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Comparing Task-Based and Project-Based Learning to Enhance Student Engagement in Elementary Social Science Classrooms

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Abstract

This study aims to investigate the varied effects of TBL and PjBL on engagement in primary social science classrooms, which are conducted in Dhaka, Bangladesh. Both are student-centered approaches and both are generally effective at the elementary level; however, there is a dearth of research comparing the effects of these two methods on students' cognitive, affective, and behavioral engagement in this specific classroom context. A qualitative research design was used for the study, and data were gathered through semi-structured interviews with eight teachers and observations in five Class Four Social Studies sections. The information gathered was thematically analyzed in relation to the emerging patterns of participation connected to TBL and PjBL. The findings suggest TBL promotes on-task behaviour with short-term task engagement, contributing to enhanced content knowledge and increased classroom compliance. On the contrary, PjBL supports deeper and longer engagement by students in that they get to be involved cognitively, affectively, and behaviorally in real tasks and working together. However, the autonomy that is a key component of PjBL brings along with it the need for teachers to provide guidance to students, who are concerned with their study time and study focus, for example. This result suggests that a blended approach, combining the structured framework of team-based TBL with directional creativity from the PjBL, may effectively cater to individual differences in learning styles. The findings from this study highlight the importance of a blend of both methods and offering teachers professional development that will equip them to use these hybrid designs effectively.

INTRODUCTION

Contemporary education is experiencing a major revolution, moving from traditional teaching-based methods to more active and student-centered learning (Molina-Torres & Ortiz-Urbano, 2020). This shift is sparked by a growing understanding that education must change if it is to adequately prepare students for work and life in the 21st century (Chistyakov et al., 2023), which includes learning skills such as critical thinking, collaboration, creativity, and the ability to solve real-world problems. In a country like Bangladesh, where the demand for quality education and trained manpower is growing, we can leverage the benefits of Massive Open Online Courses (MOOCs) and e-learning systems. Some teachers in Dhaka are beginning to try out new pedagogical techniques that stimulate and motivate young learners, moving them from rote learning as young children. In the context of curricular innovation, this study aimed to explore how two student-centered methodologies (Task-Based Learning [TBL] and Project-Based Learning [PjBL]) contribute to motivating primary social science students.

Two popular teaching styles currently being explored are PjBL and TBL. Both approaches prompt students to be the authors of their learning, but they present different containers through which to teach. PjBL aims to investigate real-life problems in a non-terminated way, meaning that students deal with complicated issues for a long time, providing tangible evidence (Fernandes et al., 2021). For instance, a social science class might spend a semester studying local pollution and its environmental impact, including interviewing community members to develop knowledge, and then proposing credible resolutions. It is seen as a best practice to strengthen cognitive efficiency with the form of ability critical thinking and assist in content knowledge acquisition and foster students' cooperation (Almulla, 2020; Zhang & Ma, 2023).

In contrast, TBL adopts a relatively more structured approach to instruction, where learning takes place through the completion of specific (not long-term-sustained) tasks with communicative purposes and related to the real use of language or skill required; hence, it may be referred to as task-supported learning (Sholeh et al., 2020). An exemplary TBL activity from the above social science unit might involve pairs of students who are given a worksheet with pollutants, where they come from (e.g., their sources), and how they impact our planet. TBL is also a successful learning method that contributes to developing specific skills, stimulating learners' autonomy in restricted situations, and producing task completion (Mudinillah et al., 2024).

Despite not being provided with the luxury of choosing a learning model, what is most critical for educators (particularly those in primary education) is how to choose between the two learning models, given their extremely limited resources. Although Project-Based Learning (PjBL) is efficient in deepening long-lasting

understanding and promoting higher-order thinking skills, achieving this may not always be easy. This problem has arisen due to the high instructor load, the need for a large amount of supervision time, and complicated assessments (Aldabbus, 2018; Markula & Aksela, 2022). In contrast, Team-Based Learning (TBL) is a relatively structured strategy for implementing active learning in class. It is more resource-light, but it generally draws students into shallower forms of thinking than does PjBL. This quandary has, in fact, created a current teaching force that lacks the background and understanding to implement high-level learning experiences for the students.

