30 Awesome EFL/ESL Writing Projects: Unleashing Creativity and Language Skills

Writing is an essential skill for effective communication, and it plays a crucial role in language learning. For students of English as a Foreign Language (EFL) or English as a Second Language (ESL),writing projects offer a valuable opportunity to practice and enhance their writing skills while engaging in creative and meaningful activities.

This article presents 30 exciting EFL/ESL writing projects that are designed to cater to different levels of proficiency and learning styles. These projects encourage students to develop their vocabulary, grammar, and writing fluency, while fostering their imagination and self-expression.

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★★★★★ 5 out of 5

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Text-to-Speech	: Enabled
Screen Reader	: Supported
Enhanced typesetting	: Enabled
Word Wise	: Enabled
Print length	: 14 pages

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Project Ideas

1. The Picture Story Project

Students choose a picture and write a story based on what they see. This project promotes creativity and descriptive writing skills.

Picture Story

Look at the pictures and tell the story.

The picnic
One beautiful Sunday morning the Fox family_

2. The Character Journal

Students create a character and write a series of journal entries from their perspective. This project encourages character development and narrative writing.

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3. The Letter Exchange

Students exchange letters with a partner in another class to practice writing formal and informal correspondence.

4. The Short Story Collection

Students write a series of short stories on a common theme or topic. This project encourages plot development and creative writing.

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5. The Poetry Slam

Students write and perform their own poems in front of an audience. This project promotes creative expression and confidence in speaking.
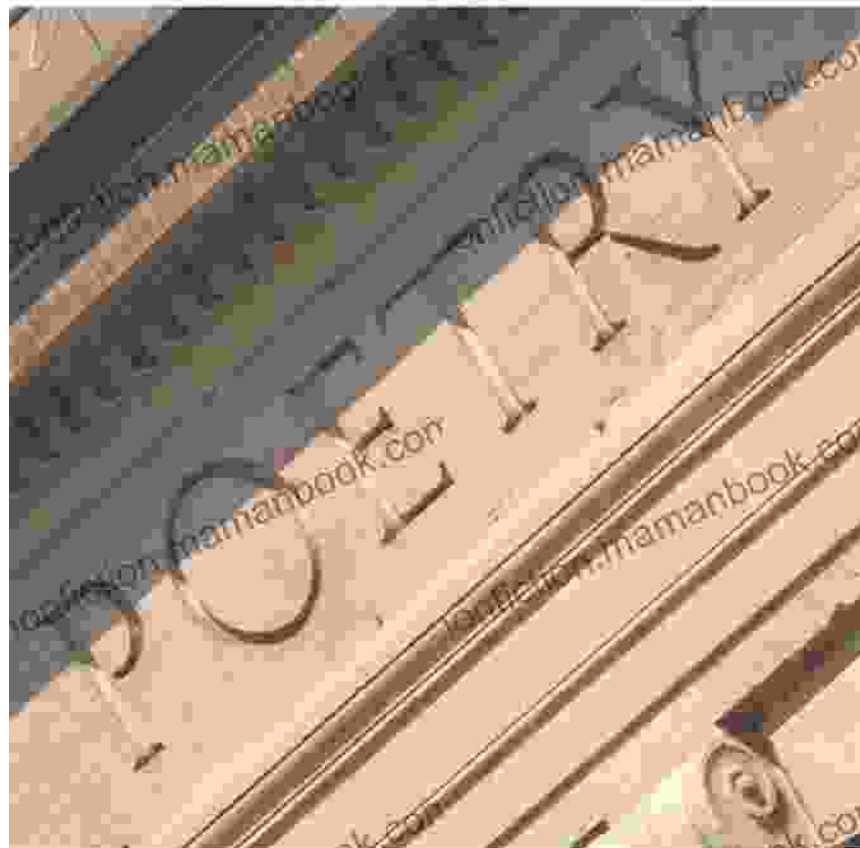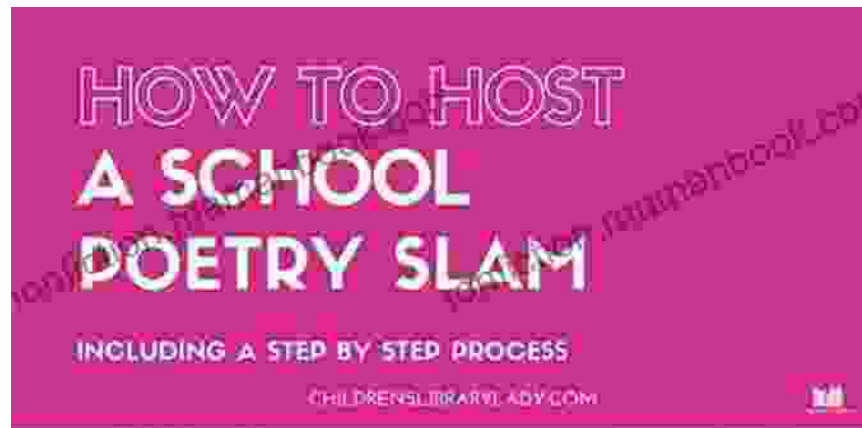
6. The Essay Competition

