

Meeting 1: 6 June 2024

Teacher: (Pitchaya Yasadayan)

Context:		
Challenges	Explanations	Possible causes/solutions
Students: (What are the problems you think your students have?)	<p>Many of my students struggle with constructing clear, effective sentences. Common issues include:</p> <ol style="list-style-type: none"> 1. Run-on sentences: They string too many independent clauses together without proper punctuation. 2. Sentence fragments: They write incomplete sentences missing subjects or verbs. 3. Poor sentence variety: They rely heavily on simple sentences, making their writing monotonous. 4. Misplaced modifiers: They position descriptive phrases incorrectly, causing confusion. 5. Weak verb choices: They overuse "to be" verbs (is, was) instead of stronger, more descriptive verbs. 6. Wordiness: They include unnecessary words, making sentences convoluted. 7. Lack of parallel structure: They fail to maintain consistency in lists or paired ideas. 8. Subject-verb agreement errors: They struggle to 	<p>As a teacher discussing my students' sentence writing challenges, here are some potential causes and solutions:</p> <p>Causes:</p> <ol style="list-style-type: none"> 1. Insufficient grammar foundation: Many students lack solid understanding of parts of speech and sentence structures. 2. Over-exposure to informal writing: Social media and texting habits seep into academic writing. 3. Limited reading: Students who read less are less exposed to varied sentence structures. 4. L1 interference: For EFL students, native language structures can influence English sentences. 5. Rushed writing: Students often write quickly without planning or revising. 6. Fear of complexity: Some avoid complex sentences, fearing mistakes. 7. Lack of feedback: Without specific guidance, students repeat errors. <p>Solutions:</p> <ol style="list-style-type: none"> 1. Back-to-basics lessons: Revisit parts of speech, clauses, and sentence types. 2. Sentence combining exercises: Provide simple

	<p>match singular/plural subjects with correct verb forms.</p> <p>9. Punctuation misuse: They often misplace commas or misuse semicolons.</p> <p>10. Difficulty with complex/compound sentences: They struggle to combine ideas effectively using conjunctions and punctuation.</p>	<p>sentences for students to merge, teaching coordination and subordination.</p> <p>3. Model texts: Analyze well-constructed sentences from literature.</p> <p>4. Grammar in context: Teach rules using students' own writing.</p> <p>5. Color-coding: Use colors to visually distinguish sentence parts.</p> <p>6. Sentence frames: Offer templates for complex structures.</p> <p>7. Daily editing practice: Short, focused exercises to sharpen skills.</p> <p>8. Read-aloud sessions: Hearing sentences helps detect issues.</p> <p>9. Writing journals: Regular, low-stakes practice to experiment with sentences.</p>
Teachers		
(What are the problems you seem to have as the teacher?)	<p>You know, it's a great question to reflect on my own struggles as a teacher. I think it's important to be self-aware.</p> <p>1. Overestimating knowledge: Sometimes I assume students know more about sentence structure than they do.</p> <p>2. Terminology overload: I catch myself using too much jargon—"subordinate clauses," "conjunctive adverbs." I see glazed eyes and realize I'm losing them.</p> <p>3. Pacing issues: With mixed abilities, I either go too fast for some or too slow for others.</p>	<p>Here are the causes of my teaching challenges and solutions. It's crucial for my professional growth.</p> <p>Causes:</p> <p>1. Expert blind spot: Years of teaching make me overlook basics.</p> <p>2. Poor needs assessment: I don't thoroughly gauge student knowledge at term's start.</p> <p>3. Fixed teaching style: I favor auditory learning, my own preference.</p> <p>4. Time pressures: Curriculum demands make me rush through topics.</p>

