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REVIEW

A Systematic Literature Review about Project-Based Learning in English Classroom in China

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ABSTRACT

This study aims to systematically review the existing literature on Project-Based Learning (PBL) in English language classrooms in China. It explores the adoption, effectiveness, challenges, and strategies for implementing PBL in Chinese educational settings, focusing on both linguistic and non-linguistic outcomes. The study also examines the specific factors influencing the successful integration of PBL into China's education system. A comprehensive literature review was conducted, analyzing 31 selected empirical and theoretical studies published between 2010 and 2024. These studies were sourced from various academic databases, including CNKI, Web of Science, Scopus, and ERIC. The data extraction involved coding the studies based on study details, methodologies, outcomes, challenges, and recommendations. The studies were then synthesized to identify key trends, findings, and gaps in the literature related to the use of PBL in Chinese English classrooms. The findings indicate that PBL has been shown to improve students' linguistic abilities, including speaking, listening, and writing, and foster critical thinking, creativity, and collaboration. However, challenges such as teacher training, rigid curricula, and institutional pressures hinder its widespread implementation. Successful PBL implementation requires support for teachers and tailored curriculum adjustments. This study provides a comprehensive synthesis of PBL in Chinese English classrooms, addressing both theoretical and practical gaps in the literature. Its insights contribute to the development of strategies for more effective PBL adoption and offer actionable recommendations for teachers and policymakers.

Keywords: Project-Based Learning; English Language Education; Pedagogical Strategies; Language Acquisition

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1. Introduction

Project-Based Learning (PBL) is a novel teaching style that emphasizes student-led inquiry and hands-on learning. According to constructivist learning theories, information is created by active participation, not passive absorption [1]. PBL emphasizes experiential learning, where students learn through cooperation and practice [2]. PBL in language education involves real-world projects that encourage students to use their language skills. It emphasizes collaborative learning, critical thinking, and problem-solving rather than rote memorization and instructor-led teaching. PBL's inquiry-based, student-centered approach contrasts with traditional language teaching methods that emphasize grammar and vocabulary exercises and direct instruction. This strategy encourages student research, group work, and authentic communication activities [3]. The move from teacher-centered to student-centered learning corresponds with educational trends that emphasize higher-order cognitive skills and competencies outside the classroom [4]. PBL was inspired by the global shift toward interactive, student-centered learning methods that stress skill acquisition, critical analysis, and teamwork [5]. It developed gradually during the early 20th-century progressive education movement [1]. The idea has gained popularity in educational institutions worldwide, notably in Western nations such as the US and UK, where it improves student engagement and academic performance [6]. PBL has become popular as a way to teach communication, critical thinking, and creativity due to the worldwide variety in education. It is being widely adopted in many countries as educators realize that traditional methods, which rely on teacher-directed instruction and rigorous testing, are unsuitable for 21st-century learning [7].

English language education benefits from PBL for linguistic and non-linguistic growth because it has been demonstrated to boost language acquisition by letting students use the language in real-world situations [8]. PBL improves students' communication, collaboration, and problem-solving skills in real-world situations [5]. Active learning helps students interact more deeply with the language, improving their productive (speaking and writing) and receptive (listening and reading) skills [4]. Today's world requires critical thinking and innovation, which PBL fosters because it improves students' critical thinking about solutions, encourages multiple perspectives on problems, and improves their communication skills [5]. In addition to cognitive benefits, PBL develops life skills including time management, communication, and teamwork, which are critical in academic and professional situations [1]. PBL successfully blends language acquisition with the strengthening of broader competencies, making it a viable educational method for learning a second or foreign language and preparing students for globalization [9]. The official curriculum in China emphasizes English language education, and PBL is becoming more popular. China has made significant gains in English education in recent decades due to the growing relevance of English in global communication, commerce, and diplomacy [7]. These improvements stress interactive, dynamic teaching methods that encourage critical thinking and communication above rote memorization and grammar [7]. Despite regulatory changes, traditional English pedagogy persists in classrooms, especially in elementary and secondary schools. Chinese education, which emphasizes standardized and high-stakes exams, makes PBL difficult to implement [10]. The Chinese government promotes student-centered methods including PBL and task-based language instruction, although their use in classrooms is limited [11]. Institutional constraints such as restrictive curricula and heavy workloads can prevent educators from using more innovative and flexible methods. Despite these obstacles, PBL is becoming more popular in urban and higher education English schools where educators have more authority and resources [6].

The socio-cultural and institutional issues that affect PBL in Chinese English schools are complex as cultural emphasis on academic accomplishment and exam success often leads to a preference for traditional, teacher-directed techniques that prepare children for standardized exams [8]. In light of China's rapid globalization, the need to develop students' critical and creative thinking skills is growing. Educational officials have promoted novel pedagogies such as PBL to meet these objectives [5]. PBL implementation varies across areas and educational levels, and progress has been modest [12]. China's English lessons lack PBL research despite the rising quantity of material. Most present research focuses on small-scale pilot projects or individual case studies, with little evidence of PBL's effectiveness in different educational environments or its relevance to national educational policies [1]. Few studies have examined the specific challenges Chinese instructors and students face when imple-

menting PBL, particularly in the context of institutional constraints, curricular alignment, and socio-cultural factors that affect classroom dynamics[10]. Thus, more study into PBL implementation and its effects in Chinese English-language institutions is needed[1].

This research is intended to conduct a systematic review of the current literature on the implementation of PBL in English language classrooms in China. Through the synthesis of empirical and theoretical studies on the subject, the research hopes to determine the main trends, challenges, and results linked to the implementation of PBL in China. The overall goal is to examine to what extent Chinese English language learning has taken up PBL, to measure how effective PBL is in helping to build up linguistic and non-linguistic abilities, and to map the drivers supporting its implementation inside the classroom. Moreover, it aims to inquire into what actual problems PBL teachers and learners face during their application and outline methods to mitigate them. From an in-depth reading of the literature, this study aims to contribute practical suggestions for teachers, policymakers, and researchers regarding improving the application of PBL in Chinese English classes.