This study is important as it may provide useful policies and suggestions for TBL and PjBL to teachers in Bangladesh. The decision to use one of these teaching methods instead of the other often depends more on institutional fashion and teacher choices than on strong evidence that students are more engaged by the latter approach. It is critical to systematically investigate the effects of such methods on cognitive, affective, and behavioral engagement with students, since quality teaching is not only about transmitting knowledge, but also about creating genuine interest in learning (see Respondek et al., 2014) and empowering students. Moreover, with greater emphasis on project-based work in 21st-century careers, it is crucial for students to be equipped with effective teaching models such as Project-Based Learning to ensure their future (Rizal et al., 2025; Zhou, 2023). Hence, this study fills the gap for local comparative evidence, which can serve as a reference to introduce effective and improved pedagogies in primary schools in the Dhaka metropolis.

Numerous studies have proven the value of PjBL in enhancing academic achievement and collaborative skills, as well as in making associations between learning and real-life practical problems (Anugrah et al., 2025; Imaz, 2021; Zhang & Ma, 2023). However, research has focused on the implementation barriers that apply to this type of approach, leading us to argue that the future of PjBL depends on well-designed PD for teachers in dealing with student autonomy and successfully guiding inquiry activities (Farrow et al., 2022; Tempera & Tinoca, 2022). Similarly, TBL has been demonstrated in FL education and language learning in general to contribute to maintaining the motivation and fluency of students, as well as their autonomy in completing tasks (Bula-Villalobos & Murillo-Miranda, 2019; Mudinillah et al., 2024).

While there are ample studies on each approach separately, it can hardly be argued that only a few (if any) studies have compared the effects of TBL and PjBL in such contexts. The focus of this research so far lies on that work (partly in higher education, partly for language-specific) and, concerning the relative impact on young learners as well as subjects other than languages and social sciences, there is a gap (Ferrero et al., 2021; Wijnia et al., 2024). The novelty of this study lies in its direct comparison between TBL and PjBL, achieved through a qualitative

comparison in the same class IV social science course in Dhaka.

To address this issue, the present study proposes a fine-grained and contextualized analysis of two pedagogical methods that interfere with their concomitant contribution to cognitive, emotional, and behavioral engagement. PjBL supports autonomy and encourages creativity, whereas TBL provides structure and clear responsibilities (Koriťáková et al., 2023; Saad & Zainudin, 2022). Hybrid models, which integrate these advantages, offer flexible options for both learners and classrooms (Burgess et al., 2018). Based on recordings of teachers' experiences and student observations in both settings, several findings are presented that can be used to inform the development of adaptive hybrid models for combining these approaches. The findings of this study provide guidance for educators trying to navigate the fine line between direct instruction and freedom of student authenticity according to their needs.

This study was based on constructivist theory, which posits that learners create their own knowledge and understanding through interaction and experience in a given context (Milla, 2025; Wang et al., 2023). Both TBL and PjBL correspond with this constructivist approach in that students are expected to engage in the active construction of knowledge as part of their learning experiences through hands-on activities and solving problems together with others, rather than being passive information absorbers (Al Ayyubi & Wisudawati, 2025). To investigate interaction and learning as dynamic, this study has two main theoretical frames.

The first is based on Vygotsky's Sociocultural Theory of Learning, in which ZPD was developed as a framework to explain the importance of social activity and supportive assistance in learning (Raymond, 2000). The ZPD is the gap between what a learner can do alone and what they can achieve with the help of a teacher or peer (Almulla, 2020; Yu, 2024). This model is valuable for comprehending the collaborative processes inherent to Project-Based Learning (PjBL) and accentuates the significance of teachers in supporting students while managing complexity in ways that do not frustrate them. This is why it can be not easy to foster autonomy within PjBL, and how scaffolding often leads to a better learning experience for students.

Second, this study adopts a multidimensional approach to Student Engagement, integrating three related but different levels. The first factor, cognitive involvement, relates to participants ' mental effort and is mediated by (i) their stance with respect to task difficulty and (ii) the level of processing they undertook in performing the task. Affective engagement refers to how students react to learning, encompassing elements of interest and care, as well as the perception that they can apply the information. Lastly, behavioral engagement centers on the commission of observable behaviors, including paying attention to class activities, not giving up, and putting in effort (Almulla, 2020; Yu, 2024; Zen et al., 2022). This

model was used as a form of verification to scan the observation and interview data inductively across the engagement dimensions in both the TBL and PjBL cases.

Therefore, this study examines the TBL and PjBL approaches in terms of the cognitive, affective, and behavioral engagement of fourth-graders studying social science in Dhaka, Bangladesh. This research contributes to the field by employing a qualitative methodological approach to compare the TBL "task-focused" features with those of more PjBL, independence-focused learning characteristics, and examine their impact on student experiences. The intention is to produce evidence-based information and good practice advice for teachers on how to best combine elements of both approaches. This integration aims to promote a meaningful and joyful learning experience for primary school students, even when faced with the challenges of heterogeneous classrooms.