Students research and write essays on a given topic. This project fosters research skills and critical thinking.

7. The Travelogue

Students write about their experiences of a trip or vacation. This project encourages descriptive writing and cultural awareness.

I want to travel!

❶ **To Begin**

What do you want to do this weekend?

❷ **Language Building**

These expressions are in the conversation below. Can you match the two halves?

to graduate	industry
the tourist	a postcard
a big hotel	job
an office	from university
send	chain

❸ **Reading** Read the conversation and fill in the blanks from the list below.

Mary	So, you are going to graduate from university in a few months. What's your plan?
George	Well, I don't want to start work immediately. I want to travel for a few _____ first.
Mary	Really? Where do you want to go?
George	I really want to go to _____. Maybe Thailand and Vietnam. I definitely want to go somewhere warm.
Mary	And then?
George	Well, I want a job in the tourist industry. I really want to work for one of the big hotel chains.
Mary	That sounds like a good _____.
George	Yeah - I think so. I don't want an office job. I want to work with _____ and also go abroad sometimes.
Mary	Well, good luck! Send me a postcard from Thailand.

Missing Words: **Asia | customers | months | idea**

8. The Comic Book Creation

Students create their own comic books, complete with characters, storylines, and dialogue. This project fosters creativity and storytelling skills.

9. The Newspaper Article

Students write news articles based on current events or fictional scenarios. This project encourages writing in a journalistic style and critical thinking.

10. The Film Review

Students write reviews of films or television shows. This project encourages critical thinking and analytical writing.

Film review project

- For this project you need to think of you **FAVOURITE FILM** and create a powerpoint of prezzi presentation to show the class.
- In the presentation you will have to give information about the **ACTORS** and **ACTRESSES** and their **CHARACTERS**, the **SETTING** (where and when), the **PLOT** (the story, but do not give details about the end, please!!) and your **OPINION** and why you would recommend this specific film.
- You should also include pictures and everything you like (even videos, trailers, etc).
- To create you project you can answer the next questions as a guidance:

  - What is the title of the film?
  - What genre is it?
  - What is it about?
  - Is it based on a book?
  - Where is the film set?
  - When is the film set?

  - Who are the main characters?
  - Who play the main characters?
  - Who is your favourite character in the film? (Why?)
  - Why would you recommend this film?
  - What type of person would like this film?

- You will have to present your project to the class (all the members MUST participate equally).

11. The Song Lyric Analysis

Students analyze the lyrics of a song and write about its meaning and themes. This project fosters critical thinking and literary analysis skills.

I woke up impatient and anxious
Chasin' dreams in my sleep
Got me feeling like I made it
Then I wake up and see
Frustration, tracing for payment
Thankfully they know me
Can't get enough of the paper (Get enough of the paper)

I know you love it babe, 'cause I'm a risk
But if you put it on, imma win
And if you give it time, I won't forget
When I'm a legend baby, and we're all rich

I need you to know
It's under control, I got it
And as it unfolds, I got you, I promise
I promise I'm on it

I can't help but feel like I'm wasting precious time in my life
Worrying about my behaviours, sometimes I think I'm too nice
I know I'm destined for greatness, fuck a critic's advice
They hatin' 'cause I'm a player (they hatin' 'cause I'm a player)