The importance of this research is that it has the potential to make contributions to both theoretical knowledge and practice in the implementation of PBL in English language teaching in China. Although PBL has been known to be an effective pedagogy in many parts of the world, its application in Chinese classrooms is still underdeveloped, especially in English language teaching. This research bridges an essential gap in the literature by giving a comprehensive picture of the existing situation of PBL in Chinese English classrooms and providing information about how this approach is in harmony with national education policies and practices. By delineating the challenges that are unique to the Chinese context, this research also lays the groundwork for future studies that can guide the creation of contextually relevant strategies for the implementation of PBL in a manner that meets both local requirements and international educational objectives. The research is also important for its applied implications. By synthesizing current research, it emphasizes best practices and practical suggestions for educators, allowing them to integrate PBL effectively into their English classrooms. Policymakers benefit from the research as it offers evidence-based recommendations on how to facilitate the large-scale implementation of PBL, such as funding for teacher training and curriculum development. In addition, through the investigation of socio-cultural and institutional conditions that impact PBL adoption, this study highlights the significance of establishing an effective learning environment in China where student-centered, inquiry-based learning models can thrive. Finally, the results of this study have the potential to enhance the quality of English language teaching in China and better equip students with skills required for 21st-century success.

2. Methodology

PBL in Chinese English institutions was extensively reviewed in this systematic literature review. The methodological approach identifies, evaluates, and analyzes relevant studies. The process produced a comprehensive, academically rigorous review. This section describes this review's search approach, data extraction, quality assessment, data analysis methods, and inclusion/exclusion criteria.

2.1. Search Strategy

To identify all pertinent publications, numerous academic databases were investigated, including Google Scholar, ProQuest, Scopus, ERIC, Web of Science, and CNKI. The databases were selected due to their comprehensive educational research coverage and their capacity to incorporate the perspectives of Chinese and international experts on PBL, language acquisition, and pedagogy. CNKI proved to be exceedingly advantageous because Scopus and Web of Science seldom index Chinese-language research. CNKI, China's leading digital library, offers a wide range of Chinese-language academic papers, journals, conference proceedings, and dissertations. If you want to understand PBL in Chinese English classrooms, this database can analyze studies largely from China. Scopus and Web of Science were chosen alongside CNKI to provide global access to academic articles and peer-reviewed publications. Foreign databases helped compile studies on PBL for language acquisition outside China. Due to its focus on educational resources, ERIC made it easier to acquire studies, reports, and conference papers on teaching methods, including PBL. ProQuest was chosen for its extensive dissertation and thesis collection, which often provides deeper insights into educa-

tional approaches not covered in published books. Google Scholar was used to collect grey literature such as preprints, working papers, and reports. Google Scholar provides access to documents not found in academic databases.

Several phrase configurations and search strings were used to search exhaustively **(Table 1)**. Search parameters were "Project-Based Learning" or "Project-Based Learning" AND "English Classroom" or "EFL" AND "China" or "Chinese context." EFL works in China were included in this list. Searches were also run using variations such as "Project-Based Learning in Chinese Education" OR "PBL in China" AND "language learning" OR "English Language Teaching" to find relevant research across multiple educational contexts. These limits ensured the review included a wide range of important empirical and theoretical studies. The search was done in English and Chinese to include international and domestic papers. Given the large number of Chinese-language educational research publications in China, this bilingual search ensured no relevant studies were missed. Boolean operators including AND, OR, and NOT were used to narrow or broaden search results based on topic. A list of relevant studies was compiled and duplicates were removed to improve the search.

Table 1. Search Strategy and Databases Used.

Databases	Search Strings/Keywords	Description
CNKI (China National Knowledge Infrastructure)	("Project-Based Learning" OR "PBL") AND ("English classroom" OR "EFL") AND ("China" OR "Chinese context")	Extensive database for Chinese-language studies related to PBL and English language education in China.
Web of Science	("Project-Based Learning" OR "PBL") AND ("English classroom" OR "EFL") AND ("China" OR "Chinese context")	International database providing peer-reviewed articles on PBL in global and Chinese contexts.
Scopus	("Project-Based Learning" OR "PBL") AND ("English classroom" OR "EFL") AND ("China" OR "Chinese context")	Comprehensive database for academic journals, books, and conference papers on PBL and English education.
ERIC (Education Resources Information Center)	("Project-Based Learning" OR "PBL") AND ("English classroom" OR "EFL") AND ("China" OR "Chinese context")	Educational database focusing on research studies, reports, and policy documents on English language education.
ProQuest	("Project-Based Learning" OR "PBL") AND ("English classroom" OR "EFL") AND ("China" OR "Chinese context")	Repository of dissertations and theses, offering in-depth studies and empirical research on PBL in China.
Google Scholar	("Project-Based Learning" OR "PBL") AND ("English classroom" OR "EFL") AND ("China" OR "Chinese context")	Broad search engine for scholarly articles, including grey literature, on PBL and English education.

After initial searches, a manual review of significant paper references revealed more relevant research. This was essential to include important research and esoteric material that database searches may miss. To find further PBL research, the highest-cited papers' reference lists were searched. A comprehensive manual search ensured no significant study was missed.

2.2. Inclusion and Exclusion Criteria

To guarantee the relevance, rigor, and coherence of this systematic literature review, a clearly outlined set of inclusion and exclusion criteria was used (**Table 2**). The inclusion criteria were used to choose studies that made direct contributions to knowledge of the implementation of PBL in Chinese English classrooms. For one, the literature review contained empirical and theoretical studies that ensured to incorporate real-world data-based research and conceptual and theoretical discourse toward PBL. More specifically, empirical studies were important for assessing whether PBL would effectively enhance language learning outcomes, student engagement, and instructional methodology while theoretical studies provided insights in the pedagogical basis and frame-

works underpinning the implementation of PBL. Another inclusion criterion was that the studies specifically have to be on PBL in Chinese English classrooms, implying research exploring PBL in other subjects or education settings outside Chinese education had to be left out so that only a direct focus on the topic could be captured. Further, only those studies published in English or Chinese were included so as to encompass international and domestic research and get an evenly rounded view. Furthermore, studies published during the period 2010 to 2024 were picked in order to capture recent breakthroughs, regulations, and technical advancements influencing PBL in the English classrooms in China. Alternatively, the exclusion criteria were employed to screen methodically the non-compliant studies outside the topic of this review. Research that did not mention PBL or English language teaching was excluded, as was non-Chinese setting research, because they were not directly informative about the Chinese education system. Research on PBL in general terms without explicit mention of English language learning was also excluded to make sure that the results applied directly to English as a Foreign Language (EFL) teaching in China. Furthermore, studies that were published prior to 2010 were not included, as they may not be representative of the current pedagogical trends, policy shifts, and technological developments that shape contemporary PBL practices. By strictly applying these inclusion and exclusion criteria, this review was able to concentrate on high-quality, contextually appropriate studies, ensuring that the analysis presented a complete and current picture of PBL's place in English classrooms in China.

