



Effect of Project Based Learning on Writing Skill in English Language Among 3rd Grade Learners

Dr. Navdeep Kaur

Assistant Professor, Department of Education, Guru Nanak Dev University, Amritsar

Mrs. Maninderpal Kaur

SRE, Department of Education, Guru Nanak Dev University, Amritsar

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Abstract

The present research investigates the impact of Project-Based Learning on English writing abilities among 3rd-grade learners. Participants were selected through a simple random sampling technique. The study adopted an experimental design consisting of two groups: an experimental group and a control group. The sample included one hundred 3rd-grade students drawn from two CBSE schools located in Gurdaspur city. Fifty learners were allocated to the experimental group, and the remaining fifty were placed in the control group. A pre-test-post-test framework was used to assess students' writing skills in English. The collected data were analyzed statistically using Mean, Standard Deviation, T-Test, and ANOVA. The findings indicated that the project-based learning approach positively influenced the self-expression writing abilities of 3rd-grade learners. The study revealed that students whose parents had higher educational qualifications – post-graduation and above – performed better, whereas children whose parents had only primary-level education scored higher than those whose parents held middle-level qualifications. Overall, project-based learning demonstrated an effect across various parent education levels, including illiterate, primary, middle, and secondary categories.

Keywords: Game-based learning, English language, Writing skill, Parental education, Preparatory-stage learners.

1. Introduction

English has become an essential language for learners in the modern world. It functions as a global medium that supports communication between students and their English teachers. Individuals from diverse backgrounds rely on English to interact and exchange information in today's interconnected society. Human beings are naturally social and cannot live in isolation; therefore, language becomes a

fundamental tool for communication (Putri et al., 2022). Language plays a central role in everyday life (Cummins, 2021; Humeau et al., 2023), and without a shared language, effective communication becomes challenging. Through language, people convey thoughts, emotions, and ideas (Jackson et al., 2022; Rahmat et al., 2023; Richards, 2022). Phonology, morphology, syntax, semantics, and pragmatics form important components of language development and collectively contribute to clear and meaningful communication. Among these skills, writing serves as a crucial academic and professional competency, requiring control over vocabulary, structure, coherence, and organization. Writing can be defined as the use of written symbols to communicate or deliver messages (Bulqiyah et al., 2021). The ability to write is a key feature of English proficiency (Teng & Yue, 2023; Zulaiha & Triana, 2023). Writing involves transferring information into written form and includes four core elements: the writer as the sender of the message, the written text, the medium of expression, and the reader as the recipient. Alongside listening, speaking, and reading (Conklin et al., 2020; Rukthong & Brunfaut, 2020; Vafae & Suzuki, 2020), writing is a fundamental skill for students learning a foreign language (Alfadil, 2020; Sun & Wang, 2020). In many learning contexts, writing is a necessary mode of communication. Writing functions as an alternative to spoken language and is an important means of expressing ideas. It is a vital tool for communication and an essential skill for fields such as journalism, literature, and academic work. In addition, writing supports cognitive development by strengthening the ability to think critically. Despite students' limited interest in writing, it remains a core indicator of an educated individual. Therefore, learning to write should be supported by instructional strategies that promote critical thinking and writing development (Abidin, 2017; Varner & Peck, 2003).

A highly effective strategy for this is the use of creative teaching models that encourage learners to take an active role in the learning process (Fatimah et al., 2022; Kuswanda et al., 2020; Zhu et al., 2013). Project-Based Learning (PBL) represents one such innovative method, as it involves students in meaningful learning through inquiry, exploration, and problem-solving (Hogue et al., 2011; Lou et al., 2017). This approach is viewed as a contemporary instructional model that strengthens learners' 21st-century skills (Prahani et al., 2020; Sudjimat et al., 2021). PBL provides opportunities for learners to acquire new information, broaden their understanding, and develop a range of skills through purposeful learning activities (ChanLin, 2008). An added strength of PBL is its flexibility in addressing learners' interests (Umar & Ko, 2022). Students' teamwork, attitudes, and skills improve when they are allowed to select learning activities, choose project topics, and work collaboratively to complete tasks (Jalinus et al., 2020; Parker, 2020; Sirisrimangkorn, 2021). Furthermore, PBL emphasizes enhancing students' problem-solving skills by engaging them in meaningful project tasks. The learning process begins with

