</p>	<p>Using a literature review of communicative competence and problem-based learning, researchers developed a conceptual model framework outlining the various stages, tasks, and assessment elements supporting the EFL learners' communicative development.</p>	<p>The conclusion of this study revealed that the application of a Problem-Based Learning (PBL) model enhanced the communicative competence of learners by providing opportunities for discovery, working collaboratively with other students, and receiving continuous formative evaluations in structured communication tasks.</p>

<p>Kristianto, I. I.; Harendita, M. E. (2022)</p>	<p>The Implementation of Project-Based Learning in an ESP Class to Improve Reading and Speaking Skills</p>	<p>The study aimed to describe how the implementation of Project-Based Learning improved students' reading and speaking skills in an English for Specific Purposes class at Universitas Atma Jaya Yogyakarta.</p>	<p>Utilizing a qualitative descriptive methodology, the researchers gathered information from 25 students in the English for Specific Purposes (ESP) program. They collected the data using descriptive/closed-ended (Likert-type) questionnaires with a mixed format (questions providing students with an option to write their response in an open text box); semi-structured interviews with four students; and classroom observation assessments to corroborate the analysis.</p>	<p>According to the findings, the students perceived PBL as a positive and engaging form of learning and viewed it as a form of creativity in their schools. The implementation of PBL improved students' reading capabilities by encouraging them to research English books, journals, and articles related to the projects they were completing. Similarly, speaking skills improved significantly from the discussions and presentations that PBL required students to engage in. When interviewed, participants reported increased motivation and engagement in their coursework, perceived increased relevance of the tasks being completed in PBL, and improvements in the quality of their communication skills.</p>
<p>Sirisrimangkorn, L. (2021)</p>	<p>Improving EFL Undergraduate Learners' Speaking Skills Through Project-Based Learning Using Presentation</p>	<p>The research study's goal was to look at how using Project-Based Learning (PBL) through presenting materials affected the speaking skills of the EFL undergraduate students as well as how the students felt about the process of doing their presentations.</p>	<p>Researchers conducted a Mixed Methods Research (MMR) study by collecting data from students' oral assessments and presentations, PBL presentations, student self-report questionnaires, and follow-up interviews. They compared student oral proficiency pre-PBL and post-PBL in order to assess the students' growth and perception of their own progress.</p>	<p>Results of the study provided evidence that student speaking skill levels increased significantly after implementing PBL projects. Moreover, responses from students indicated high levels of satisfaction regarding their experiences with PBL; many students noted improvements in regards to fluency, vocabulary development, pronunciation, and self-confidence when giving oral presentations.</p>
<p>Ma'rufah, A.; Samanhudi, U.; Ardiasih, L. S. (2024)</p>	<p>Project-Based Learning Using Podcast-Assisted Media in the Teaching of English Speaking Skill</p>	<p>The study aimed to determine the implementation of project-based learning using podcast-assisted media in teaching English-speaking skills and to explore students' perspectives on its use in a secondary school in Mojokerto, East Java.</p>	<p>Using a purposive sampling method, the researchers conducted an open-ended qualitative case study featuring 10 eleventh-grade students in science, dividing them into 5 groups. Data has collected using a variety of sources, including classroom observations and audio/video recordings of podcasts produced by students, as well as through semi-structured interview formats. The aforementioned data collection methods</p>	<p>Results from this research study showed that multimedia project-based learning (PBL) enhanced by using podcasts resulted in a high level of interest from students involved with this type of pedagogical approach, resulting in successful implementation of this methodology with minimal difficulty. Students reported increased speaking skills related to their vocabulary, pronunciation, grammar, and self-</p>