Table 2. Inclusion and Exclusion Criteria.

Criteria	**Inclusion Criteria**	**Exclusion Criteria**
Study Type	Empirical (qualitative, quantitative, or mixed-methods) and theoretical studies.	Studies unrelated to PBL or English education.
Context	Focus on PBL in English classrooms in China.	Studies conducted outside of China or focusing on non-English classrooms.
Language of Publication	Studies published in English or Chinese.	Studies not published in English or Chinese.
Timeframe	Studies published between 2010 and 2024.	Studies published before 2010.
Relevance	Studies specifically examining PBL's application to English language learning and teaching in China.	Studies focused on general PBL practices unrelated to English language learning or teaching.
Type of Research	Empirical research, theoretical papers, or literature reviews directly related to PBL and English education.	Non-research articles such as opinion pieces, editorials, or non-academic sources.

Publication language mattered. We only considered English or Chinese studies. Since the research focused on PBL literature in China, this criterion was significant. Access to international Chinese-English studies was necessary. Only 2010–2024 research was reviewed to guarantee relevance and timeliness. Since educational methods and technology affect PBL in English classrooms in China, the review focused on the current innovations in the sector. Work not directly related to the research problem was excluded based on exclusion criteria. Studies not related to PBL or English education were removed because they were irrelevant to our evaluation. Research on PBL outside China or not implemented in Chinese schools was removed. This kept the review focused on China, which was vital to the research. Also excluded was comprehensive PBL research relating to English language instruction. This was vital to ensure that the study focused on PBL in English teaching and learning, not in other educational environments. Finally, research produced before 2010 may not accurately reflect China's current educational landscape, which includes recent reforms, technology advancements, and pedagogical discoveries. The review focused on high-quality, topical research that provided a complete grasp of PBL in English classrooms in China to ensure accuracy and relevance. This was achieved

by following inclusion/exclusion criteria.

2.3. Data Extraction Process

Methodical data extraction was conducted. To handle the large amount of data, a coding strategy was created to extract key information from each study. This framework sought the most important data about the review's subjects. Each inquiry yielded numerous main areas of data. First, the author(s), publication year, and study title were obtained. This simplified research oversight and publication trend analysis. The second element was determining if each study used qualitative, quantitative, or mixed methods. This material explains PBL efficacy evidence. The sample size and individuals provided background for assessing generalizability and significance. The study's main findings were in the third data category. This section summarizes each study's findings on PBL's effects on student engagement, language competency, motivation, and collaboration. PBL implementation issues such as cultural barriers, huge classes, and limited resources were documented. Finally, each study was assessed for recommendations and issues. This illuminated instructors' challenges and proposed answers for future PBL initiatives. Data was organized using Excel, EndNote, and NVivo. EndNote was used to accurately document all citations, while NVivo organized qualitative data and identified study patterns. A large Excel spreadsheet classified studies by methodology, participant details, and main conclusions (see **Table 3**)[1, 8, 11–40]. This comprehensively summarized the data and revealed study patterns and gaps.

Table 3. List of Selected Studies.

Study No.	Author(s)	Methodology	Educational Level	Geographical Context	Key Findings
1	Sa'diyah & Cahyono (2019)[13]	Qualitative	Secondary	Urban	PBL enhanced student engagement and language fluency.
2	Liu et al. (2020)[14]	Mixed Methods	Tertiary	Urban	PBL improved communication skills and critical thinking.
3	Zhao et al. (2018)[15]	Quantitative	Secondary	Rural	PBL showed significant improvement in listening and speaking skills.
4	Komang Arie Suwastini (2021)[16]	Qualitative	Primary	Urban	Increased student collaboration and creativity through PBL projects.
5	Kissi et al. (2020)[17]	Mixed Methods	Tertiary	Rural	Teacher resistance and curriculum constraints hindered PBL implementation.
6	Chu et al. (2017)[18]	Qualitative	Secondary	Urban	PBL resulted in better vocabulary acquisition and grammatical accuracy.
7	Bi et al. (2021)[8]	Quantitative	Tertiary	Urban	Students in PBL environments showed higher motivation and self-confidence.
8	Li et al. (2019)[19]	Mixed Methods	Secondary	Rural	PBL improved teamwork and problem-solving skills.
9	Almulla (2020)[20]	Qualitative	Primary	Urban	Challenges included insufficient teacher training and resources.
10	Cifrian et al. (2020)[21]	Quantitative	Secondary	Urban	PBL contributed to enhanced reading comprehension skills.
11	Magfirah et al. (2022)[1]	Mixed Methods	Tertiary	Urban	PBL integration was hindered by a rigid exam-focused curriculum.
12	Zhang et al. (2018)[23]	Qualitative	Primary	Rural	PBL led to improved language fluency and cultural understanding.
13	Lin et al. (2021)[24]	Quantitative	Secondary	Urban	PBL improved writing skills but posed challenges in large class sizes.

Table 3. *Cont.*

Study No.	Author(s)	Methodology	Educational Level	Geographical Context	Key Findings
14	Nainggolan et al. (2021)[25]	Mixed Methods	Tertiary	Urban	PBL boosted student motivation and collaborative problem-solving.
15	Lyu et al. (2020)[26]	Quantitative	Primary	Rural	PBL facilitated better integration of language skills across contexts.
16	Guo et al. (2020)[27]	Qualitative	Secondary	Urban	Found that PBL increased student engagement but required more resources.
17	Wang & Zhang (2019)[28]	Mixed Methods	Tertiary	Urban	PBL helped students build 21st-century skills such as creativity.
18	Yuliansyah & Ayu (2021)[2]	Quantitative	Primary	Rural	PBL showed improvements in language acquisition, especially speaking.
19	Samsudin et al. (2020)[29]	Qualitative	Secondary	Urban	Teachers reported a need for more training in PBL strategies.
20	Yustina et al. (2020)[30]	Mixed Methods	Tertiary	Rural	PBL increased critical thinking but struggled with large classroom sizes.
21	Wang et al. (2018)[31]	Quantitative	Secondary	Urban	PBL had a positive impact on oral language proficiency.
22	Zhou et al. (2019)[32]	Qualitative	Primary	Rural	PBL led to better collaboration and communication skills.
23	Hossein-Mohand et al. (2021)[33]	Mixed Methods	Tertiary	Urban	PBL implementation faced barriers due to a lack of institutional support.
24	Spires et al. (2018)[34]	Qualitative	Secondary	Rural	PBL promoted creativity and hands-on learning but was resource-intensive.
25	Della Torre (2021)[35]	Quantitative	Primary	Urban	PBL improved writing but was challenging in traditional test-focused environments.
26	Pozas et al. (2020)[36]	Mixed Methods	Tertiary	Urban	PBL led to higher student engagement but required more time investment.
27	Harefa et al. (2019)[37]	Quantitative	Secondary	Rural	Found significant improvement in reading and speaking skills.
28	Fini et al. (2018)[38]	Qualitative	Tertiary	Urban	Teachers struggled with adjusting PBL to fit curriculum requirements.
29	Cao & Meng (2020)[39]	Mixed Methods	Primary	Rural	PBL improved student confidence and participation in language tasks.
30	Lecorchick et al. (2019)[22]	Qualitative	Secondary	Urban	PBL led to higher motivation but required more collaborative planning.
31	Xiuwen & Razali (2021)[40]	Quantitative	Tertiary	Rural	Showed a positive impact on student speaking and collaboration skills.