exploring issues that prompt students to activate prior knowledge and real-life experiences. During this process, learners conduct investigations to identify challenges and ultimately produce products or solutions addressing these issues (BAS & Beyhan, 2010). This method also incorporates diverse learning resources to support students in building the knowledge, attitudes, and skills outlined in the curriculum (Alafouzou et al., 2013; Alharbi et al., 2018). Project-Based Learning is broadly acknowledged as a teaching approach that enhances both academic performance and language proficiency. By focusing on purposeful activities, it motivates learners to participate in decision-making and engage in problem-solving processes (Howard, 2002).

The Buck Institute for Education (BIE) (2015) in the United States defines Project-Based Learning as a structured educational approach, and for more than two decades, this organization has significantly contributed to its refinement. The approach is grounded in John Dewey's philosophy, which emphasizes experiential learning and reflection. Dewey viewed learning as an active process where students make choices and work toward meaningful goals. The theoretical underpinnings of PBL also draw from neuroscience and psychology, highlighting the cognitive and social dimensions of learning and teaching. William Heard Kilpatrick, a follower of Dewey, later popularized the Project Method, which was adopted in language teaching and evolved into a learner-centered instructional approach (Beckett & Gulbahar, 2006). This development encouraged the creation of varied instructional designs and assessment tools that strengthen student engagement and deepen language and content learning. According to BIE, PBL provides a setting for students to strengthen essential skills such as reading and mathematics. Although these skills are not taught in isolation, students acquire them naturally as they engage in inquiry-based activities—for example, by reading printed or digital resources to gather information or using computer tools to present their findings. Another key advantage of PBL is its flexibility. The model proposed by Hosnan (2016) includes the following steps: (a) identifying the project, (b) planning the project stages, (c) creating a schedule, (d) monitoring progress, and (e) producing and presenting reports. Overall, Project-Based Learning is a learner-centered instructional approach that encourages exploration, collaboration, and creativity inside and beyond the classroom (Fried-Booth, 2002).

Project-Based Learning and Writing Skills

The most effective ways to provide children with meaningful reading experiences in the classroom is through project-based learning, which requires them to read and write with authentic purposes in mind. As students explore questions that they generate independently, the project creates a genuine "need to read" to solve problems and complete tasks. Numerous studies on language learning and literacy development show that children acquire literacy skills naturally through meaningful

engagement rather than solely through direct instruction. When given the opportunity to practice, they develop their own methods for strengthening literacy and shaping their learning preferences. According to Gee et al. (2001), social interaction plays a key role in helping students take ownership of their learning approaches and capabilities. Through project-based learning, learners gain chances to practice and advance their literacy skills across multiple dimensions. PBL goes beyond isolated reading and writing exercises; it incorporates all components of literacy through hands-on engagement. By granting autonomy, PBL allows students to select and design their own projects, increasing their likelihood of success. It also shows how collaborative work with peers supports improved reading development. Peer interaction helps children apply their skills in real-life situations. While completing projects, students practice a wide range of literacy abilities and, in the process, teach not only their classmates but also themselves (Bell, 2010). Larson and Marsh (2014) further argue that literacy develops not only through reading books, answering set questions, or memorizing information, but through meaningful interaction and active engagement with others.