METHODS

This qualitative research aimed to investigate the impact of Task-Based Learning (TBL) and Project-Based Learning (PjBL) on students' perceptions of engagement within an elementary social studies classroom. This design also enabled a broad measure of instructional approaches and their relationship with students' cognitive, emotional, and behavioral involvement. We selected a qualitative approach to explore the lived experiences and teacher perceptions of how classroom contexts facilitate an understanding of the nuanced features of student engagement (Creswell, 2018).

For the study, we used convenience sampling to choose a primary school in Dhaka that was reputed to employ diverse teaching strategies. After that, the purposive method was applied to select eight participants: two subject teachers, five class teachers, and one head teacher. The participants were aged between 28 and 45 years, four females and four males. The teachers had between 5 and 20 years of teaching experience, with a mean length of approximately 12 years. Institutional permission was granted, and informed consent was obtained from all participating patients. The data were de-identified and securely stored in our database. The participants were also informed that participation was voluntary and that they could drop out of the study at any time without suffering any prejudice.

The data collection instruments used in the present study were 1) semi-structured interviews with teachers and the head teacher to obtain qualitative cut through into their experience teaching TBL and PjBL, as well as their views about student engagement; this was followed by 2) classroom observations, which involved systematic watching during TBL and PjBL sessions of students. Activity, behaviors, interactions, and 3) observation checklists specifically developed to record substantive indicators of student engagement, such as participation, collaboration, and motivation, are used.

Data gathered through semi-structured interviews and classroom observations were analyzed using reflexive thematic analysis, based on Braun and Clarke's (2006) six-phase model.

1. Orientation: All verbatim transcriptions of the sound files were read by the group members. The transcripts were read many times, which allowed us to steep ourselves in the data and record our initial thoughts in a reflexivity journal.
2. Coding Text: It was coded in terms of meaningful units, and we manually coded meaningful blocks of text that represented interesting aspects of story engagement in the text.
3. Generating Initial Themes: Codes were collapsed into provisional themes that illustrated broader trends within the data.
4. Reviewing Themes: We scrutinized the early themes against the data to check if they faithfully represented what the data indicated. We compared the themes to see if they were coherent (internally) and distinctive (across themes), and sensibly made sense. Some themes were also trimmed down, combined, or refuted depending on the links we could argue into the themes.
5. Themes Description and Naming: All the generated themes had to provide a clear description, which we named for convenience, that would capture their essence in relation to addressing the research questions.
6. Writing Up: Finally, the findings were disseminated in a narrative style that focused on key themes along with extracts from transcriptions. This process revealed how each theme contributed to the description of the impact of TBL and PjBL on student engagement in primary education.

Reflexivity was maintained throughout the analysis by recording how our assumptions and decisions shaped the data interpretation. This procedure made the data analysis transparent and systematic.

RESULTS

This study examines how students' learning differed based on the participation model (Activity-Based Instruction (ABI) and Project-Based Instruction (PBI)) within an elementary-level environmental pollution course. Both were focused on teaching about types and sources of pollution and what can be done to mitigate the environmental damage. These divergent needs and types and levels of cognitive, emotional, and behavioral engagement among students were identified through interviews and classroom observations.

1.1. Cognitive Engagement

Teacher A's response to the question on TBL's cognitive restrictiveness was as follows:

> In a TBL session, students had to identify the different types of pollution (air, water, and soil) and classify them according to their causes and consequences. "Well, how much of that they may have actually retained is questionable, but they finished the task quickly, even if all they were necessarily doing was thinking through the box of being read on a piece of paper.

This suggests that while TBL encourages task implementation, it may impede deeper cognitive engagement. In contrast, Teacher A noted that project-based learning "stretched" deeper questioning:

> While engaged in PjBL, the students studied pollution in their community. They moved beyond the basic categories and began to ask about the genesis of local pollution, unregulated toxic waste dumping, or runaway vehicle emissions. They also floated solutions, from community clean-ups to more stringent waste control measures.

Classroom observations corroborate these insights. Students worked on worksheets with little discussion in lessons, suggesting instrumentalism. In contrast, PjBL activities were marked by energetic group discussions, through which students interpreted local environmental problems and generated practical responses, a higher order of cognitive engagement.