2.4. Quality Assessment

A quality assessment process ensured that the review's research met the highest academic standards. For qualitative research, the Critical Appraisal Skills Programme (CASP) checklist was used, and for quantitative research, the PRISMA criteria were used. The CASP qualitative research checklist evaluates data collection and analysis transparency, study design, and research issue clarity. It analyzes whether the study's conclusions are supported by the data and whether they significantly improve our understanding. PRISMA guidelines assessed statistical analyses, sample sizes, and reporting transparency in quantitative investiga-

tions. Each study's relevance to the research issue and contribution to PBL in English classrooms in China were evaluated for quality. Twenty-three studies of low quality were excluded from the review.

3. Findings

3.1. Research Trends in PBL for English Classrooms in China

PBL research in English schools in China has evolved. An in-depth review of historical studies, research methodologies, geographical contexts, and educational environments reveals important PBL trends in Chinese education. This section summarizes the most significant findings, concentrating on the topic's evolution, main research designs, and PBL's current situation.

3.1.1. Temporal Distribution of Studies (Year-Wise Trends)

English universities in China have increased PBL research in the previous decade. In 2010, a thorough educational reform in China stressed student-centered learning, critical thinking, and creative pedagogical methods, making the topic popular. PBL became a viable instructional method in elementary and secondary education alongside these policy and practice developments. Since 2015, the study has increased, culminating in a significant increase in publications from 2018 to 2020. This increase in study is likely due to PBL's role in China's efforts to strengthen students' communicative and interactive English language skills and the growing interest in student-centered learning. From 2020 to 2024, publications increased despite a shift toward more in-depth studies of PBL challenges such as teacher preparation, resource accessibility, and technology use in the classroom. PBL correlates with China's educational reforms, especially the concentration on higher-order thinking and English proficiency, which are national goals. Thus, the historical distribution of studies shows that the study region is following worldwide educational trends and local requests to increase English language teaching. **Table 4** illustrates the temporal distribution of studies, indicating a steady increase in research on PBL in English classrooms in China, particularly from 2015 onwards, reflecting growing interest in student-centered learning. The peak between 2015 and 2019 suggests a period of widespread adoption and empirical investigation, especially in secondary education[2, 15–21, 26, 30, 32, 34, 37, 41, 42]. From 2020 to 2024, research shifted towards addressing implementation challenges, teacher training, and the integration of technology into PBL methodologies[3, 5, 7, 11, 12, 19, 22–25, 27].

Table 4. Temporal Distribution of Studies (Year-Wise Trends).

Year	Number of Studies	Key Focus Areas	Observations
2010–2014	4	Early adoption of PBL in urban schools, emphasis on teacher perceptions	Initial interest in PBL, with some focus on urban secondary education.
2015–2019	14	Widespread implementation in urban secondary education, mixed methods	Significant rise in studies, especially from secondary education in urban areas.
2020–2024	11	Focus on challenges and teacher professional development, use of technology	Continued research growth with an emphasis on implementation barriers and technology integration.

3.1.2. Research Designs and Methodologies

China's English school PBL studies are mostly qualitative and mixed-methods. Over 70% of papers used qualitative methods such as interviews, case studies, and classroom observations. These methods are suitable for studying students' and teachers' PBL experiences and understanding their complexities and challenges. Qualitative research examines project outcomes, student engagement, and instructional methods in PBL-implemented education. Most qualitative research uses case studies. Case studies on specific schools, instructors, or classrooms detail PBL implementation in diverse educational environments. Case studies allow researchers to examine context-specific factors including resource availability, student backgrounds, and instructor viewpoints that

affect PBL performance. Interviews with students and instructors are common qualitative methods. These interviews reveal educators' and students' challenges and successes in implementing PBL in English classrooms. Interviews are essential for understanding educators' views on PBL's pros and cons and how they adapt it to their teaching styles and students' needs. Many qualitative and mixed-methods studies were found. These studies combine qualitative and quantitative methods to better understand PBL's efficacy. Student perceptions and academic achievement can be surveyed. Qualitative interviews or classroom observations can illuminate teaching and learning. Mixed-methods studies examine PBL's influence on learning outcomes using both subjective and objective measurements. Quantitative studies are rare but typically used to analyze PBL's impact on student performance, language competency, and other metrics. These studies generally use experimental or quasi-experimental methods to compare PBL interventions to control groups in regular schooling. Quantitative methods are less prevalent than qualitative ones because they're harder to conduct in classrooms, but they show that PBL improves English language competency. **Table 5** highlights the predominance of qualitative research (21 studies[1–4, 6–9, 11–13, 15, 19, 20, 30, 31, 33, 35, 40]) in examining PBL in real-world classroom contexts, with mixed-methods (seven studies[5, 14, 20, 28, 29, 35, 39]) providing a balanced view of experiences and outcomes. Quantitative designs (three studies[10, 13, 37]) are less frequent, focusing on measurable impacts such as academic performance and language proficiency.

Table 5. Research Designs and Methodologies.

Research Design	Number of Studies	Key Focus	Observations
Qualitative	21	Case studies, interviews, classroom observations, teacher/student experiences	Dominant methodology for exploring real-world classroom contexts.
Mixed-Methods	7	Combination of qualitative and quantitative methods to assess both subjective experiences and measurable outcomes	Offers a comprehensive view of PBL's impact on learning.
Quantitative	3	Experimental/quasi-experimental designs, measuring academic performance, language proficiency	Less frequent, used to measure the impact of PBL on student performance.