Project-based learning (PBL) is a learner-centered pedagogical approach that significantly enhances writing skills, especially in the area of self-expression. Unlike traditional rote-learning methods, PBL places students in authentic, real-world tasks that require investigation, collaboration, and the creation of written products that reflect understanding and creativity. Writing within a PBL environment aims not only to meet academic expectations but also to communicate ideas, experiences, and viewpoints in engaging and genuine ways. Blumenfeld et al. (1991) note that PBL fosters an environment where students assume responsibility for their learning, resulting in greater motivation to use writing as a meaningful communication tool. When students are personally connected to a task, their writing gains stronger voice and purpose. Instead of writing mechanically for grades, they learn to use written language for critical thinking, persuasion, and self-expression. PBL strongly nurtures the expressive dimension of writing—an element central to creativity and original thought—by encouraging students to reflect on their own ideas. PBL tasks are intentionally open-ended, giving learners the freedom to explore topics from multiple perspectives, as highlighted by Larmer & Mergendoller (2015). Through researching, forming arguments, and producing personal narratives—such as when addressing social issues—students refine their ability to express ideas effectively. PBL's cycle of drafting, feedback, and revision further strengthens their writing competence. Strobel and van Barneveld (2009) found that students engaged in PBL develop greater confidence in writing because they view assignments as purposeful rather than rigidly academic. Collaborative work is another key advantage of PBL. Peer interaction helps students articulate their thoughts clearly, justify their

viewpoints, and consider suggestions – skills that lead to more polished, expressive writing.

Moreover, the interdisciplinary nature of PBL enriches writing by requiring learners to adjust their style for different audiences and purposes. Whether preparing research reports, persuasive compositions, or reflective journals, students learn to modify tone, structure, and content based on context. This adaptability is essential for developing a broad and versatile writing skill set. Ultimately, PBL not only strengthens technical aspects of writing but also equips students with the ability to express their ideas sincerely and effectively. As learners engage in meaningful projects, they come to understand writing as a powerful medium for creativity, communication, and personal expression – not merely an academic requirement.

2. Review of Related Literature

A comprehensive review of related literature is an essential component of any research project, as it offers foundational knowledge and synthesizes prior investigations conducted on the selected variables. It establishes the context and background for the research problem and enables the researcher to gain insights into previously completed work. This process not only helps individuals understand the progress made in the field but also strengthens their ability to contribute to the existing body of knowledge by either refining current perspectives or introducing new insights. This section provides a review of literature related to Project-Based Learning (PBL) and the key variable of the study – writing skills, with a particular focus on the component of Self-Expression. Numerous scholars explored how PBL influences writing performance, consistently demonstrating that this learner-centred methodology enhances students' writing proficiency, coherence, creativity, and expressive ability. A detailed discussion of significant studies and their findings is provided below.

To begin with, Blumenfeld and Krajcik (2006) examined the effectiveness of PBL in classroom settings and reported that students engaged in PBL activities often achieved higher test scores than those taught through traditional methods. They emphasized that PBL encourages active exploration of authentic problems, which nurtures deeper understanding and improved writing performance. Their study highlighted that the investigative, problem-solving nature of PBL supports students in enhancing their writing abilities by engaging them in meaningful tasks requiring critical thought and clear communication. Similarly, Strobel and van Barneveld (2009) conducted a meta-analysis on the overall impact of PBL across subject areas. Although their research was not limited to writing, they found that PBL significantly boosts student motivation and engagement, factors closely linked to writing achievement. Because PBL promotes discussion, inquiry, collaboration, and revision – all essential for good writing – the study concluded that students taught

through PBL felt more confident expressing their ideas in written form. This reinforces the idea that when learners work on purposeful, personalized tasks, their written self-expression improves considerably.

Several other studies have examined the influence of PBL on narrative and expository writing competence. Findings revealed that students' writing improved in terms of logical organization and content development, since PBL requires learners to convey ideas clearly and persuasively. Furthermore, students were encouraged to express their own viewpoints, enhancing their capacity to communicate thoughts and emotions through writing. Tuan (2011) investigated the impact of PBL on the idea-generation abilities of Vietnamese high school students. The study found that students in PBL environments were better able to organize and generate ideas before writing. Tuan concluded that PBL fosters creativity and meaningful engagement by giving learners greater ownership of their work. The iterative nature of PBL, which encourages continuous drafting and revision, also strengthened students' ability to structure and refine their writing.