I know you love it babe, 'cause I'm a risk
But if you put it on, imma win (imma win)
And if you give it time, I won't forget (I won't forget)
When I'm a legend baby, and we're all rich

I need you to know
It's under control, I got it (I got it)
And as it unfolds, I got you I promise
I promise I'm on it

When it's all said and done
I've said all I want
You know I'm tellin' you the truth
When I say take I'll take care of you
Yeah, yeah
But look, I need you to know (it can only get better from here)
It's under control, I got it (I got it babe)
And as it unfolds, I got you, I promise
I promise I'm on it
I need you to know
It's under control, I got it
And as it unfolds, I got you, I promise
I promise I'm on it

The lyrics describe the feeling of the singer trying to reassure themselves that everything in their lives at the moment is under control; however, there's an underlying tone that they know it's not true.

The first verse describes the singer waking up where they dreamt that they were chasing their dreams, this aspirational dream has connotations of running and running out of time. It also hints that if they're dreaming of chasing dreams that perhaps they haven't yet achieved yet.

This sense of doubt is something we want to show in the music video. Using cross media convergence with our overall concept being similar to the film 'Groundhog's Day', we plan to translate the lyrics of the song into our music video.

The hook and the chorus directly talks to another person, as the singer pleads with them to trust them as they've got everything under control.

The final verse talks about how the singer has previously been worried about what others say and other peoples opinion of them, however they later decide not to worry.

12. The Personal Narrative

Students write about their own experiences, memories, or emotions. This project encourages personal reflection and narrative writing.

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13. The Biography

Students research and write biographies of historical figures or notable people. This project encourages research skills and expository writing.

Biography Organizer

Early Life

Adult Life

Name

Why is he/she famous?

Interesting Facts and Quotes

Sources from which I find all this information

14. The Autobiographical Essay

Students write about their own lives, experiences, and reflections. This project encourages personal reflection and introspection.

Senior English – Autobiography
This is Your Life

ASSIGNMENT DESCRIPTION

Writing an autobiography can help you take a close look at the patterns of your personal development and clarify your personal values. Portions of the autobiography will be assigned at various times throughout the year. The finished product will provide you with an exciting self-portrait.

Your autobiography will present a portrait of your life, from before your birth until now. As you work on this project throughout the year, you will be writing about many different topics.

CHAPTERS AND TIME LINE

The autobiography will contain eight chapters when the project is completed.