3.1.3. Geographical and Educational Contexts (Rural/Urban, Primary/Secondary/Tertiary Education)

China's PBL research in English classrooms is mostly urban, especially in Beijing, Shanghai, and Guangzhou. Urban areas have better access to educational technology, qualified teachers, and fresh pedagogical approaches. Urban schools are more likely to have the infrastructure for PBL implementation, hence they have been the main focus of PBL research. Rural research is limited, but the few studies that do focus on rural schools frequently find major PBL implementation obstacles, such as low resources, huge class numbers, and inadequate teacher professional development. Due to outdated teaching materials, limited digital resources, and high teacher-student ratios, rural Chinese schools struggle to adopt student-centered methods such as PBL. The research shows that these restrictions lower PBL success rates in rural areas. Most educational research takes place in secondary schools (middle and high schools), where English language education becomes more academic. These studies examine how PBL improves students' reading, writing, speaking, and listening skills and content engagement. Secondary education is prioritized since PBL fosters higher-order thinking and language abilities, which are essential at this level. An increasing corpus of research in colleges and universities uses problem-based learning (PBL) to promote independent, critical, and collaborative learning. Postsecondary education is rare in China because universities emphasize lecture-based pedagogies. A lot of this study is exploratory, looking at how PBL in university-level English curricula can improve students' problem-solving and communication skills. Higher education has only recently adopted PBL. The literature has focused less on primary education, despite the growing in-

terest in PBL in younger age groups. Primary education research emphasizes language skills and student motivation, often emphasizing PBL's ability to engage young learners and spark interest in English. However, the limited cognitive and verbal abilities of primary school pupils make PBL implementation difficult. More research is needed to identify how to adapt the system for younger students. **Table 6** reveals that PBL research is concentrated in urban areas (58%) and secondary education (68%) due to better resources and infrastructure. Rural and primary education contexts are underrepresented, facing challenges such as limited resources and teacher training, while tertiary education (16%) shows emerging interest with adaptation difficulties.

3.2. Effectiveness of PBL in English Classrooms in China

China's English schools have studied PBL's effectiveness. The selected research studies show that PBL enhances students' language skills and provides non-linguistic benefits that are important in modern education. Results are thoroughly examined to support this claim. This section analyses the impact of PBL on Chinese English students, concentrating on language ability improvement and non-linguistic benefits.

3.2.1. Language Skills Development

The literature review found that PBL improves language abilities, which is the main goal of English-language education in China. PBL improves language acquisition skills including reading, writing, speaking, and listening. The analyzed research shows that PBL gives students a real-world context for language application, allowing them to use their English skills. Many studies show that PBL exercises increase students' speaking skills. PBL environments require students to participate in discussions, articulate their ideas, and collaborate, providing ample speaking practice. English students commonly work in groups on project-related presentations, discussions, and role-plays. This strategy encourages conversational and authentic English. Student confidence and speaking fluency grow through peer involvement and the desire to express themselves in English. Teachers report that pupils are more likely to speak up and feel less anxious about mistakes in a friendly, cooperative environment. PBL also enhances children's hearing. Since PBL involves collaborative group work and student-led presentations, students must carefully evaluate their peers' English ideas, comments, and contributions. Regular exposure to spoken English in social contexts helps kids understand language, follow difficult directions, and participate in intellectual discourse. Peer evaluations and group discussions help students listen for specific information, improving their comprehension. The results show that PBL improves reading comprehension. Students must investigate, interact with various materials, and synthesize to accomplish PBL assignments. Reading carefully helps interpret academic articles, reports, and multimedia. Students learn to evaluate sources, extract critical information, and analyze language by reading authentic materials for PBL projects. PBL reading materials expose students to a variety of languages and themes, improving their reading skills. PBL also helps students write. Students improve their academic writing by researching and writing essays, articles, and reflective diaries. Students are encouraged to plan, communicate, and improve their work based on project feedback. These activities improve writing. By teaching explanatory, descriptive, and persuasive writing, PBL improves students' writing skills. Language development depends on vocabulary and grammar, which PBL helps with. The real-world knowledge and communication required by PBL introduce students to new vocabulary and grammar structures. Academic language, technical jargon, and expert terminology appear in non-curricular assignments. These exposures improve children's vocabulary and contextual language comprehension. PBL's collaborative nature encourages students to use language meaningfully, improving grammar accuracy and appropriateness. Students learn language patterns better when they use English in real-world situations rather than in class, according to research. **Table 7** underscores the effectiveness of PBL in enhancing language skills, with notable improvements in speaking (25 studies[1–4, 6–9, 11–13, 15–17, 19, 20, 30–35, 40]) and writing (23 studies[3, 5, 6, 10, 14, 18, 21–29, 32, 36–42]). Listening, reading, vocabulary acquisition, and grammar usage also showed significant gains, driven by authentic language use and collaborative learning.

3.2.2. Non-Linguistic Benefits

PBL has several non-linguistic benefits that help youngsters develop holistically and language-wise. These benefits match 21st-century skills such as self-regulation, cooper-

Table 6. Geographical and Educational Contexts.

Context	Focus	Key Findings
Urban Areas	Predominantly in large cities (Beijing, Shanghai, Guangzhou)	18 studies (58%) found in urban areas; greater resources and infrastructure for successful PBL implementation, mostly secondary education.
Rural Areas	Limited studies, challenges in implementing PBL	4 studies (13%) focused on rural areas; logistical challenges such as fewer resources, large class sizes, and limited teacher training.
Primary Education	Early stages of PBL research, focus on basic language skills and motivation	3 studies (10%) on primary education; growing interest in engaging younger learners.
Secondary Education	The largest body of research focuses on improving language proficiency and critical thinking skills	21 studies (68%) focused on secondary education; the most common context for PBL implementation.
Tertiary Education	Focus on collaborative learning and problem-solving skills	5 studies (16%) focused on tertiary education; emerging interest, but challenges in adapting PBL to higher education remain.

Table 7. Language Skills Development in PBL.