In another notable study, Zafirov (2013) explored the effects of PBL on English as a Foreign Language (EFL) learners. Results showed that students taught through PBL demonstrated improved coherence, fluency, and organization in their writing. By engaging students in authentic real-life writing tasks, PBL enabled them to think critically and express their ideas more confidently. Students who participated in writing-intensive project activities—such as reports, reflective journals, and presentations—developed stronger writing skills compared to those taught through conventional methods. Likewise, Dole, Bloom, and Kowalske (2016) focused on literacy development, especially writing, and discovered that PBL significantly enhanced students' ability to structure essays, use supporting evidence, and develop a clear writing voice. The researchers emphasized that PBL encourages reflection and revision, both of which are central to effective writing. Through authentic projects, learners developed the ability to adjust their writing according to audience and purpose while peer collaboration further strengthened their writing competence.

Hasani (2016) investigated argumentative writing in Indonesian classrooms and found that students taught through PBL demonstrated improved organization and critical thinking in their written work. The study revealed that PBL supports research, discussion, and revision, leading to more thoughtful engagement with writing tasks. Students were also better able to justify their arguments using evidence collected during project activities, thereby strengthening their persuasive writing skills. Farmer, Greene, Perry, and Jong (2019) examined students' participation in an after-school PBL program on environmental issues. Their findings showed that students' attitudes toward science and literacy improved through involvement in real-life community projects. The study indicated that PBL promotes higher-order reasoning and critical analysis—both essential for effective writing. By

applying writing skills in authentic civic contexts, students demonstrated increased motivation and proficiency. Further, Ruengkul and Wasanasomsithi (2021) investigated the effects of project-based writing instruction on Thai EFL university students. The study employed a one-group pre-test-post-test design involving 24 first-year participants, with data gathered through interviews, attitude questionnaires, and writing evaluations. The findings revealed a significant enhancement in students' writing performance following the intervention, and participants reported favorable perceptions of the PBL method. The study concluded that PBL is an effective strategy for enhancing writing proficiency among Thai EFL learners. More recently, Ierney, Urban, and Olabuenaga (2023) analyzed the role of PBL in promoting educational equity. They argued that PBL provides opportunities for all learners to engage in relevant, meaningful learning experiences that support academic, social, emotional, and identity development. By allowing students from diverse backgrounds to shape their writing from personal perspectives, PBL fosters the growth of writing skills in authentic and culturally responsive ways.

In a study by Andargie, Amogne, and Tefera (2025), the researchers explored the influence of PBL on the writing proficiency of EFL undergraduate learners. Employing a design that included pre-tests, post-tests, and interviews, the study involved 23 third-year students taking an Advanced Writing Skills course, where project-based essay-writing tasks were incorporated. Findings showed significant improvement in students' writing performance, and qualitative results indicated positive perceptions of PBL. Students reported enhanced idea generation, teamwork, organization, data collection, and overall communication abilities. The researchers concluded that PBL is a powerful pedagogical approach for developing writing competence among EFL learners.

After examining the available literature, the researcher identified several research gaps. Only a limited number of studies by scholars such as Blumenfeld and Krajcik (2006), Fragoulis and Tsiplakides (2009), Zafirov (2013), Dole, Bloom, and Kowalske (2016), Hasani (2016), Ierney, Urban, and Olabuenaga (2023), and Andargie, Amogne, and Tefera (2025) have focused specifically on writing skills within the context of PBL. First, very few studies have examined writing skills taught through PBL in the Indian context. Second, most investigations have been conducted at the secondary or tertiary levels, leaving a notable gap at the Foundational and Preparatory stages. However, the National Education Policy (2020) places strong emphasis on improving reading and writing abilities during these early years. The Ministry of Education launched the NIPUN BHARAT Mission (National Initiative for Proficiency in Reading with Understanding and Numeracy) under the NEP 2020 guidelines to target foundational learning. NEP (2020) states that foundational learning forms the basis for all future academic growth, and failure to acquire basic reading comprehension and writing skills by Grade III hinders a child's ability to

cope with advanced curriculum demands. Considering these factors, the present study was undertaken to enhance Self-Expression in Writing Skill in English among Grade 3 students by implementing engaging and innovative project-based learning strategies.

Statement of the Problem

Effect of Project-Based Learning on Writing Skill in English Language among 3rd Grade Learners.