	<p>Finding that sweet spot is tricky.</p> <p>4. Abstract explanations: I tend to explain rules abstractly. Not all students grasp "subjects and predicates" without concrete examples.</p> <p>5. Ineffective feedback: I used to write "Awkward" or "Fix this" on essays. Not helpful. Students need specific guidance.</p> <p>6. Demotivating critiques: My red pen sometimes overwhelms students. Heavy markings can make them feel hopeless.</p> <p>7. Ignoring modern language: I've been dismissive of texting language instead of discussing how it differs from academic writing.</p> <p>8. Time management: I spend too long perfecting lessons, leaving little time to give quality feedback.</p> <p>9. Personal biases: If I love complex sentences, I might subconsciously favor students who write that way.</p>	<p>5. Perfectionism: I over-prepare, fearing improvisation.</p> <p>6. Large class sizes: With 40 students, personalization seems daunting.</p> <p>Solutions:</p> <ol style="list-style-type: none"> 1. Student-led discussions: Let them explain concepts, revealing gaps in my teaching. 2. Word wall & translation: Display key terms, have students rephrase in simple language. 3. Pre-assessments: Use entry tickets or quick writes to check understanding. 4. Multiple modalities: Incorporate visuals, hands-on tasks, and movement. 5. Focus on depth: Cover fewer topics thoroughly rather than many superficially. 6. Lesson study: Plan with colleagues, get feedback as they observe. 7. Start small: Try one new tool, like Padlet for sentence building, get comfortable. 8. Self-videotaping: Watch my lessons to spot over-explaining or rushing. 9. Progress portfolios: Students track growth, showing me the impact of clearer guidance.
Resources		

Exploratory Questions

1. Why do I teach sentence writing the way I do? Video, self-reflection form, Peer observation

- Is it how I was taught, or based on research?
- Do my methods reflect my students' needs or my preferences?

2. How do students participate in writing lessons?

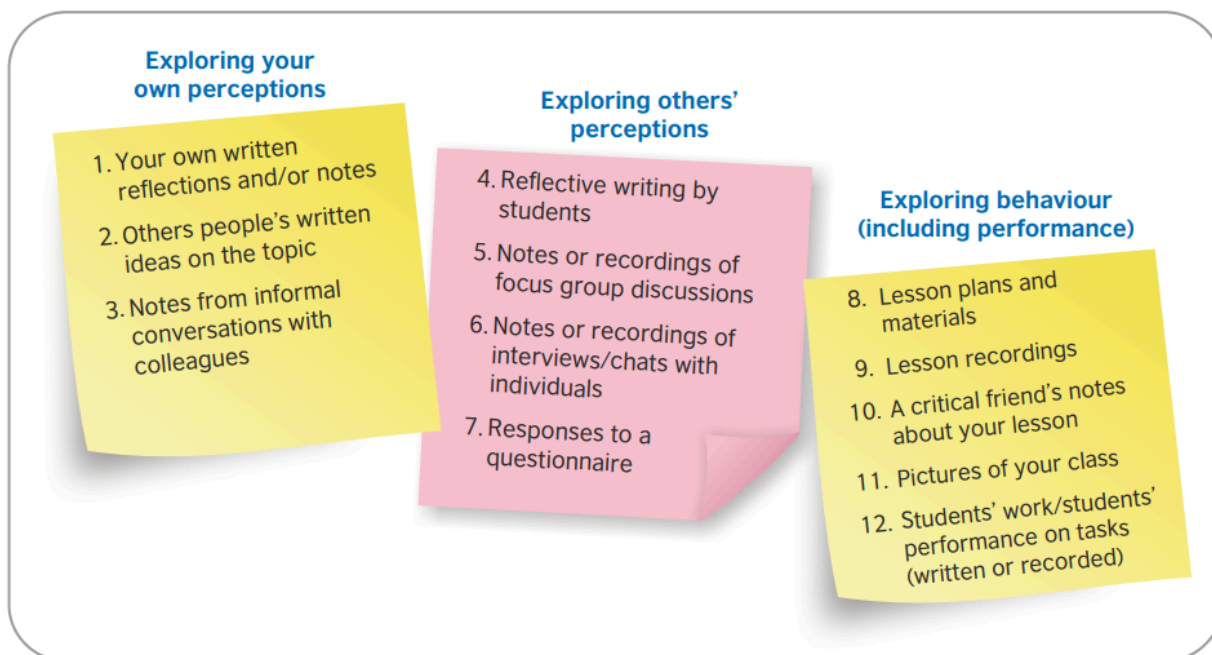
3. What do students like and dislike about sentence writing activities?

4. What challenges do students face when doing sentence writing activities? Students' writing task

8.4 Different types of exploratory research questions

Teachers' exploratory research questions tend to have the following types of focus:

1. the teacher's own perceptions (TP)
2. others' perceptions (e.g. students', parents', other colleagues') (OP)
3. behaviour (teacher's, students' etc.) (B).



Next step:

Do some observation about their problems by asking the students to create a short writing task and ask the students to write. Then try asking the students about the difficulties they have.

Meeting 2: 13 June 2024

Plern: Can you share what you have found in your preliminary data collection?