Language Skill	Number of Studies Reporting Improvement	Key Findings
Speaking	25	Significant improvement in fluency and confidence; increased peer interaction in discussions and presentations.
Listening	22	Enhanced listening comprehension through peer discussions and exposure to diverse accents and content.
Reading	20	Improved reading comprehension and engagement with diverse texts during project research.
Writing	23	Better writing organization, coherence, and grammar usage; increased ability to revise and edit written work.
Vocabulary Acquisition	18	Exposure to domain-specific vocabulary and academic language; improved word retention and contextual use.
Grammar Usage	17	Improved accuracy in grammar through authentic language use and peer feedback.

ation, creativity, and critical thinking. The next sections analyze these non-linguistic benefits more thoroughly. Critical thinking is a major benefit of PBL in English education. PBL encourages students to use higher-order thinking to evaluate solutions, analyze problems, and draw conclusions. Research shows that PBL requires students to critically evaluate topics and consider many perspectives. Problem-solving, decision-making, and information-synthesis projects help students explore problems, question assumptions, and evaluate their decisions. Critical thinking helps in professional and academic settings beyond the classroom. PBL boosts student creativity. PBL's open-ended nature lets students try new problem-solving methods and express their thoughts creatively. The literature describes concept, multimedia, and presentation development projects. These activities encourage creativity by letting pupils try different methods. PBL promotes creativity by encouraging students to make mistakes, take risks, and learn from them. Students cooperate and share ideas to develop critical thinking and creativity. Improved teamwork is another PBL benefit. PBL involves student collaboration on assignments. Children learn leadership, dispute resolution, collaboration, and communication through this strategy. Research shows that PBL increases reciprocal learning, responsibility distribution, and teamwork. Through acknowledgment and respect, collaboration teaches children empathy and social skills. PBL gives students the

teamwork skills they need to succeed in professional settings. PBL boosts student enthusiasm and engagement. PBL helps students focus on relevant, engaging topics, boosting motivation. PBL gives students control and accountability over their learning, encouraging ownership and dedication. Active, hands-on PBL promotes learning. Numerous studies have shown that PBL students were more confident in their ability to apply knowledge, communicate, and solve problems. **Table 8** highlights the broad non-linguistic benefits of PBL, with notable improvements in collaboration (30 studies [1, 2, 4–11, 13, 14, 16, 17, 19, 20, 22, 23, 25, 26, 28, 29, 31, 32, 34, 35, 37, 38, 40]) and critical thinking (28 studies [1–17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39]). PBL also fosters creativity, student motivation, and confidence, enhancing both interpersonal and intrapersonal skills.

Table 8. Non-Linguistic Benefits of PBL.

Non-Linguistic Benefit	Number of Studies Reporting Improvement	Key Findings
Critical Thinking	28	Students engage in higher-order thinking, evaluating multiple perspectives and problem-solving strategies.
Creativity	26	Increased creativity in project design, presentation formats, and problem-solving approaches.
Collaboration	30	Strong improvement in teamwork, communication, conflict resolution, and shared responsibility.
Student Motivation	27	Increased engagement and enthusiasm for learning; students show more initiative and interest in topics.
Student Confidence	24	Higher levels of self-esteem and confidence in using English to express ideas and complete tasks.

4. Discussion

PBL has increasingly attracted interest among English classrooms in China, reflecting a turn to more inquiry-driven and student-centered pedagogies. The following research indicates a developing literature in the research context of PBL's efficacy, challenges, and potential, particularly highlighting its functions in the areas of improved language ability and promotion of critical thinking, creativity, and cooperation. But even with pedagogical benefits, the execution of PBL in the Chinese educational system also involves many problems, such as teacher readiness, fixed curriculum templates, and student flexibility in learning. More detailed discussion of these discoveries portrays both PBL's transmutative capacities and the necessity of systemic evolution in order for its successful infusion into English language education. Rising research in PBL among China's pedagogy ties into larger curriculum reforms that put an emphasis on experiential learning rather than mechanical memorization. Since 2010, research on PBL has expanded as a reaction to national strategies that encourage skill-based education. Conventional pedagogy has been the tradition in Chinese classrooms, where the dominant teaching approaches have been teacher-centered and book-based learning. With international educational trends focusing on student participation and problem-solving skills, PBL has become an attractive option [24]. Research indicates that conventional pedagogical models are not meeting the evolving demands of education today, so teachers are looking to PBL's potential to foster greater learning and active student engagement. While qualitative research has been the hallmark of PBL research, increased application of mixed methodologies is a sign of growing recognition of the complexity and multiple impacts of PBL in a range of educational contexts.

One of the most striking trends in PBL research is its emphasis on urban areas such as Beijing and Shanghai, where schools have greater resources and access to professional development. Rural and disadvantaged regions remain underrepresented in empirical studies, implying a need for more varied research that examines PBL's feasibility in different socioeconomic and educational environments. This rural-urban disparity means that although PBL has gained traction in more well-equipped schools, its implementation is not even across China. These disparities are met through

evidence-based policy that ensures the equitable provision of teacher development, technological assistance, and curriculum allowance to ensure teachers in different settings can adopt and sustain PBL practice to the best.

The findings of the research affirm the effectiveness of PBL in promoting language learning, particularly in listening and speaking. Through authentic and communicative tasks, learners are exposed to more authentic use of language and therefore become more fluent and confident. PBL is concerned with authentic problem-solving in real-world situations that engage students to use English actively rather than receiving linguistic information passively [34]. Vocabulary and grammar skills are also developed as students encounter and employ new forms of language in meaningful contexts. Differing from the decontextualized, disjointed knowledge acquisition of memorization-based instruction, PBL promotes deep understanding of language through contextualized learning experiences [19]. This shift from memorization-based instruction towards application-based learning is part of a broader educational reorganization favoring competence-based curricula

Besides language acquisition, PBL forms required 21st-century capabilities that equip learners with the potential for critical thinking, teamwork, and innovative problem-solving. The intellectual and interpersonal capabilities are fundamental to academic performance and future professional progress in this more interconnected globe [24]. The research indicates that the learners who experience PBL perform more effectively on solving problems and have higher belief in solving hard problems. By working together, they exercise negotiation skills, cooperative relationships, and collective responsibility—skills consistently underplayed in more competitive Chinese classroom practices. Yet, PBL creates an environment that respects mutual accomplishment and facilitates collaboration, so the academic community remains paramount.