1.2. Emotional Engagement

Teacher B emphasized the students' emotional involvement in PjBL:

> The students' other side was what I saw in the pollution project. They were not working just because I had assigned them to a project; they were doing so because it mattered to them. One student even went out over the weekend to photograph garbage in her neighborhood, texted the pictures to the group, and they discussed them on Monday. They owned the problem and cared deeply about the solution.

During the PjBL sessions, observations showed students discussing their findings with excitement and worry in a way that showed a personal connection to the content. By contrast, the TBL session was devoid of emotional charge, as students attended to their learning tasks without expressing any personal interest or concern.

1.3. Cognitive Engagement

The cognitive constraints of TBL were demonstrated by Teacher A in the environmental pollution lesson: "In the TBL session, students had to find out the different types of pollution - air, water, and soil–and categorize them according to their causes and effects. "Now, how much of that they were able to retain is debatable, but they still completed the task fast despite only being forced to think within the confines of the worksheet."

This indicates that although TBL promotes task completion, it can hinder deeper cognitive involvement. On the other hand, Teacher A indicated that project-based learning "challenged" deeper questioning:

> During PjBL, the students researched pollution in their local environment. They went beyond the basic types and started questioning the root causes of local pollution, such as unregulated waste dumping and excessive vehicle emissions. They even proposed solutions, such as community clean-ups and stricter waste management.

Classroom observations corroborate these insights. During the TBL sessions, the students focused on completing worksheets with minimal discussion, indicating surface-level engagement. Conversely, the PjBL sessions were characterized by dynamic group discussions, with students analyzing local pollution issues and proposing actionable solutions, demonstrating deeper cognitive involvement.

1.4. Emotional Engagement

Teacher B highlighted the emotional investment of students in PjBL:

> In the pollution project, I saw a completely different side to the students. They were not just doing the work because I asked them to; they were doing it because they cared about it. One student even went out on the weekend to take pictures of the garbage in her neighborhood to share with the class. They took ownership of the problem and were genuinely passionate about finding a solution.

Observations during the PjBL sessions revealed that students presented their findings with enthusiasm and concern, indicating a personal connection to the topics. In contrast, the TBL session lacked emotional engagement, with students completing tasks without expressing personal interest or concern

1.5. Behavioral Engagement

Head Teacher A observed differences in student behavior between TBL and PjBL:

> In TBL, students follow instructions well. They complete the task individually, but there is little interaction. In PjBL, the students were far more engaged behaviorally, working in teams, conducting interviews, and taking ownership of their research.

Classroom observations supported this distinction. The TBL sessions were quiet and orderly, with students working independently. In contrast, the PjBL sessions were lively, with students collaborating in teams, conducting interviews, and actively participating in discussions, reflecting higher levels of behavioral engagement than the PBL sessions.

1.6. Autonomy in PJBL vs. Structured Nature in TBL

Teacher C discussed the autonomy provided in PjBL as follows:

> In PjBL, students have more freedom to study topics. They decide how to conduct their research, which can be very motivating. However, not all

> students can handle this freedom well. Some individuals struggle with time management, and without a clear plan, they may lose focus or veer off the topic.

The teacher's comments indicate that while the freedom in PjBL enables students to take charge and be more proactive, it can also be overwhelming for some learners who require more direction to stay on track and remain organized.

Teacher D mentioned the challenge of managing this freedom:

> Although PjBL leads to excellent student-led learning, there is a possibility that not all students will participate equally. Some might take over the group, while others might not contribute significantly. This can cause frustration among students who feel they are doing most of the work.

This comment highlights the possible issues with autonomy, where group dynamics can sometimes become unbalanced, affecting overall teamwork and individual responsibilities.

Head teacher A pointed out the difference in the structure provided by TBL:

> In Task-Based Learning, students receive clear instructions and structured tasks, which help them stay focused. They are more likely to complete their tasks because the instructions are clear and specific. However, this structure can sometimes limit creativity and deeper involvement.

The head teacher here appreciates the clear structure associated with TBL, which keeps students on task and enables them to finish, although he also acknowledges that it might not foster the depth of investigation developed in PjBL. A stark difference in approach was noted when comparing lessons using PBL with those using TBL. Throughout the PjBL class, students were observed talking and even 'planning' their research work, while each individual worked on his or her own portion of the assigned project. This would have been very engaging for the students, and it was their project to take ownership of; however, that aspect made some students hesitant. For example, one group prioritized brainstorming solutions over completing their primary task (data collection), and the final presentation was rushed. This proved that if too much freedom is given in the execution of a PjBL project, it might have negative effects on team embodiment, as well as goal orientation.