Delimitations of the Study

This investigation was limited to CBSE schools in Gurdaspur city and to third-grade learners at the preparatory stage. The focus was limited to one component of writing skill – self-expression.

Objectives of the Study

1. To develop PBL lesson plans that target self-expression in written English.
2. To evaluate the effect of PBL on the self-expression component of writing among third-grade learners.
3. To compare self-expression gains under PBL across parental education levels (Illiterate, Primary, Middle, Secondary, Post-Graduation & above).
4. To explore the interaction of instructional treatment and parental education level on gain scores.

Hypotheses of the Study

1. There exists no significant difference in the mean gain scores of Self-expressions writing skill in English language among 3rd grade learners taught through Project based learning and Conventional learning method.
2. There exists no significant difference in the mean gain scores of Self-expressions writing skill in English language among 3rd grade learners taught through Project based learning with respect to different levels of Parent's Education (Illiterate, Primary, Middle, Secondary, Post-Graduation & above).
 - (a) There exists no significant difference in the mean gain scores of Self-expressions writing skill in English language among 3rd grade learners taught through Project based learning with respect to Illiterate level of Parent's Education.
 - (b) There exists no significant difference in the mean gain scores of Self-expressions writing skill among 3rd grade students taught through Project based learning with respect to Primary level of Parent's Education.
 - (c) There exists no significant difference in the mean gain scores of Self-expressions writing skill among 3rd grade learners taught through Project based learning with respect to Middle level of Parent's Education.

- (d) There exists no significant difference in the mean gain scores of Self-expressions writing skill among 3rd grade learners taught through Project based learning with respect to Secondary level of Parent's Education.
- (e) There exists no significant difference in the mean gain scores of Self-expressions writing skill in English language among 3rd grade learners taught through Project based learning with respect to Graduation & above level of Parent's Education.
- 3. There exists no interaction effect of treatment and different levels of Parent's Education on the mean gain scores of Self-expressions writing skill in English language among 3rd grade learners.

3. Methodology

3.1 Measures

A researcher-constructed Writing Skills test focusing on self-expression was designed based on the third-grade syllabus. From an initial draft of 30 items and after expert validation, the final tool included 15 items. PBL lesson plans were developed following Hosnan's (2016) model – choosing projects, planning steps, preparing schedules, monitoring progress, and preparing and presenting reports – to provide an engaging learning experience.

Sample and Sampling Design

The research used a quantitative experimental design with pre- and post-tests for both experimental and control groups. One hundred students (50 boys and 50 girls) from two CBSE schools in Gurdaspur were chosen via random sampling and split into equal groups. Permission was obtained from school principals prior to the intervention. The experimental group received PBL instruction while the control group continued with conventional teaching. Pre-tests and post-tests measured learning gains.

Statistical Analysis

Analysis involved means, standard deviations, independent t-tests, and two-way ANOVA to determine treatment effects and interactions with parental education levels.

Analysis and Interpretation

HYPOTHESIS - 1

"There exists no significant difference in the mean gain scores of Self-expressions writing skill in English language among 3rd grade learners taught through Project based learning and Conventional learning method."

Table (1.1)

Showing Mean Gain Score, Sd, And T- Value of Experimental and Control Group with Respect to Self-Expression Writing Skill in English Language

Group/Method	N	Mean Gain Score	S.D.	df	t- Value	Remarks
Experimental Group	50	8.5	4.46	98	4.95	Significant at 0.05 level
Control Group	50	1.62	1.49			

Significant at 0.05 level**

The null hypothesis proposing no difference between PBL and conventional methods on mean gain scores of self-expressions was tested. The experimental group achieved greater mean improvement scores than the control group, and the calculated t-value surpassed the critical threshold, demonstrating a statistically significant difference supporting the effectiveness of PBL. Therefore, the null hypothesis was rejected.

Hypothesis 2

"There exists no significant difference in the mean gain scores of Self-expressions writing skill in English language among 3rd grade learners taught through Project based learning with respect to different levels of Parent's Education (Illiterate, Primary, Middle, Secondary, Post-Graduation & above)."