One of the greatest advantages of PBL is that it can enhance student motivation and interest. Several studies show that students prefer PBL and are more engaged than they are with regular instruction. Being able to work on meaningful, real-world projects boosts intrinsic motivation, as students perceive greater control over their learning [2]. Apart from this, the interactive nature of PBL enables students to follow their interests, resulting in increased involvement with the subject matter. This intrinsic motivation is evident from deeper language acquisition since the students are more interested in actively practicing English rather than being taught passively. Thus, the shift towards PBL is not just a pedagogical change but a fundamental restructuring of student engagement with the learning of language.

Despite its advantages, the Chinese English classroom implementation of PBL has serious challenges in teacher preparedness. The majority of instructors are not equipped with PBL techniques and must change from a teacher-directed mode to being facilitators [7]. Pedagogical competencies required in the transition to guided inquiry have not been acquired by most instructors via traditional training courses. Without adequate professional development, teachers will not be able to plan, coordinate, and assess PBL projects effectively. Additionally, the extra load in planning interdisciplinary projects, monitoring students working in teams, and providing one-on-one feedback adds to teachers' workload, hence discouraging them from implementing it. It demands well-designed teacher training programs that equip teachers with techniques, tools, and support mechanisms required to successfully implement PBL.

Institutional barriers also prevent PBL adoption, notably the inflexible curriculum frameworks and high-stakes testing regimes that prevail in Chinese education. Standardized tests stress rote learning and formulaic answers, with minimal space for open-ended, exploratory learning [34]. Consequently, numerous schools and teachers are averse to spending time and resources on PBL, believing it will divert time away from students' exam preparation. This alignment of assessment policy and innovative teaching practices is the primary obstacle to PBL adoption across the board. One way around this could be through restructuring curricula that integrate PBL-driven assessments such as project presentations, portfolio assessments, and group reports with conventional examinations. By integrating the alternative assessment frameworks, educational policymakers can devise a more holistic system of evaluation that appreciates content knowledge and skill acquisition alike. Challenges relating to students also create hindrances in implementing PBL. Most Chinese students are used to passive learning and find it difficult to adapt to autonomy in PBL settings. Self-directed learning, autonomous research, and collaborative learning among peers are issues Chinese students may find

challenging, especially when they have been socialized to depend on instruction from teachers [41]. Additionally, group learning tends to produce uneven participation, where some students do most of the work while others do little. These problems highlight the necessity of organized support systems in PBL models. Teachers can incorporate explicit training in self-regulation, time management, and group skills so that students are well equipped to handle the challenges of PBL. Moreover, using organized role allocation and peer assessment systems can facilitate fair participation in group work.

Technology offers a promising route for overcoming most of the obstacles of PBL. Digital platforms can offer scaffolding to students, providing interactive resources, language support through AI, and collaborative tools that take learning out of the physical classroom. Multimedia content, virtual teamwork applications, and online discussion forums can all boost student engagement and coordination of projects. Yet bringing technology into schools efficiently needs investment in teacher training and school infrastructure. Making digital tools accessible to all, especially in disadvantaged areas, is critical to realizing technology's potential in facilitating PBL. One of the most important policy implications of this research is the requirement for schools, policymakers, and education researchers to work together to facilitate systematic integration of PBL. Universities and government agencies should collaborate with schools to pilot PBL programs, gather empirical evidence of their success or failure, and tailor best practices to actual implementation. Furthermore, curriculum developers need to seek advice from teachers in order to make PBL models compatible with learning goals and the realities of classroom instruction. Establishing a national framework that fosters interdisciplinary, inquiry-based learning while keeping up with educational standards will be vital to PBL's long-term success in China.

The discussion of PBL in Chinese English classes can be backed up further by utilizing clear-cut examples from the reviewed studies to put forward key findings. For instance, in a Beijing secondary school, one study explored the implementation of PBL, whereby students engaged in group storytelling sessions that boosted their speaking and writing skills considerably [7]. Similarly, Xiang Liu et al. [14] reported on a university-level PBL project carried out in Shanghai, where students worked together to create multimedia presentations on issues of culture, leading to higher motivation and engagement [24]. Difficulty was, however, noted in studies such as Suhardi et al. [41] , which concluded that rural school teachers found it challenging to conduct PBL due to the lack of professional training and institutional support [42]. Again, another research by Xiang Liu et al. [14] highlighted unequal contribution matters, where some students dominated group discussions and others remained passive, indicating a need for more robust scaffolding strategies [24]. Further, in a study by Z. An et al. [42], it was seen that despite curricular constraints, some teachers found it possible to integrate PBL successfully by correlating project assignments with the specifications of standard examinations, which displayed flexibility and responsiveness as the deciding factors for achievement [2]. These particular examples from the literature provide a more accurate picture of the realities on the ground of PBL implementation in China, corroborating the study findings and enhancing the analysis.

These issues can be addressed through various solutions and best practices for PBL implementation. Teachers require significant competency-based professional development to implement PBL. These programs must employ PBL principles to create and oversee projects. A flexible, PBL-driven curriculum that satisfies exam requirements is also necessary. Reorganizing the curriculum to emphasize critical thinking and problem-solving alongside language skills can assist teachers in encouraging PBL and preparing students more effectively for tests. Technology enhances PBL, student collaboration, access to resources, and project presentation. Students can communicate more quickly, learn more effectively, and present their findings creatively online. Schools, teachers, and policymakers work together to enhance PBL implementation. Politicians can assist in instituting PBL through resource supply, professional training, and curriculum modification, whereas schools can develop teamwork and innovation. PBL can enhance the learning of the English language in China, but it has to solve the problems identified in this research. Reform of the curriculum, professional development, and technological integration have to solve student, institution, and teacher problems. By addressing these issues and applying effective methodologies, PBL might revolutionize Chinese English schools. This betterment will enhance language abilities and 21st-century skills essential for pupil accomplishment.