1. Birth, Early Childhood, and Family – September 23
2. Education – October 28
3. People and Friends – November 25
4. Likes and Dislikes – December 16
5. Successes and Failures – January 20
6. Career Plans – February 18
7. Feelings and Beliefs – March 10
8. Reflections of the Past and Hopes for the Future – April 14
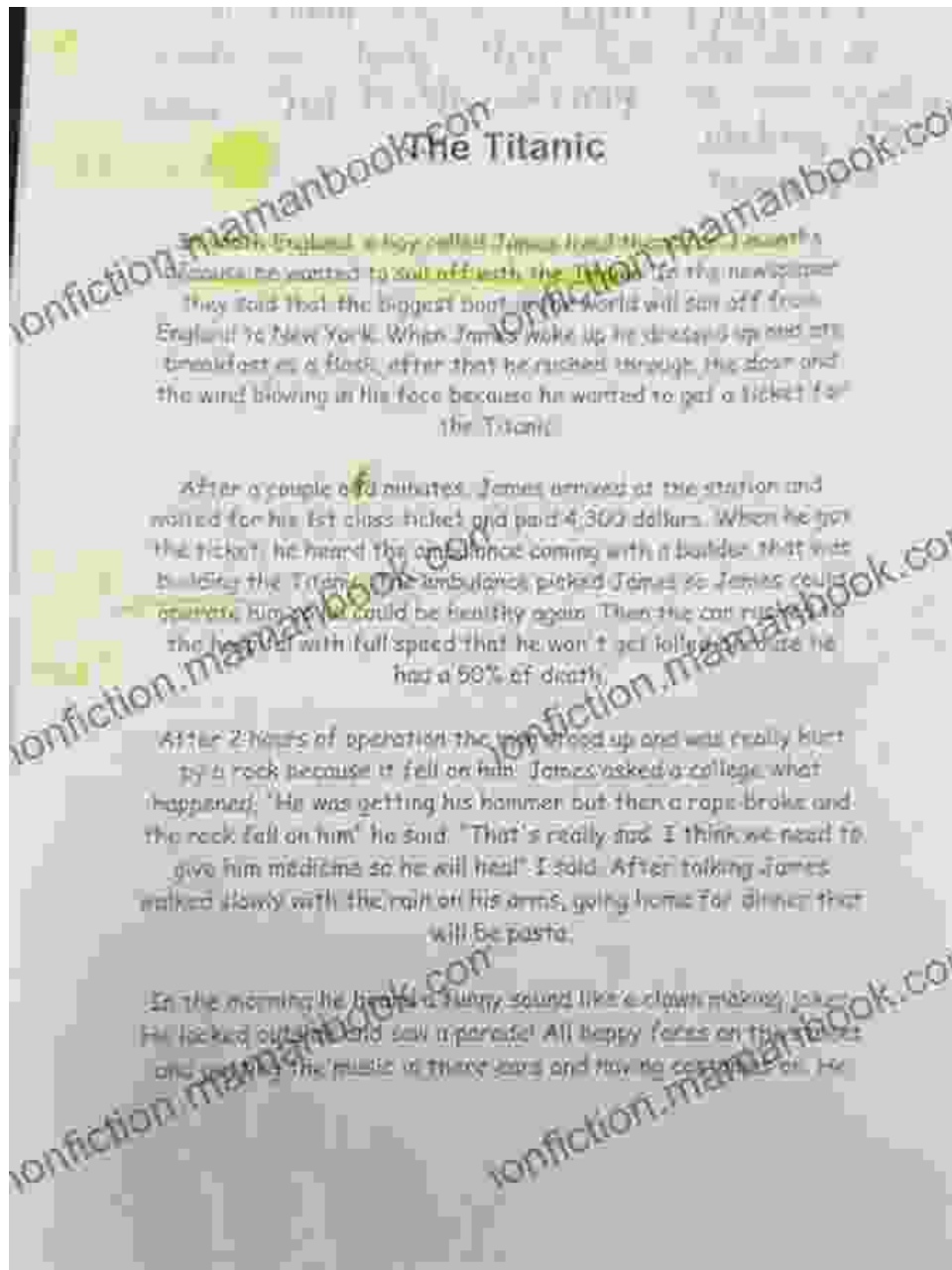
Book due with all corrections made – May 1

Several written exercises will be assigned to help you frame the ideas for each chapter. Be sure that you express answers to all questions in complete thoughts. For example, suppose the exercise asks, "Which would you rather be? A.) an only child. B.) the youngest in the family. C.) the oldest in the family. Perhaps you might selected C as your answer. If you simply wrote "the oldest," when you read the autobiography later, you would have to ask "the oldest what?" A complete answer would be "I would rather be the oldest child in the family because the oldest gets more privileges."

Each exercise within a chapter is to be written as a separate paragraph. The paragraphs in a single chapter will follow each other on the same sheet of paper. If you want to use subtitles, that is great. All exercises must be typed unless otherwise indicated. Make sure you save all your chapters in at least two places, for example, your hard drive and a flash drive. I will be marking on your papers, and then you will revise each chapter. The final project will have no markings whatsoever on it. You will also need to decide how you are going to put your chapters together.

Grading: I will grade each chapter according to the six traits of writing.

15. The Historical Fiction Story

Students write fictional stories set in historical periods. This project encourages research, character development, and creative writing.

The Titanic

In south England, a boy called James lived the past few months because he wanted to sail off with the Titanic. In the newspaper they said that the biggest boat in the world will sail off from England to New York. When James woke up he dressed up and ate breakfast in a flash, after that he rushed through the door and the wind blowing in his face because he wanted to get a ticket for the Titanic.

After a couple of minutes, James arrived at the station and waited for his 1st class ticket and paid 4,300 dollars. When he got the ticket, he heard the ambulance coming with a builder that was building the Titanic. The ambulance picked James so James could operate him and he could be healthy again. Then the car rushed to the hospital with full speed that he won't get toll because he has a 58% of death.