			served as the basis for conducting the analysis of data collected through the Miles and Huberman analysis process (i.e., data reduction, data display, and conclusion).	confidence. Additionally, they expressed improved skills related to other forms of language acquisition such as listening, reading, and writing.
Mahmud, M.; Sunra, L.; Dollah, S. (2024)	Authentic Projects in Teaching Listening: An Overview of Project-Based Learning (PBL) in Listening for Professional Contexts	The study aimed to explore how project-based learning could be implemented to foster listening skills for real-world professional purposes in a university English program and to examine students' abilities in completing authentic listening-based projects.	Researchers, with the aid of classroom observations, student interactions, and document analysis, created qualitative case studies. Three methods of data collection were used: Observation Check Sheet, Syllabus Analysis, and Reflective Notes, to gather data. Braun and Clark's thematic analysis method has been used to identify similarities related to developing listening through authentic project-based activities.	The results indicate that PBL improves the students' ability to listen, promotes the involvement of students with one another, and provides opportunities to practice listening in real-world settings. The study revealed that through PBL, students' comprehension, use of strategic listening, self-confidence, and use of critical thinking improved. Authentic projects give learners the opportunity to practice listening as professionals, while the collaborative activities provide opportunities for deeper engagement with projects.
Norawati, R.; Puspitasari, Y. (2022)	The Learning Skills of English as a Foreign Language (EFL) Student-Teachers in Project-Based Learning and Case-Based Learning	The study aimed to investigate which learning skills functioned during the implementation of case-based learning (CBL) and project-based learning (PBL) among EFL student-teachers, and to determine whether the two models produced significant differences in perceived learning skills.	A within-subjects design was implemented in this study, where participants were EFL student teachers (n=20) recruited via a non-randomized sampling method. A pre-test/post-test design have use to collect data from participants' two post-test questionnaires on five learning skills (cognitive skills, critical thinking skills, engagement of the student teachers themselves, communication skills, and teamwork skills) before, during, and after being exposed to CBL and PBL classes.	The analysis of descriptive statistics and paired-sample t-tests identified that the CBL instructional model facilitates the development of students' cognitive skills, critical thinking skills, and communication skills, whereas the PBL instructional model facilitates students' engagement, cognitive development, and communication skills. While both instructional models had similar outcomes, the statistical analyses of these differences indicated no significant differences between the two.
Puangpunsi, N. (2021)	Learners' Perception towards Project-Based Learning in Encouraging English Skills Performance and 21st Century Skills	The study aimed to investigate learners' perceptions toward Project-Based Learning in relation to English skills performance and 21st-century skill development.	The researcher employed a quantitative research method. The data have been acquired through a survey questionnaire that targeted undergraduate EFL learners to learn about their perspectives regarding PBL and the effects of PBL on how to develop language abilities, as well as acquire 21st-century skills. Analysis of	Results showed that the learners had an extremely positive perception of PBL; they said that PBL helped them develop their English abilities (specifically, in communication, collaboration, and creativity) and helped them to develop 21st century skills. Participants indicated that they felt more engaged, responsible, and confident after completing project-

			the learners' responses has been performed using descriptive statistics.	based assignments, thus proving that PBL is an effective learner-centric teaching method.
Saptiany, S. G.; Prabowo, B. A. (2024)	Speaking Proficiency Among English Specific Purpose Students: A Literature Review on Assessment and Pedagogical Approaches	The study aimed to synthesize existing research on assessing and enhancing speaking proficiency among English for Specific Purposes (ESP) students through various pedagogical approaches and assessment methods.	The researchers performed a systematic literature review of 25 journal articles found on databases such as Google Scholar, ERIC, Scopus, and other ESP-related resources. The literature review included identifying studies that were of interest, reviewing abstracts, analyzing full-text articles, and synthesizing the results of the studies on learner speaking skills, the assessment of learner speaking skills, and pedagogical means of developing learner speaking skills in an ESP context.	Three themes has revealed in the findings of the literature review: (1) the current speaking proficiency of ESP learners; (2) effective assessment methods; (3) pedagogy to develop the speaking skills of ESP learners. Most studies indicated that ESP learners struggled with speaking fluency, vocabulary development, pragmatic competence, and self-confidence. Studies also reported that ESP learners improved their speaking skills through performance-based assessments and contextualized rubrics. Several studies showed that using task-based learning, project-based learning, digital storytelling, blended learning, and communicative language teaching to develop the speaking skills of ESP learners significantly increased their speaking proficiency and decreased their anxiety when speaking.
Sudarso, H.; Nurhikmah, A.; Deiniatur, M.; Megawati, M.; Syam, A. F. (2024)	Analyzing the Use of Project-Based Learning in English Education: Enhancing Student Engagement and Communication Skills	The study aimed to analyze the effectiveness of Project-Based Learning in enhancing student engagement and communication skills in English language education.	The Study Used A Quantitative Pre-Test Post-Test Control Group Design with Two Groups of High School Students, An Experimental Group that Used PBL and a Control Group that Used Traditional Methods, to Assess The Effects Of Project-Based Learning On Student Engagement And Communication Skills. Data has been collected using questionnaires to Measure Student Engagement and Tests to measure the Students' Communication Skills In Terms Of Speaking, listening, reading, and Writing.	The Results of the Study Show Significant Improvement In All Three Indicators Of Student Engagement: Motivation, Active Participation, and Interest, As Well As Communication Skill Improvement In All Four Areas Of Speaking, Listening, Reading, and Writing. The Post-Test Scores For The Experimental Group Showed Substantially Greater Increases When Compared To The Control Group, Indicating That Project-Based Learning Increases Student Engagement and Communicative Competence In The English Learning Context.