In the TBL session, however, it was planned under better and well-organized conditions, knowing that the work had to be done individually by dividing the job into types of pollution. The students paid little attention to the guide and wasted no time in handing in their booklets. Instead of discussing it or the broader implications of pollution, they simply did work." In contrast to PjBL, the inflexible structure of TBL was conducive to realizing learning objectives and managing classroom activities, yet it constrained reflection and interaction among participants.

PjBL gives students significant autonomy in their involvement and assigns ownership of learning to them. However, teachers must enforce this to prevent

students from getting sidetracked and drifting too far from the most important objectives, which can lead to time management issues. The TBL course formats that produce the set goals may save time, but they might also lead to fewer novel ideas and less contact with the materials. TBL and PjBL can be a double-edged sword for student motivation and engagement.

DISCUSSION

1. Interpretation of Findings

The central finding of this study is the clear distinction in the nature of student engagement fostered by Task-Based Learning (TBL) and Project-Based Learning (PjBL) within an elementary social science context. The results indicate that while TBL is effective in promoting structured, short-term behavioral engagement leading to the efficient completion of tasks, it fosters a more superficial level of cognitive and emotional investment. In contrast, PJBL cultivates a deeper, more holistic form of engagement, significantly impacting all three dimensions: cognitive, emotional, and behavioral dimensions. This dichotomy can be interpreted through the theoretical lenses that underpin this study. The deeper cognitive engagement observed in PjBL, where students moved beyond the provided materials to question root causes and propose localized solutions, aligns with constructivist paradigms. Students were not passive recipients of information but active constructors of knowledge through real-world inquiry, a finding consistent with Almulla (2020) and Zhang and Ma (2023).

The observed discrepancy between emotional and behavioral engagement highlights the multidimensional character of Student Engagement. One such method is Project-Based Learning (PjBL), which has shown great success in fostering student ownership and interest, addressing the affective component of engagement, as well as making learning personally meaningful and relevant to learners. The interactive work, interviews, and discussions that occur during these PjBL hemicycle stage sessions are clear examples of high behavioral engagement (Lambright, 2024). Nonetheless, the results also reveal an important dialectic between autonomy and constraint in which Vygotsky's Socio-Cultural Theory of Learning provides the most enlightening conceptual perspective. The natural autonomy associated with PjBL throws students into their ZPD, insisting that they creatively solve problems together. However, their difficulties in self-regulating time and learning together equally cannot be solved without scaffolding and guidance from a "more knowledgeable other" (the teacher) to prevent cognitive overload. In contrast, many peer-instruction methods (such as TBL) are somewhat like doing one huge problem set in which some of the problems are very difficult and lead to an explanation of how to do it, after which they move on.

The findings of this study complement a growing number of studies supporting PjBL as a means of cultivating the essential skills needed for the 21st century. The

positive gains in critical thinking and teamwork found in the PjBL groups corroborate the results of Imaz, as well as Zhang and Ma. The challenges revealed, such as the necessary level of teacher support and possible difficulties in group work, are well-documented issues in PjBL research. Markula and Aksela observed that finding an appropriate balance between student autonomy and designing good driving questions is an ongoing concern for teachers. Nonetheless, although this study sets TBL as conducive for surface learning, it is also necessary to consider that there are studies, especially in language teaching, that highlight the effects of TBL in developing certain kinds of skills and raising learners' independence within clear-cut parameters. Et cette notice propose des pistes de travail qui favoriseraient la mise en œuvre d'un dispositif TBL et sa réussite. Everything seems to remove the idea that the modelization of the limitations of TBL in this teaching field would rather come from the conditions of its employment than from a defect ahead, underlining once again that pedagogical practices need to be adapted to objectives in terms of learning.

2. Practical Implications and Contributions

The implications offer meaningful and practical contexts for those involved in primary school education, particularly in areas where implementable actions are crucial, such as in Dhaka. Perhaps the strongest implication is that TBL may not be sufficient as a model to foster optimal blended learning (PjBL) in education, and that an integrated or hybrid approach merging TBL and PjBL to exploit their complementary virtues should be considered.

First, this study provides a concrete plan for sequencing instruction to promote student motivation in the classroom. By adopting team-based learning (TBL) exercises into their lectures or units, educators can nurture essential information and increase student confidence. For example, students in an environmental pollution unit could begin with a structured TBL activity practicing matching types of pollutants to sources as the starting point, where they acquire knowledge before challenging themselves with a worksheet. By doing so, everyone has a common knowledge base that serves as a scaffold to equip them for more challenging PBL learning tasks in the future, such as inquiring into local solid waste problems and proposing curious solutions. This idea of "gradual release of responsibility" pivots the learning experience from highly structured to student-centered. Furthermore, the GRR model has been proven to be successful in increasing motivation and self-efficacy when technology is incorporated in lesson planning and literacy instruction (Eutsler, 2022; Webb et al., 2019).