Students mentioned difficulties with sentence writing, specifically in **sequencing** and **ordering their thoughts**. Additionally, some students need to expand their **vocabulary** to construct sentences more effectively.

Focus :

Sequencing (ordering part of speech)

Idea of writing

Vocabulary knowledge

Preliminary Data collection

Participant: Matthayom 6 students 2 classes / week (50 mins per class)

Ask the students to describe a picture individually. Each of them writes 3 sentences.

Ask the students to express their problems in writing sentences either to the teacher or write in the Google Form (about 20 students).

Revised Exploratory Questions

1. How do I teach sentence writing? TB

- Is it how I was taught, or based on research?
- Do my methods reflect my students' needs or my preferences?

2. How do students participate in writing lessons?

3. What do students like and dislike about sentence writing activities?

4. What challenges do students face when doing sentence writing activities? SB or SP

Questionnaire (perception) (Maybe 10-15 questions)

Statement	5	4	3	2	1
นักเรียนมี ปัญหานักคำไม่ ออกเวลาที่ เขียนประโยค					

ทดสอบการเรียงคำ Word order test to check the students

She likes apple very much.

She very much likes apple .

Sequencing (ordering part of speech)

Idea of writing

Vocabulary knowledge

Research Questions	Possible Tools
1. How do I teach sentence writing? TB	Observation/ Reflection
2. What challenges do students face when doing sentence writing activities?	Questionnaire/ Checklist Observation
3. What are the students' perceptions about sentence writing? (How do they feel about writing?)	Questionnaire

Things to do next:

1. Write reflection for the class you teach.

Date	Reflection

2. Think of statements to include in the questionnaire.

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TEACHER SELF-OBSERVATION CHECKLIST

I thoughtfully considered each statement. Rate yourself in the following way:

4. All the time 3. Very often 2. I need to improve on this area 1. Rarely 0. Not applicable

TEACHER: Pitchaya Yasadayan Semester 1/2024 LEVEL: M.6/3 DATE: ____ / ____ / ____

1	Learning Environment
	A. Relationship to students
	I consciously pay attention to all students equally. I identify the “weaker ones”, call out their names, include them in all exercises, mix “strong + weak ones” in pair work etc.
	I establish good eye contact with my students.
	I plan “one-centered” activities which will help all students, at some point, to feel important and accepted.
	I try my best not to take students’ attitude personally.
	B. Dynamics
	I am aware of gender differences when I propose conversation in pairs.
	I rearrange the sitting in my classroom according to what tasks demand.
	I have students work in pairs (exchange of ideas, conversation etc) every class.
	I have students work in groups (exchange of ideas, conversation etc) every class.
	C. Overall Presentation
	I present commands and requests, e.g. Teacher, please; How do I say ... in English?; Repeat please ... etc. and encourage Ss to use them.
	My board is organized.
	I leave the right side for vocabulary/pronunciation/new expressions.
	When I check Ss’ exercise (short) answers I write them neatly on the board.
2	Assessment
	I reproduce the assessment format during regular classes.
	I am co-responsible for my students’ performance on their evaluation.
	I show the Performance Objectives and Matrices to all my groups.
	I provide feedback to my students.
	I score and revise the scoring of each test afterwards.
3	Lesson Presentation
	A. Plan
	I plan every single lesson I teach.
	I adapt the content/subject of the book activities so as to make them relevant and meaningful to my students’ context.
	I plan the activities so they are suitable for real interaction among students.
	I time each activity according to their relevance and meaning to students.
	I plan according to the Course Plan handed by the coordination.
	I plan grammar explanation beforehand.
	I change plans according to the way students react to certain tasks.
	B. Approach and TTT
	I open every class with a special (short) activity.
	I prepare the lesson in such a way that there are low and high moments along.

	I follow the book sequence of exercises.
	I am aware of my voice tone.
	I am aware of lengthy explanations (definition of new words, grammar, new expressions etc.)
	I pace lesson activities into: my voice (My Talking Time), students' voice (TT), my voice (TT), students' voice (TT) and so on and so forth.
	I use the Video Series as an additional resource to every unit in the book.
	I assign a few workbook exercises during class as an additional practice.
	I use the pattern T-S S-S S-T when I address certain questions.
	C. Interaction
	I am not overly concerned with error correction (form). I concentrate on what my students are saying (meaning)
	My students interact in English.
	I let students read exercise items. I elicit opinions. I don't echo my students' answers.
	D. Approach / abilities
	I "train" students to write sentences.
	In the class, I set aside time to "hear" and "listen to" my students.
	I prepare tasks so as to have students produce language from the new structures the teacher presents.
	I assign writing tasks as homework. I check, edit and ask for "rewrites".
	I work on "process writing" skills. I choose one topic, brainstorm it, frame it, edit it, and ask for rewrites. I set aside a few classes for students to "produce" their pieces.
	I include PRE-activities (pre-writing).
	Additional notes:

Peer observation

Questions to Consider:

1. How does the layout of the classroom impact teaching and learning?
 - A. For example, what are the implications of a classroom layout where all of the desks are facing forward, looking at the teacher? What are the implications of a

classroom where the layout is permanent (where desks and chairs cannot be moved)?