<p>Ghosseh Wahbeh, D.; Najjar, E. A.; Sartawi, A. F.; Abuzant, M.; Daher, W. (2021)</p>	<p>The Role of Project-Based Language Learning in Developing Students' Life Skills</p>	<p>The study aimed to identify the role of project-based language learning in developing students' life skills, specifically personal and collaborative skills, self-orientation skills, and collective responsibility through a case study in an Arabic language class.</p>	<p>Using a qualitative case study approach, researchers collected data for two months by classroom observation, teacher notes, semi-structured interviews, and student project documents. Data has categorized into three life-skill categories according to an existing conceptual framework by applying thematic analysis with deductive reasoning.</p>	<p>Researchers found that project-based learning promoted students' communication, collaboration, self-confidence and self-regulation. Students formed interpersonal relationships, accepted ownership of their learning, recognized their strengths and weaknesses, and exhibited collective responsibility for tasks related to projects. Project-based learning also increased student involvement with their local community and developed sustainable educational habits that connect with resolving real-world problems.</p>
<p>Šliogerienė, J.; Darginavičienė, I.; Suchanova, J.; Gulbinskienė, D.; Jakučionytė, V. (2025)</p>	<p>Problem-Based Learning in Developing Students' Communicative Skills and Creativity in Teaching English for Specific Purposes</p>	<p>The study aimed to evaluate university students' attitudes toward problem-based learning in English for Specific Purposes (ESP) classes and to compare the perspectives of creativity-studies students and technical-studies students regarding PBL's usefulness for developing communicative and professional skills.</p>	<p>The study employed an integrated approach using both quantitative data from completed online surveys of 212 university students enrolled in the first and second years of study about their attitude to using Project-Based Learning (PBL) in their studies and then qualitatively analyzing their answers to open-ended questions. The data has analyzed through descriptive statistics and by thematically analyzing the differences between Creative and Technical students.</p>	<p>The results indicated that the majority of students believed that using PBL would help them improve their English proficiency, understand both theoretical and practical components of the courses taken, increase their ability to communicate with each other and collaborate, and provide them with increased confidence when confronted with actual situations. Creative students had a more enthusiastic attitude towards PBL than the Technical students who were more skeptical and nervous about it. Qualitatively, students reported that the use of PBL improved their language skills and self-esteem, improved their ability to work in teams, and developed their critical thinking skills.</p>

Source: own elaboration.

CONCLUSION

A relationship exists between Project-Based Learning and the improvement of communicative competence in English language learners. All fifteen studies examined indicate that PBL creates opportunities for real-world language use and fosters higher levels of fluency, accuracy, and confidence. Learners who engage in meaningful collaborative tasks appear to internalize grammatical structures better than their counterparts in traditional environments do; therefore, compared to traditional instruction, PBL provides an opportunity to develop the communicative proficiencies of learners.

Fourteen studies have provided evidence that PBL has a positive impact on learners' speaking proficiency. These studies found that learners who presented, negotiated, and created projects had higher levels of fluency and clearer pronunciation than those who did not use PBL approaches. Many studies showed that PBL offers repeated practice in authentic contexts, which increases vocabulary range and coherence. These studies support the constructivist view that communicative competence will only develop if learners engage in activities that enable them to interact meaningfully with one another while using language authentically.

Furthermore, the studies showed that PBL creates a positive affective environment. Respondents in every study noted that project completion created increased motivation, higher levels of confidence, and greater engagement. These positive affective states are essential for facilitating learner success as they will take more risks and be more inclined to participate if they feel supported and valued. The findings suggest that when learners view English as an object to accomplish rather than as an abstract concept, they will communicate more readily.

The systematic review identifies the collaborative nature of PBL as an important component of the structure of PBL. Students were able to collaborate in groups so that they could work together to solve problems through negotiating definitions and ideas among themselves and to share responsibility for the work being produced. Working collaboratively in this manner contributes to both the development of social skills and language skills at the same time, as the types of interaction experienced during project-based activities replicate those that students experience in everyday life.