After 2 hours of operation the man stood up and was really hurt by a rock because it fell on him. James asked a college what happened, "He was getting his hammer but then a rope broke and the rock fell on him" he said. "That's really sad. I think we need to give him medicine so he will heal". I said. After talking James walked slowly with the rain on his arms, going home for dinner that will be pasta.

In the morning he heard a funny sound like a clown making jokes. He looked outside and saw a parade! All happy faces on the street and playing the music in there ears and how he could listen. He

16. The Science Fiction Story

Students write stories that explore scientific concepts, technological advancements, or futuristic scenarios. This project fosters imagination and speculative writing skills.

A SCIENCE FICTION STORY

A typical day in the year 2110

Life is the year 2110 is very fast, but easy to be carried on. Technology has developed very interesting machines to help people, but we still have some of the same problems our grand-grandparents used to have one hundred years ago.

My name is Stacy and I get up at seven o'clock to get ready to go to my office, which is seventy kilometers away from my house, but traffic jams are still awful, and it takes me ten minutes to fly there. I work six hours a day and I have to be in the office block at eight o'clock.

So, I have a very light breakfast, which consists of tomato juice, cereal, milk, fruits and some scrambled eggs. From time to time I eat some fish, but my doctor has forbidden me to eat it because it causes heart attacks. Then, I chat with my husband, who lives in Tokyo because he leads a very important computer company, called Microsoft, so he comes to California twice a month. We are accustomed to seeing each other very few days a year and I guess that we are still together for that reason. After listening to the news, which changes at an amazing speed, I program my computer, which deals with all the household chores. Mary, as I call her, was a wedding present, and she does the laundry, the shopping and of course, she cleans the entire house. Ten minutes later I start my gym class, and after having a bath, I set out to my office.

My work mates are very nice people and I get on well with all of them. The office work can be very disturbing so we have a very large playing room, where we go when we feel tired.

After my job, I return home, where a very romantic e-mail from my husband is waiting for me. I send him back another e-mail and then I prepare the dinner. When I finish eating, I go to bed and sometimes I watch a film.

I like my life very much, and even though it seems a little bit boring, I enjoy living in the year 2110.

17. The Fantasy Story

Students create worlds, characters, and storylines in the fantasy genre. This project encourages imagination, creativity, and worldbuilding skills.

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Speaking Activities

by Jeanne Bourne at bourne4efl.co

18. The Mystery Story

Students write mystery stories that engage the reader and create suspense. This project fosters plot development, character development, and critical thinking skills.