2. Who is in control of the classroom? How is this control established?
3. Who is responsible for learning? How is this established?
4. Who is responsible for teaching? How is this established?
5. What are students learning? How are they learning (by listening, by discussing, working in small groups, writing)?
6. What kinds of technology are in the classroom and how are they used?
7. What role(s) do the students play in the class? What role(s) does the teacher play in the class?
8. What is the role of writing in the class meeting...in the course?
 - A. So, what's the purpose of writing—why do students write in class (do they?); why do students write outside of class (do they?)
9. What are students in the class doing? What are students in the class saying and who are they saying it to? Why?
10. What is the teacher doing? Why?
11. How does the teacher interact with students?
12. How do students interact with the teacher?
13. How do students interact with each other?
14. What are the objectives of the class, are they stated, are they transparent?
 - A. For example, do students know what the objective/s of the class meeting are? If so, how does the teacher convey these goals?
15. How is the class meeting structured/organized?
 - A. In general, what is the outline of the course...what happens first, second, third...and why?
16. How is writing being talked about in the class? Who is doing the talking?
17. What kinds of writing are happening in the class, who is the audience?
18. What kinds of documents did you collect? How did they factor into the observation?
19. What were the underlying assumptions about teaching and learning (in general) in this one class meeting, based on your observation?
20. What are the underlying assumptions about learning and teaching writing in this one class meeting, based on your observation?

Plern:

What about asking yourself these questions when writing a reflection.

In your opinion, what works best in the classroom?

(สิ่งที่คิดว่านักเรียนสนใจ/ ชอบ/ สอนได้ดีในวันนี้)

What didn't work in my classroom today?

(อะไรที่ไม่เวิร์ค อะไรที่นักเรียนดูไม่สนใจ กิจกรรมแบบไหน)

From your observation, what were the problems your students have in writing?

ปัญหาที่เจอในห้องเรียนคืออะไร

How did you support your students when they struggle in their writing?

ตอนที่นักเรียนมีปัญหาในการเขียน คุณครูช่วยแก้ปัญหาได้อย่างไร

Plern: Maybe Kru Pitchaya can try to keep the journal from answering these questions ka.

For the students, you can ask them to write journals answering these questions.

1. What activity did you like best in today's class (writing classroom)?
กิจกรรมที่ชอบที่สุดในคลาสเรียนการเขียนวันนี้
2. Activity you did not enjoy doing in today's class กิจกรรมที่ไม่ชอบในการเรียนการเขียนในวันนี้
3. What were your problems in sentence writing? ปัญหาในการเขียนวันนี้คืออะไร
4. What helps do you need from your teacher when you struggle with your writing?
สิ่งที่ต้องการให้ครูช่วยตอนเกิดปัญหาในการเขียนคืออะไร

25 July 2024

Research Questions

1. How do I teach sentence writing? TB
2. What challenges do students face when doing sentence writing activities?

3. What are the students' perceptions about sentence writing? (How do they feel about writing?)

Data Collection Tools:

Self reflection form and student reflection form

Teacher Reflection Form:

https://docs.google.com/forms/d/e/1FAIpQLSf6z882kcCdKfK44PgOpvoAvTuoOycaZARs6bBdTym3eK3BVA/viewform?usp=sf_link

Student Reflection Form:

https://docs.google.com/forms/d/e/1FAIpQLSfSKzidsxGpSfx_VrKkpYmOiBLgLD9ZNEJQrz1EjBGNGAF2WQ/viewform?usp=sf_link

Jul 31, 2024

Exploratory Questions and result

1. Why do I teach sentence writing the way I do? Video, self-reflection form, Peer observation

- Is it how I was taught, or based on research?
- Do my methods reflect my students' needs or my preferences?