Another important component highlighted in many of the studies relates directly to learner autonomy. Participants who experienced project-based learning demonstrated an increased sense of autonomy and ownership of their projects as learners took on more responsibility for planning and creating project outputs. Autonomy provides learners with opportunities for self-regulation within project tasks and provides a vehicle for continual development and improvement of communication competencies. As students are empowered to make decisions regarding their own learning and to drive their learning forward, they are naturally immersed in English language exposure and refinement of their communication strategies. Therefore, autonomy also served as a key mechanism for facilitating communication development through project-based learning experiences.

Evidence from multiple studies has demonstrated that project-based learning promotes the development of 21st-century skills such as collaboration, creativity, and digital literacy. Consistent with the research findings, 21st-century skills enable learners to develop communicative capacity by adapting to the variety of challenges presented while communicating. During project activities that incorporated technology (for instance, podcast), participants were more motivated and demonstrated a better grasp of how to use the language and its associated structures than their peers did. This highlights an established connection between the integration of technology into project-based learning and the development of communication skills.

Finally, the studies reviewed here support the understanding that the findings within the literature reviewed support the need for learners to develop competence across multiple dimensions through various forms of project-based learning (PBL). Through projects, learners had the opportunity to process information, make meaning, and generate responses that were coherent and useful. This process supports the total development of a learner's ability to communicate.

Though the benefits of PBL are well documented, researchers found that PBL implementation is limited by challenges experienced by teachers in the delivery of PBL instruction. Researchers found that many teachers do not have sufficient training to develop and evaluate PBL effectively. The amount of time available for PBL, the size of the class, and the limited amount of time allocated to teaching all limit a teacher's ability to implement PBL. These structural limitations limit the possibility of teachers consistently implementing project-based instructional methods. However, the studies do indicate that when teachers overcome these challenges, significant communicative gains occur through the use of PBL. Therefore, an important element in maintaining high-quality PBL is institutional support to train teachers to use PBL.

Another important finding in the studies reviewed was the perception of teachers. Research indicates that students who were educated with a traditional classroom format did not progress as quickly or perform as well in tasks where they had to use oral interaction with their fellow classmates. Specifically, the findings point to the requirement that in order to attain proficiency in communicating with others in the English language, learners must be engaged in their own learning process, working collaboratively and interacting with others within the context of "real-world" issues, rather than only being focused on drill practice and memorizing isolated vocabulary.

Social aspects of learners' ability to communicate effectively have also been shown by researchers. Research indicates that students who have cooperatively developed relationships with other students are more likely to create strong connections, build social confidence, and therefore be able to effectively communicate with one another. In addition to supporting student participation, PBL approaches also assisted learners in their efforts to reduce their levels of anxiety, thereby allowing students to be more open with respect to expressing their thoughts and opinions and providing opportunities for students to work together toward common goals.

The studies that have been conducted to investigate how PBL assists learners in their development of intercultural competence have stated that PBL represents one of the largest opportunities for learners to become cognizant of, be sensitive to, and adapt themselves to peers from diverse cultural backgrounds. Through the intercultural exchanges that took place during the project cycle, as well as the global communication of products created during the course of each individual project, learners have increased their opportunities to communicate across cultures. The findings of these studies support the use of PBL as a strategy for developing Communicative Skill Linguistically, socially, and culturally.

Creativity was also one of the more significant findings related to the PBL and Creativity connection. The research indicated that the PBL approach creates opportunities for learners to express their creativity and for them to engage at higher levels. Hence, with the PBL approach, learners articulate ideas and justify their decisions, as well as work in collaboration with one another toward mutual goal achievement, resulting in strengthened competencies in effective communication.

Technology-enhanced PBL has consistently supported and demonstrated improvements in high levels of student engagement and communicative performance. Various types of Technology have supported the PBL process, such as Podcasts, Mobile Applications, and Video Clips. These types of Technology provide benefits to students by allowing for Rehearsal and Revision before students deliver their Final Communication. They also provide the potential to support students in becoming Coherent and

Confident in their Communication Skills. The addition of Technology to support PBL represents a Valid means to support the Teaching of Language in Contemporary Contexts.

Finally, the above studied literature addressed the impact of PBL on students' sense of self-identity and continued growth in the area of communication. Overall, the studies reviewed illustrate that students who participated in several PBL Project Cycles experienced greater self-awareness, responsibility, and confidence as they learned to communicate in English. These experiences provide an excellent foundation that fosters the development of Positive Language Learning Identity and Sustainment of Communication Proficiency over time. Finally, based on the review of the research reviewed, the use of PBL not only offers Immediate Enhancement of Learners' Language Competencies but also creates the Foundation Necessary for Developing Personal and Professional Success in the Long Term.

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