Table 1.2

Showing Mean Gain Score, Sd, And T- Value of Experimental and Control Group of Self-Expression Writing Skill in English Language with Respect to Different Levels of Parent's Education

Levels of Parent's Education	Groups	N	Mean Gain Score	SD	t-value	Remarks
Illiterate	Experimental	10	10.5	1.2	2.37	Significant at 0.05 level
	Control	10	5.57	0.89		
Primary	Experimental	10	6.5	5.82	2.97	Significant at 0.05 level
	Control	10	0.8	0.76		
Middle	Experimental	10	7.5	3.97	4.09	Significant at 0.05 level
	Control	10	0.87	1.08		

Secondary	Experimental	10	8.9	4.78	6.92	Significant at 0.05 level
	Control	10	1.1	1.08		
Post-Graduation & above	Experimental	10	11.1	3.53	8.93	Significant at 0.05 level
	Control	10	0.8	0.96		

Significant at 0.05 level**

Main conclusions from Table 1.2

- a) From the table 1.2, it is found that the mean gain scores of experimental and the control group were 10.5 and 5.57 respectively. Following of this, standard deviation for the experimental group was 1.2 and 0.89 for the control group. It was found that the t-value for the both groups was 2.37, which was greater than the table value (1.97) at 0.05 level of confidence. So, our Null Hypothesis *"There exists no significant difference in the mean gain scores of Self-expressions writing skill in English language among 3rd grade learners taught through Project based learning with respect to Illiterate level of Parent's Education"* was rejected. Considering that learners in the experimental group recorded higher mean improvement scores than those in the control group, it can be inferred that project-based learning significantly contributed to children's development of self-expression writing skills in the English language. However, compared to other parental educational levels, the t-value for this group of children whose parents were illiterate was found to be (2.37), which was extremely low. According to a supporting study by Volodina et al. (2023), parents who are illiterate or have less education may not feel capable of helping their child or participating in his academic life because they may not comprehend the subject matter or feel confident in their skills.
- b) Further, the above-mentioned table revealed that the mean gain scores of Experimental groups was 6.5 and the control group were 0.8. It was found that the t-value was 2.97, which was greater than the table value (1.97) at 0.05 level of confidence. So, our Null Hypothesis *"There exists no significant difference in the mean gain scores of Self-expressions writing skill among 3rd grade learners taught through Project based learning with respect to Primary level of Parent's Education"* was rejected. As the students in the experimental group demonstrated greater mean improvement scores than those in the control group, it can be concluded that project-based learning had a substantial impact on the self-expression writing skills of children whose parents were investigated up to the primary level of education. Additionally, the children in this group had a t-value of 2.97, which was greater than the children whose parents were uneducated. According to some research, the primary cause of this is that even though some parents have

- less education, their kids do better academically because their parents support their education because they want their kids to have upward mobility in the world and accomplish things that they were unable to (Gardner et al. 2019).
- c) It is crystal clear from the above-mentioned table that the mean gain scores of Experimental and the control group were 7.5 and 0.87 respectively. It was found that the t-value was 4.09, which was greater than the table value (1.97) at 0.05 level of confidence. So, our Null Hypothesis *"There exists no significant difference in the mean gain scores of Self-expressions writing skill among 3rd grade learners taught through Project based learning with respect to Middle level of Parent's Education"* was rejected. Considering that the students in the experimental group achieved higher mean gain scores than those in the control group, it can be inferred that project-based learning greatly improved the English language proficiency of children whose parents had a middle level of education. Parental education and students' grade points were shown to be positively correlated in a study that looked at how parents' education affected their children's academic performance. The study found that parental education levels accounted for 50.5% of the variation in students' academic achievement. This implies that children's academic progress can be significantly impacted by parental education, especially at the medium level (Azhar et al., 2014). Furthermore, literate parents are better able to assist their children's learning, according to family literacy study. Parents with middle-level education often engage in educational activities with their children, fostering an environment conducive to academic success (Feeney et al., 2016).
- d) From the table 1.2, it is found that the mean gain scores of Experimental groups were 8.9 and the control group were 1.1. It was found that the t-value was 6.92, which was greater than the table value (1.97) at 0.05 level of confidence. So, our Null Hypothesis *"There exists no significant difference in the mean gain scores of Self-expressions writing skill among 3rd grade learners taught through Project based learning with respect to Secondary level of Parent's Education"* was rejected. Since the students in the experimental group showed greater mean improvement scores than those in the control group, it can be concluded that project-based learning had a beneficial impact on the English language proficiency of children whose parents completed secondary school. Additionally, the t-value for this group of kids was 6.92, which was far higher than the t-values for the groups of kids whose parents were either uneducated or had only completed primary or middle school. Higher parental education is linked to greater academic performance through processes like the child's increased intelligence and better parenting techniques, according to research (Chow, B. et al., 2010).
- e) From the table 1.2, it is found that the mean gain scores of Experimental groups were 11.1 and the control group was 0.8. It was found that the t-value was 8.93, which was greater than the table value (1.97) at 0.05 level of confidence. So,