19. The Crime Thriller

Students write fast-paced, action-packed crime thrillers that keep the reader on the edge of their seat. This project fosters plot development, suspense, and character development.
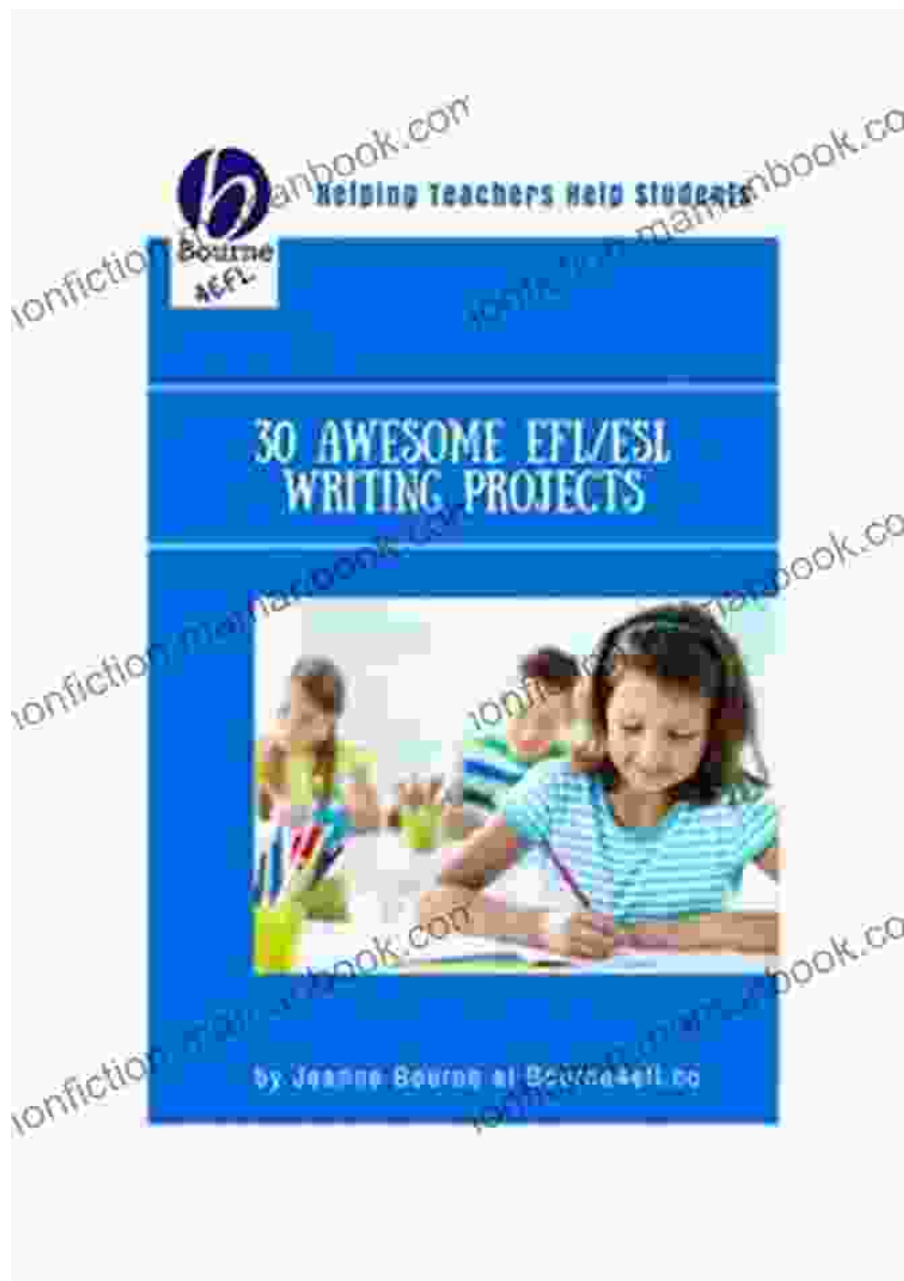
20. The Horror Story

Students create horror stories that evoke fear, suspense, and the supernatural. This project fosters imagination, creativity, and the ability to craft a chilling atmosphere.

The Haunted House

1. Listen and choose true (T), false (F) or don't know (DK). Correct the false ones.

1. The house belongs to them.
   T / F / DK
2. The story happened on a snowy night.
   T / F / DK
3. He saw some fingerprints at the front door.
   T / F / DK
4. His wife found him reading really interesting.
   T / F / DK
5. His wife's mobile phone had no coverage.
   T / F / DK
6. His wife screamed terrified some in the house.
   T / F / DK

2. Listen again and then answer these questions. Write complete answers.

1. What did he hear when they had just gone to bed?
   They heard a knock at the front door.
2. Who was at the front door?
   No one was there.
3. Who screamed suddenly while he was downstairs?
   It was his wife.
4. According to the voice, what kind of crime had happened there?
   A woman had been killed there.
5. What happened to the lights in the house?
   The lights started to flash on and off.
6. Why did he leave the house?
   To find his torch in his car (but the car had gone.)
7. Why wasn't he able to get back in?
   The door closed.
8. What did he see coming out of the house?
   Blood running under the front door.

3. Make up an end to this story.

_____

_____

_____

_____

_____

21. The Adventure Story

Students write adventure stories filled with action, suspense, and thrilling escapades. This project encourages plot development, character development, and a sense of excitement.

An adventure story

Let me tell you about the scariest adventure ever...

Three years ago, I went on holiday with my mum and my dad. My dad really wanted to go camping in the mountains, but my mum really doesn't like camping. She thinks it's cold and uncomfortable, and so do I! But my dad was desperate to go, and promised us that if we went camping, we could stay in a luxury hotel next year. So one sunny day in August, we got all of our camping equipment - a tent, sleeping bags and a stove to keep us warm - and drove to the mountains. When we got there, it was still sunny but it was also very, very windy.

Dad wanted to put the tent up, so mum and I went for a short walk around the forest. It was really beautiful, even though the wind was getting stronger and stronger. There was a lake with clear blue water, and deer in the trees. The deer were very peaceful, eating the grass.

