
Writing Ability and Projects

Summary of Alemneh & Gebrie (2024)

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Background & Existing Knowledge

Writing is essential in language education, yet often difficult for learners to master.

Traditional methods may not sufficiently develop sub-skills such as organization, content generation, or language use. Project-Based Learning (PBL) offers a promising approach grounded in constructivist theory.

New Insights from This Study

✓ PBL significantly improves writing and sub-writing skills (content, organization, vocabulary, grammar, and mechanics).

✓ Experimental group students showed better outcomes than control group peers.

✓ Students developed motivation and real-world writing competence.

Practical Applications: How Educators Can Use This Research

Classroom Strategy

- ✦ Integrate PBL into writing curricula to enhance practice and reflection.
- ✦ Use real-world writing tasks and collaborative projects.
- ✦ Apply PBL to address specific sub-skills (e.g., grammar through editing tasks).

Student Engagement

- ✦ Allow students to choose topics relevant

to their experiences.

- ✦ Encourage peer feedback and iterative writing.
- ✦ Scaffold the writing process using planning, drafting, and revising phases.

Assessment & Growth

- ✦ Use rubrics targeting both overall and sub-writing skills.
- ✦ Compare individual progress across drafts.
- ✦ Promote metacognitive reflection on writing growth.

Conclusion

Project-Based Learning offers an effective and motivating way to teach writing in secondary education, significantly boosting students' sub-writing abilities through active and meaningful engagement.

Key Words

writing instruction, project-based learning, secondary students, sub-writing skills, Amharic education

Reference

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