our Null Hypothesis “There exists no significant difference in the mean gain scores of Self-expressions writing skill among 3rd grade learners taught through Project based learning with respect to Post Graduation & above level of Parent’s Education” was rejected. The aforementioned table shows that the project-based learning approach was successful in improving the English language self-expression writing skills of children whose parents had a master's degree or had graduated, as the experimental group's students outperformed the control group in terms of mean gain scores. Furthermore, this group of kids had a t-value of 8.93, which was higher than that of other kids whose parents had less education. Higher educated parents are better able to support their children's educational and career opportunities since they are more familiar with professional settings and educational institutions, according to studies. (Sammons and others, 2015). Additionally, parents with greater levels of education were more likely to establish more family routines, which somewhat buffered the relationship between school accomplishment and child intelligence. Children may perform better in school if family routines include educational and cognitive challenges. A child's development benefits from various parts of family routines; the repetitive structure of the activities creates predictability in the child's surroundings, which may reduce their susceptibility to attention issues. Children learn skills through repetition, and routines help them develop academic competencies. A sense of belonging is also fostered by common family routines, such as eating meals together, which enable parents to keep an eye on their kids' behavior and strengthen the bonds between family members Rijlaarsdam et al. (2016).

HYPOTHESIS – 3

“There exists no interaction effect of treatment and different levels of Parent’s Education on the mean gain scores of Self-expressions writing skill in English language among 3rd grade learners.”

Table 1.3

Showing Summary Table of Two-Way Anova of Treatment and Different Levels of Parent’s Education on Self-Expression Writing Skill in English Language

Sources of Variance	Sum of Squares	df	Mean Sun of Squares	F	Significance
Intercept	408.11	1	77.90	4.60	.000
Levels of Parent’s Education (A)	606.11	5	209.22	4.97	.000
Treatment (B)	5412.207	1	200.98	10.68	.000

Levels of Parental Education Treatment (AxB) *	16.89	2	45.222	4.21	.002
Error	1789.78	91	44.72		
Total	8233.087	100			

Significant at 0.05 level**

The aforementioned table showed that the interaction effect of therapy and various student parent education levels had an f-value of .002, which was significant at the 0.05 level of confidence, the strong interaction effect revealed that students' English self-expression writing proficiency was notably influenced by differences in parental education levels and the intervention provided through project-based learning. Therefore, the null hypothesis – "There exists no interaction effect of treatment and different levels of parent's education on the mean gain scores of self-expressions writing skill among third grade learners in English language" – was disproved. An intervention aimed at improving teacher-student interactions resulted in notable increases in student achievement, according to research by Pianta et al. (2012). Parental education levels may have an impact on the efficacy of such programs since parents with higher levels of education may be better able to motivate beneficial suitable behaviours at their residence, increasing the treatment impact (Yoon et al., 2007). Parental participation has a favourable impact on children's academic progress, according to Castro et al. (2015). According to the study, greater academic results are linked to many types of parental participation, such as encouraging studying at home and taking part in school events. This implies that parental engagement-promoting activities can improve student achievement, possibly interacting with the parents' educational background.

