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## FROM INTERMEDIATE LEARNERS TO ADVANCED LEARNERS: IMPROVING THE SENIOR HIGH SCHOOL STUDENTS' WRITING SKILLS THROUGH PBL

*Friday, October 3, 2025 10:15 AM (15 minutes)*

Project-Based Learning (PBL) is a constructivist theory where students learn and develop critical thinking skills by investigating and solving real-world problems. This research uses PBL framework as a teaching method aligned with the American Council on the Teaching of Foreign Languages (ACTFL) guidelines where students respond to a problem by writing and creating an informative, persuasive, and visually appealing infographic-infomercial project proposal. The project integrates ACTFL standards such as communication and communities to ensure that students develop strong writing skills that are effective and applicable in various contexts. The project begins with the senior high school (SHS) students working in groups to solve problems in the school campus. Throughout the project, students engage in various stages of writing, including drafting, revising, and finalizing content. Data were collected over the course of 18 weeks and consisted of students' drafts, scripts, and writing skills assessment rubric scored by the teachers. The project culminates with student presentations, which highlight the real-world applications of their work. Findings indicate that using PBL enhances SHS students' writing skills. Peer collaboration and feedback play a crucial role in this development, helping students progress from intermediate to advanced writers leading to improved quality of their writing.

**Keywords:** project-based learning, peer collaboration, feedback, writing skills, real-world application

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