22. The Memoir Project

Students write short memoirs or essays that reflect on their own experiences and lessons learned. This project encourages personal reflection, introspection, and narrative writing.

19 TIPS ON WRITING MEMOIR
from
The Memoir
Project
by Marion
Roach Smith

23. The Creative Nonfiction Story

Students write creative nonfiction stories that blend factual elements with imaginative storytelling. This project encourages research, narrative writing, and the ability to captivate the reader.
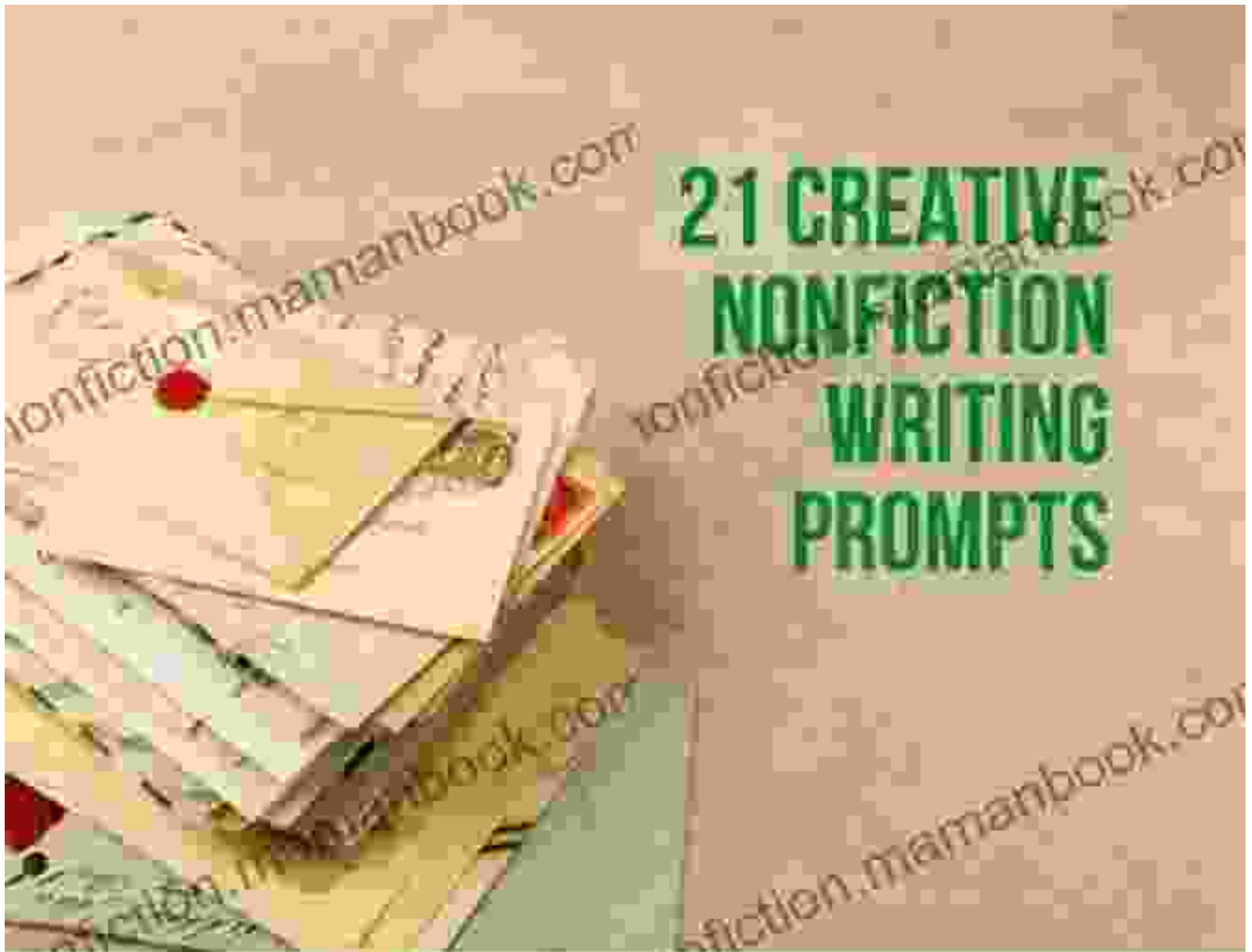
24. The Persuasive Essay

Students write persuasive essays that present and support their opinions or arguments. This project fosters critical thinking, research skills, and the ability to write effectively for a specific purpose.