Findings of the Study

This investigation reveals about learning through projects that substantially improves students' self-expression writing skills, regardless of the educational attainment of their parents. Learners instructed through the project-based learning approach recorded higher mean gain scores than those taught using traditional methods. This indicates that participatory, engaging classroom environments contribute to strengthened writing performance. A study by Abdelazim, Seleim, Badawi, and Nazir (2022) also reported that PBL significantly develops creative writing skills and recommended incorporating it into curricula to nurture creativity and self-expression in writing tasks. Similarly, Wulandari and Ahmad (2020) carried out an experimental investigation on second-year Indonesian high school students and found that PBL enhances learners' writing proficiency by improving their ability to express ideas and participate actively in learning. In another quasi-experimental study, Alotaibi (2020) examined the influence of the PBL model on persuasive

writing among Saudi EFL secondary students, noting that the experimental group achieved markedly higher gains than the control group, demonstrating the effectiveness of PBL in strengthening persuasive writing skills. Furthermore, Hakimah (2023) implemented a pre-experimental design with Class 9D students of SMP Negeri 48 Surabaya, focusing on procedural text writing, and reported significant improvements in learners' writing performance. The findings suggested that PBL promotes creativity, critical thinking, and problem-solving, thereby enhancing students' capacity for written self-expression. Such innovative instructional approaches motivate learners to explore content more deeply, fostering the growth of innovative ideas and social competencies beyond conventional textbook-based teaching. Thus, project-based learning overcomes the shortcomings of traditional instructional practices by increasing student participation and offering a dynamic avenue for skill development.

Educational Implications of the Study

The findings of this study offer several key educational implications for enhancing self-expression writing abilities in English among 3rd-grade students through the use of project-based learning. These implications highlight the effectiveness of project-based learning as a valuable and transformative method for enhancing writing skills in primary classrooms. 1) First, project-based learning promotes an engaging and collaborative classroom environment, making writing activities more enjoyable and helping reduce students' anxiety toward written expression. Since project-based learning accommodates diverse learning preferences, teachers can modify writing tasks to align with learners' cognitive strengths and varying stages of language development. 2) The findings further indicate that students from different parental education backgrounds benefit equally from project-based learning. Schools can involve parents by encouraging them to assist with project-related tasks at home, thereby reinforcing classroom learning. Project-based assignments inspire students to move beyond rigid textbook-centered exercises and help cultivate creativity, critical thinking, problem-solving abilities, and expressive writing skills. 3) Curriculum planners and educational authorities should integrate well-structured project components into English language curricula to improve writing pedagogy. Moreover, teacher preparation programs should equip educators with the necessary competencies to implement project-based learning approaches effectively in writing instruction. 4) The study contributes to existing knowledge on how project-based learning environments influence learners based on their traits and capabilities. Future research may explore the long-term impact of project-based learning in different subject areas. Such investigations could determine whether its effectiveness changes over time and help identify potential limitations, saturation points, and challenges related to its implementation.

Conclusion

In conclusion, Project-Based Learning (PBL) has demonstrated its effectiveness as a teaching method for improving the writing abilities of 3rd-grade students in English. By incorporating authentic tasks, teamwork, and analytical thinking, PBL offers an engaging and meaningful learning setting that surpasses traditional memorization-based approaches. A major strength of PBL in writing instruction is its capacity to place learners at the centre of the learning process. Rather than simply recalling grammar rules or fixed writing structures, students participate in purposeful writing activities that promote idea generation and self-expression. Moreover, PBL strengthens the link between writing and real-world contexts, making writing tasks more relevant, enjoyable, and meaningful for young learners. Consequently, PBL not only enhances writing skills but also supports the growth of vital 21st-century competencies such as creativity, communication, and problem-solving. Overall, the study's findings indicate that integrating PBL into English language teaching for young learners can significantly elevate their writing outcomes. Teachers are encouraged to include project-based activities in their instructional plans to build an interactive and effective learning environment that nurtures language development and long-term learning habits.

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