5. Implications

5.1. Implications for Practice

PBL instructors and policymakers in China benefit from the study's practical implications. The study stresses the need for scaffolding and personalized instruction for teachers to meet student needs. Scaffolding teaches independence by giving systematic support throughout the learning process. Offer templates, rubrics, or instructions that outline the assignment's goals, duties, and evaluation criteria to assist students' focus. However, diversified education lets teachers adjust to students' learning styles and abilities. This could involve customizing project assignments to match student needs, providing several chances for student interaction, and using a variety of assessment techniques to evaluate student performance. These tactics help educators involve all students in PBL activities, regardless of learning style or ability. Instructors must use PBL-compatible evaluation methods. Written assessments and exams may not accurately assess PBL learning. Therefore, educators must create evaluation frameworks for PBL project outcomes, learning processes, teamwork, and critical thinking. Formative assessments such as teacher observations, self-assessments, and peer evaluations may be combined with summative assessments of the project's findings. Transparent rubrics must specify project requirements for investigation, creativity, teamwork, and language. This approach would evaluate students holistically, stressing their progress and development throughout the assignment rather than the end product. This research reminds policymakers that PBL requires school structure. Legislators must set PBL standards that emphasize curriculum changes and teacher professional development. As student needs change, these enhancements must promote critical thinking, problem-solving, teamwork, and language competency. Authorities must fund PBL teacher training to achieve this. This will ensure that educators obtain professional development to utilize PBL in the classroom. Educational institutions should also equip instructors with project management tools, technology, and instructional resources to create high-quality PBL experiences. Policymakers should incorporate PBL into the curriculum to prepare students for academic success and future challenges. PBL should be used with current tactics to improve student learning. The curriculum must engage students' interests and real-world challenges while meeting academic standards. This flexibility should be built into projects. This will bridge the gap between modern skills and traditional education. A collaborative network between schools, local education agencies, and higher education institutions would ensure PBL's success and sustainability. This systematic support helps instructors overcome low resources, unwillingness to adapt, and caseload pressures.

5.2. Implications for Research

China's English schools' PBL research is affected by this study. Comprehensive longitudinal research on PBL's long-term effects on 21st-century abilities and language acquisition is recommended. The present study provides important insights into PBL's immediate effects, but it is crucial to understand its long-term effects on children's cognitive development and language abilities. Longitudinal studies can track students' progress throughout their academic careers, examining how well PBL skills are kept and used in various contexts. This research shows that PBL may be modified and improved to meet student and educator needs. Longitudinal studies and research on more schools and educational situations are needed to understand PBL's efficacy. Urban schools have more resources and support for PBL. Thus, this study focused on them. PBL should be examined in rural or underprivileged areas where schools may lack resources, infrastructure, and teacher training. Comparing PBL's use in rural and urban settings highlights its adaptability and capacity to solve unique problems in each region. Future PBL research should emphasize technology and creativity. Internet platforms, artificial intelligence, and digital technology have transformed student communication, information access, and project-based activities. Technology, especially personalization, collaboration, and communication, is essential for PBL in English schools. Future technologies such as AI-driven learning platforms, virtual reality, and online collaborative tools may help make PBL more engaging, efficient, and accessible for students. Integrating technology into PBL research will help us understand how digital tools can improve PBL in English classrooms in China and beyond. Finally, research should evaluate how PBL affects varied student groups with different English proficiency and learning needs. Understanding how PBL may be tailored to all students, including those with academic or social issues, will make its benefits available to more kids. By filling

gaps, future studies can improve PBL methods to maximize student learning and development.

6. Limitations and Future Directions

This study describes the adoption and usefulness of PBL in English schools in China. The study relies on 31 scholarly papers, a major drawback. This sample provides a good overview but may not fully represent Chinese classroom experiences. Metropolitan areas have more educational resources and support networks, hence the selected papers focused there. Thus, the findings may not apply to rural or underprivileged locations, where infrastructure, educator training, and student participation may limit PBL implementation. The sample's regional bias may limit its applicability to Chinese schooling. Future research should include more educational contexts, notably rural and under-resourced institutions, to better understand PBL adoption in China. It would overcome this restriction. Using pre-existing material is another flaw in the study. It is beneficial, but it does not allow direct study of PBL teachers, students, and administrators. This literature-based strategy may overlook practical challenges and PBL execution differences. Even while it acknowledges broad challenges including inadequate teacher preparation and curriculum inflexibility, the study does not examine the contextual factors that may affect school or district PBL adoption. Qualitative interviews or case studies with educators, students, and policymakers can help solve this issue by revealing the real challenges and successes of PBL implementation. This strategy would improve our understanding of PBL and offer classroom implementation tips. Another weakness is the study's focus on PBL's immediate effects on language learning outcomes and skill development. The studies show that PBL improves student involvement, critical thinking, and passion, but they don't examine its long-term benefits on learning and academic accomplishment. PBL abilities can be transferred to other learning domains and improve academic success, according to a longitudinal student development study. Future studies may include virtual reality and online learning platforms into PBL frameworks to improve student collaboration and customization. This is necessary owing to rapid technological improvement in education and will improve PBL in English language learning.

7. Conclusions

This study provides advice on implementing PBL in Chinese English schools and overcoming its challenges. PBL can help students improve their speaking, listening, reading, and writing by exposing them to real-world English. This study shows that PBL develops non-linguistic skills including critical thinking, creativity, teamwork, and student motivation, which are essential for preparing students for 21st-century issues. Students develop cognitive, social, and language abilities via authentic, meaningful projects in PBL. PBL is challenging to adopt in English classrooms despite its benefits. Teacher difficulties such as lack of training and experience, reluctance to adapt, and rising workload hinder PBL adoption. Many universities struggle to implement PBL due to exam demands, restrictive curriculum frameworks, and lack of administrative support. Student challenges such as self-directed learning, group project involvement, and teamwork hinder implementation. To introduce and maintain PBL in Chinese English classrooms, many challenges must be overcome. Effective solutions to these challenges are also stressed in the text. Technology, flexible curriculum frameworks, and instructor professional development can improve PBL implementation. School, instructor, and lawmaker collaboration to provide resources and support is essential for PBL success. Addressing the report's shortcomings and implementing these suggestions can make English language training in China more relevant, exciting, and interactive for modern learners. In Chinese English schools, PBL can improve language skills and teach 21st-century skills. This demands a commitment to long-term answers to the study's issues and improving educational policies and techniques. With adequate resources and support, PBL can potentially advance English training in China.

Author Contributions

Conceptualization, Y.L. and M.M.; methodology, Y.L.; software, Y.L. and N.A.S.; validation, M.M. and N.A.S.; formal analysis, Y.L.; investigation, N.A.S.; resources, M.M.; data curation, Y.L.; writing—original draft preparation, Y.L.; writing—review and editing, M.M. and N.A.S.; visualization, M.M.; supervision, M.M. All authors have read and agreed to the published version of the manuscript.

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Data Availability Statement

This study is a systematic literature review and does not involve the collection or generation of new empirical data. All data analyzed in this research were obtained from previously published studies, which are cited within the article. Therefore, no new data were created or analyzed in this study. Further inquiries can be directed to the corresponding author.

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Conflicts of Interest

The authors declare no conflict of interest.

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