Second, this study highlights the importance of attending to student agency in enabling students to thrive on their learning trajectory. The problems we witnessed in PLIB (e.g., poor time management and off-task behavior) should not be viewed as students' failures. Instead, they suggested the importance of providing students

with tools for self-directed learning. Instructional ideas for both tasks might include creating a series of "checkpoints" with clearly defined guidelines, rotating team roles (e.g., timekeeper, facilitator, recorder), and using project planning templates, among other tools. These tools do not contradict PjBL autonomy; instead, they provide the necessary support for early issue discovery in young learners when maximum freedom is given in Project-Based Learning (PjBL), to utilize it effectively within their ZPD without being overwhelmed by it (Yayuk et al., 2024).

Third, the results suggest that a major rethinking of elementary-school PD is required. Rather than simply presenting projects and teams in abstract terms of teaching, PD should focus on the reality of how to design and implement a hybrid [PjBL/TBL] model. Workshops should be experiential, with educators working together to develop hybrid units, support group work using scaffolding practices, and design balanced assessment rubrics that can measure content mastery (where TBL focuses), but also the collaborative and creative process (central to PjBL). As Farrow et al. (2022) noted, it is difficult to realize these complex pedagogical approaches without continuous practical PD for teachers.

Finally, this study provides a context-bound model for increasing student engagement in resource-poor higher education. By demonstrating how the planned efficiency of TBL can intersect with the depth of learning of PjBL, this study provides a practical workaround for school teachers, such as those in Dhaka. 'Blended learning' provides a way to economize on class time and materials, but still engage students with the kind of reflection that will help them develop critical thinking and a more active mode of learning.

3. Limitations and Future Research

This study has strengths and limitations that impact the generalizability of our findings. The qualitative nature of the design and the small purposive sample of only eight teachers from a single primary school in Dhaka bound those conclusions to this context only, i.e., not statistically representative of all schools within or outside Dhaka. These results are consistent with experiences in a specific school culture that may differ in other settings.

Finally, this study only explored student participation in specific Team-Based Learning (TBL) and Project-Based Learning (PjBL) activities without considering their effects on further academic achievements, knowledge retention, or sustainable motivation for social sciences. Although there were high levels of engagement in PjBL, it is uncertain whether this will result in greater long-term learning gains compared to TBL.

The current study is not without limitations, and future investigations might adopt a longitudinal mixed-methods approach, following several student cohorts over a school year with both quantitative (engagement questionnaires, tests) and qualitative data. Comparative research in various societies would shed more light

on how cultural and socioeconomic contexts influence these pedagogies so that we can develop practices that are more culturally responsive and globally relevant.

CONCLUSION

This research investigated the distinct contributions of Team-Based Learning (TBL) and Project-Based Learning (PjBL) to student engagement. The results suggest that TBL is a highly successful tool for promoting short-term engagement, leveraging the structured process of TBL to develop core knowledge essential for introducing students to new subject matter. In contrast, PjBL promotes more profound and sustained engagement in cognitive, emotional, and behavioral terms (Wynne, 2018) by involving students in authentic inquiry-based tasks that promote ownership and collaboration on projects.

The first and foremost recommendation is that a hybrid mode of instruction be adopted, where a balanced combination of the two strategies can be exploited. First, by incorporating TBL into the curriculum, educators can instruct students on the basic theory and develop key skills to encourage greater student confidence in more ambitious investigations. After accomplishing this foundational element, PjBL can lead to practical applications where students use their knowledge in real-world contexts to foster greater independence and more advanced learning. This technique allows for a continuum of responsibility release, meeting students within their ZPD.

This blended model has been successful in large part because of the focused professional development for teachers. Teachers need to have the capacity to prepare and implement hybrid lessons, foster equity in groups, and provide the right level of support for students without boxing them in. Lastly, this investigation offers a pedagogically sound, research-based approach to seeking the interconnection between structure and autonomy in language education. By introducing a hybrid model, TBL-PjBL, this study provides a solid platform to leverage the strengths of both pedagogies, aiming to support curiosity and deeper engagement and prepare students with the competencies required in the 21st century, especially in social sciences.

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