Persuasive Essay

Should children (under 13) be allowed on social networking sites?

In today's society social networking sites such as Facebook and Twitter play a huge part in our lives. These websites are fantastic for communicating with friends and family that we don't often see. They are a great way of connecting with new people who have the same interests as you. They are also a great way to make new friends or find old ones. These websites, however, are not for children and with technology becoming increasingly easier to access, children are getting sucked into these sites younger and younger.

Studies show that children who are on social media sites show signs of behavioural problems. Children who are on Facebook happen to be more narcissistic, antisocial and aggressive than those not on the site. These websites are also known to affect their social skills as most kids would rather text or Instant Message than have a face-to-face conversation. Baroness Susan Greenfields, an Oxford neuroscientist said, "Kids are detracted from learning to communicate in the real world. There are reports from teachers that social networking is affecting kids' comprehension levels. Also, if kids communicate primarily through the screen, they do not learn the subtleties of real life communication – such as body language, tone of voice…". There are many reasons as to why social media websites have age restrictions and if this is how it mentally affects children then I personally feel they should be enforced.

Another reason, arguably the most important, is the danger children face whilst being on the internet. Privacy is a main concern to anyone online and children often don't understand the risks involved with giving out too much personal information. A recent incident proves exactly this. Police in Renfrewshire are investigating reports after a man contacted a school and claimed to be a young girl's parent in an apparent abduction bid. The police are looking into whether the girl was targeted after she posted details on a social network site. Older children and adults know not to put personal details on their profiles, such as what school you go to and where you live, but young children are often targeted because of their innocence. Children are not as capable of seeing and understanding the consequences of their actions. Their naivety is one of the main reasons they are targeted as they will often accept an old friend request, whether or not they know them, on the basis that they have a funny profile picture. Personally I believe this is the main reason as to why young children shouldn't be given access to social networking sites.

Today's generation known as the 'touch generation' are being introduced to technology earlier and earlier each year, with smart phones and tablets becoming the latest 'must-haves' for many younger children. Some children take on a different persona when they get behind the screen and cyber-bullying is perhaps the most common form of bullying in this day and age. Whereas before once the school day was over the bullying stopped, at least until the next day, with social media it is impossible to escape. According to the

25. The Research Paper

Students conduct thorough research and write academic papers that present their findings and analysis. This project encourages research skills, critical thinking, and the ability to write in a formal, academic style.

26. The Technical Writing Project

Students write technical manuals, instructions, or other documents that explain complex technical concepts. This project encourages precision, clarity, and the ability to organize and convey information effectively.

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by Jeanne Bourne at Bourne4efl.co

27. The Collaborative Writing Project

Students work together in groups to write a single piece of writing, such as a story, poem, or essay. This project encourages collaboration, compromise, and the ability to work effectively with others.

28. The Literary Analysis Essay

Students analyze literary works, such as novels, poems, or plays, and write essays that discuss their themes, characters, and writing techniques. This project encourages critical thinking, literary analysis skills, and the ability to write effectively about literature.

29. The Creative Writing Portfolio

Students compile a portfolio of their best writing pieces, demonstrating their range, style, and growth as writers. This

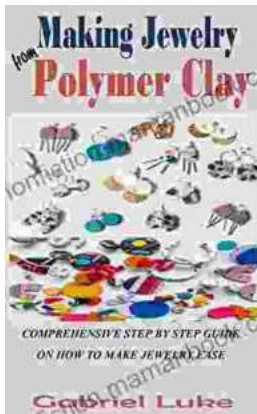**30 Awesome EFL/ESL Writing Projects**

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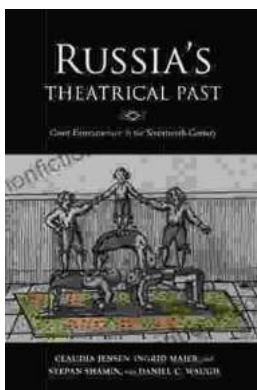|	
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