Video (How do I see myself teach writing class?)	
Peer Observation	

2. How do students participate in writing lessons?

3. What do students like and dislike about sentence writing activities?

Comment from Canva and Google Form

รู้สึกสนุกดี ไม่แย	//
ไม่ค่อยเข้าใจแกรมมานิดหน่อย	/
จำรูปแบบที่เรียนยังค่อยได้, จำสลับกัน	//
คิดประโยคไม่ออก	////
เฉยๆ	//

4. What challenges do students face when doing sentence writing activities?

Students' writing task in Canva

S1 G (punctuation)

S2 G (punctuation)

S3 G (Conjunction) G run on

S4

EAR Report:

RQ 1 Why do I teach sentence writing the way I do? Video, self-reflection form, Peer observation

RQ2

What are my classroom's problems?	
How do I know that? What did I do to get the data?	
What was the result?	

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Chiangkhamwittayakhom School

Peer observation

Structured peer observer feedback form

Key points from pre-observation discussion:

Teaching methods, classroom management methods.
Context: *Does cameras in the classroom involve personal privacy, do you agree to install cameras in the classroom?*
Purpose: *Ask student to clarify the difference between privacy and secrecy.*
Focus: *Give an example of what is privacy and what is secret.*

Feedback Points	Y/N/?	Comment
Is the session well-structured (introduction, main body and conclusion) and logically sequenced?	Yes	The course is conducted in the order of clarifying the concepts of privacy and secret, determining whether privacy is or secret and illustrating privacy and secret.
Are there clearly stated learning outcome(s), and means to check learning has occurred?	Yes	Ask students to give their own examples of privacy or secrets and report on stage.
Is there successful student engagement and participation?	Yes	Each group presented in turn. to my surprise, the students all had a strong international perspective.
Is the session inclusive? How so?	Yes	Students chose examples from a variety of fields, and they can discuss politics, entertainment, and more.
Is the classroom well-managed and orderly? How so?	Yes	Students completed the learning task in an orderly manner under the guidance of the teacher.
Are there opportunities for students to seek and receive feedback and clarification?	Yes	After the student report, other students will evaluate and give timely feedback.
Are supporting technologies, materials and/or resources effectively used?	Yes.	Use interview videos to clarify the concepts of privacy and secrecy. Use canva to multi-person online editing.

Examples of good practice include ...

Use canva, group division of labor, editing at the same time. Get all the team members on stage and present their results. Let students form teams freely and choose the order of the groups themselves.

Areas for developments/ discussion include ...

Some students report on stage when the voice is too small. maybe we can provide microphone to the students who report on stage.

<https://docs.google.com/spreadsheets/d/1HR0XOkxFtdSZz8dDpoCURiI4BUSKRQTK7Zp27hBW3k/edit?usp=sharing>

Sentences analyze / Problems and challenges that my students have

1. **"In a raining day the children are either playing or resting in the field."**
 - a spelling mistake in "raining"
 - The article "a" is unnecessary before "raining day"
2. **"They are not only enjoy playing but also like raining."**
 - The verb "enjoy" should be in the -ing form
 - The word "raining" is misspelled"
3. **They are neither rich nor luxury, but they are both enjoy and have fun playing."**
 - an adjective
 - The verb "enjoy" should be in the -ing form ("enjoying").
4. **"They are not only excited but also playful." -**
5. **"They are both funny and happy." -**
6. **"Once day a kid from village want to play with another village kids so the kid invite another's to play with him,"**
 - Once day" should be "One day."
 - article "A kid from village" should be "a kid from a village."
 - subject verb agreement "Want" should be "wants"
 - sentence order "a kid." "Another village kids" should be "kids from another village."
 - "Invite" should be "invites," and
 - "another's" should be "the others."
7. **"[they are both smile and happy]" - parallel structure.**
8. **"But there one kid ask 'what we gonna play?'"**
 - "But there one kid" should be "But then one kid."
 - The verb "ask" should be "asks"
9. **"What we gonna play?" is informal**

