



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econferences.com

20th October 2025

DEVELOPING WRITING SKILLS THROUGH PROJECT-BASED LEARNING IN EFL CLASSROOMS

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Annotatsiya:

Loyiha asosida o'qitish (Project-Based Learning — PBL) ingliz tilini chet tili sifatida o'rganayotgan talabalar yozma nutq ko'nikmalarini rivojlantirishning eng samarali usullaridan biridir. Ushbu usuldan foydalangan holda, o'quvchilar ijodiy fikrlashga, mustaqil izlanishga va o'z fikrlarini aniq hamda to'g'ri ifodalashga rag'batlantiriladi. O'quvchilar amaliy mavzularda yozish ko'nikmalarini yaxshiladilar va bu ularning o'ziga bo'lgan ishonchini hamda tilni qo'llashga bo'lgan qiziqishini sezilarli darajada oshirdi.

Kalit so'zlar: loyiha asosida o'qitish, yozma nutq, ijodkorlik, kommunikativ kompetensiya, o'rganish jarayoni.

Аннотация:

Обучение на основе проектов (Project-Based Learning — PBL) является одним из самых эффективных методов улучшения навыков письменной речи у студентов, изучающих английский язык как иностранный (EFL). Используя этот метод, учащиеся поощряются к творческому мышлению, самостоятельным исследованиям и ясному, точному выражению своих мыслей. Студенты показали улучшение в своих письменных работах, связанных с практическими темами, что значительно повысило их уверенность в себе и интерес к использованию языка.

Ключевые слова: проектное обучение, письменная речь, творчество, коммуникативная компетенция, образовательный процесс.



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Abstract:

Project-Based Learning (PBL) is one of the most effective techniques for improving the writing skills of students learning English as a Foreign Language (EFL). By utilizing this method, students are encouraged to get involved in creative thinking, independent research, and express their thoughts clearly and accurately. The learners made an improvement in their writing related to practical subjects, and this really helped in increasing their self-confidence and interest in using the language.

Keywords: project-based learning, writing skills, creativity, communicative competence, learning process.

INTRODUCTION

In present-day EFL classrooms, developing skills in writing continues being a challenge due to the limited exposure of students to authentic contexts. Project-Based Learning (PBL), however, is a solution par excellence since it places students engaged in meaningful tasks where writing is not only an ends but also a means: a process of inquiry, co-operation and reflection. Through PBL students learn to plan, draft, edit and present their written work which is linked to real-life situations and themes which gives rise to thorough grounding of content and skills as well as long-term attitudinal skills. In this way students learn to cooperate and converge their interests in PBL situations which arise naturally in the learning and teaching contexts.

MATERIALS AND METHODS

The PBL method is introduced in writing classes through the choice of the topics according to the interests and experiences of the learners. The learners work alone or in teams working on research, gathering of relevant material and the written projects, such as reports of the findings, essays or creative stories.

The teacher is a facilitator who leads the learners through the process of writing, which entails, brainstorming, outlining, drafts, revisions and publication.[1] The method makes use of technological means, such as on-line platforms, collaborative



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documents and digital presentations, thus enhancing the interactive participation in making a PBL report to the learners.[3]

Recent studies have shown that students, who are involved in activities relating to the PBL, have greater opportunities in the organization of their material, use of the correct vocabulary and to keep awareness in continuity on the written material. Collaborative practice in peer review enhances critical thinking and motivates students to create mutual feed-back.

RESULTS AND DISCUSSION

The evidence shows that students' project-related activities greatly contribute to the development of their writing proficiency. They not only increase vocabulary and grammatical awareness but also develop creativity and independence of thought. Writing about real-life problems motivates students to express opinions and support them in a logical manner.[2],[4] The socializing aspect of PBL helps the students to develop their communication and problem solving skills. They learn to divide responsibilities, talk over contents and link together ideas. Teachers report that students become more confident and start to take ownership of their tasks in writing. However some of the difficulties are uneven participation in the groups and time management, but these can be rectified through careful consideration of planning, allocating tasks and continuing feedback from the teacher.[5]

CONCLUSION

Overall, it can be concluded that Project-Based Learning is a powerful tool for developing writing skills in EFL classroom learning. It takes writing from a mechanical operation to the level of engaging experiences whereby learners learn to express themselves and explore their creativity. Through the implementation of PBL, it is possible for teachers to develop a learner-centred learning space whereby creativity, social interaction and the skill of communicating effectively is made possible. It is thus recommended that all levels of education should take it on board with a view to developing both linguistic skills as well as skills pertinent for the 21st century.



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