10. **"The kid said we will play river then one,"** - unclear
11. **"After that they went to river and jump into [river the kid not only fun but also laughing]"**
- Article "Went to river" should be "went to the river."
 - Past tense "Jump" should be "jumped" The phrase
 - verb "river the kid not only fun but also laughing"
12. **"They really happy but man with his son saw them playing"**
- Verb "They really happy"
 - Article "But man with his son"
13. **"His son said '[they are not only fun but also happy] can I play with them too dad?'"**
- verb "[they are not only fun but also happy
 - comma before dad
14. **"A man said to his son [they are both dirty and smeared with mud]"** -
15. **"After that the kids get up from the river. "** Past tense "Get up"
16. **"[The kids are not only happy but also joyful]"**
- redundant word choice
17. **"Then a man said to his son 'either they are happy or funny they still need to clean their shirts.'"**
- Conjunction
 - punctuation: and comma
 - word choice "They still need to clean their shirts, regardless."
18. **"On a Sunday morning, a group of children who like to play with friends discovered that, one day after a night of heavy rain, the mud on the playground turned into a huge mud pool filled with rainwater."**
- Run on sentence: On a Sunday morning, a group of children who liked to play with friends discovered that the mud on the playground had turned into a huge pool of rainwater. This happened after a night of heavy rain.
19. **"The children ran out onto the playground, having fun."**
- Add more details

20. **"When they got into the mud, the children smiled and laughed happily. Some of them rolled around in the mud."**

- Conjunction: As they got into the mud, the children smiled and laughed happily, with some of them even rolling around in it.

21. **"When the sun went down, everyone went home with their clothes soaked and dirty."**

- Conjunction: As the sun went down, everyone went home with their clothes soaked, dirty, and covered in mud."

22. **"But that day was a day they would never forget."**

- But that day was one they would never forget."

23. **"In a small town, There have a very cute children."**

- There have" should be "there are,"
- a very cute children" should be "very cute children"
- capitalized there

24. **"They like to play both in field and talking with friends."**

- article "in field" should be "in the field,"
- conjunction: "both in the field and talking with friends". It should be "They like to both play in the field and talk with friends."

25. **"One day, the children went to play mud on the lawn, because it's rained yesterday."**

- "play mud on the lawn" should be "play in the mud on the lawn."
- "it's rained yesterday" should be "it rained yesterday"
- No Comma

26. **"They are both wet and dirty."**

- Past tense "They were both wet and dirty."

27. **"But even so, they are not only enjoy but also happy and the children are not only funny but also relex."**

- - Ing form- The verb "enjoy" should be in the -ing form
- "relex" should be "relaxed."
- Past tense
- Run on
- unclear

28. **"That is the reason why the children are neither tired nor sad."**

- Past tense

29. **"In a small village, there were kittens who were not only cute but also friendly."**
—
30. **"I went swimming, neither alone nor with my family, but with my friends."**
- conjunction "I went swimming, not alone or with my family, but with my friends."
31. **"Whether their mother was fierce or not, they would play with everyone."** -
32. **"One day, the kittens joined us, and they played in the water not only with their friends but also with their cousins."** —
33. **"Not only do they play in the water in the fields, but they also enjoy the fresh air."**
- Past tense
34. **"Not only are they playing in the mud but also just kidding around, making everyone laugh with their antics."**
- Past tense
35. **"They will either work in the rice field or play in the water."** -
36. **"They choose to play in the water because it is both fun and relaxed."**
- **Adjective:** The word "relaxed" should be "relaxing" to describe the activity, not the state of the people.
37. **"They play in the water from afternoon to evening."**
- Article add "the" before "afternoon" for clarity: "They play in the water from the afternoon to the evening."
38. **"They are neither bored and tried."**
- Spelling "Tried" should be "tired." Additionally,
- Conjunction- neither...nor
39. **"And not only they are wet but they also play happily."**
- Sentence order "Not only are they wet, but they are also playing happily."
- conjunction

Questionnaire analyzes

1. ด้านกระบวนการสอน

2. ด้านพฤติกรรมครู
3. พฤติกรรมผู้เรียน
4. ความรู้เดิมของผู้เรียน
5. กระบวนการเรียนรู้ของผู้เรียน
6. การเสริมแรง
7. การวัดและประเมินผล
8. การใช้เทคโนโลยี

Observation analyzes

1. การใช้เทคโนโลยี (สื่อ)
2. การทำกิจกรรมแบบร่วมมือ
3. พฤติกรรมของผู้เรียน
4. พฤติกรรมของครู
5. ความแตกต่างของผู้เรียน

Background of the problem:

School setting, problems observed (reading comprehension problem)

1. RQ(s)

RQ(s)	Data collection	Results

2. Data collection

-Stages in collecting data

3. Results according to the RQs

Action stage

What did I do in the action stage?

Result from action stages

Students

-พฤติกรรมของการเรียนใน class How?

-engage ในการเขียนมากขึ้น

-กล้าแสดงความเห็นมากขึ้น

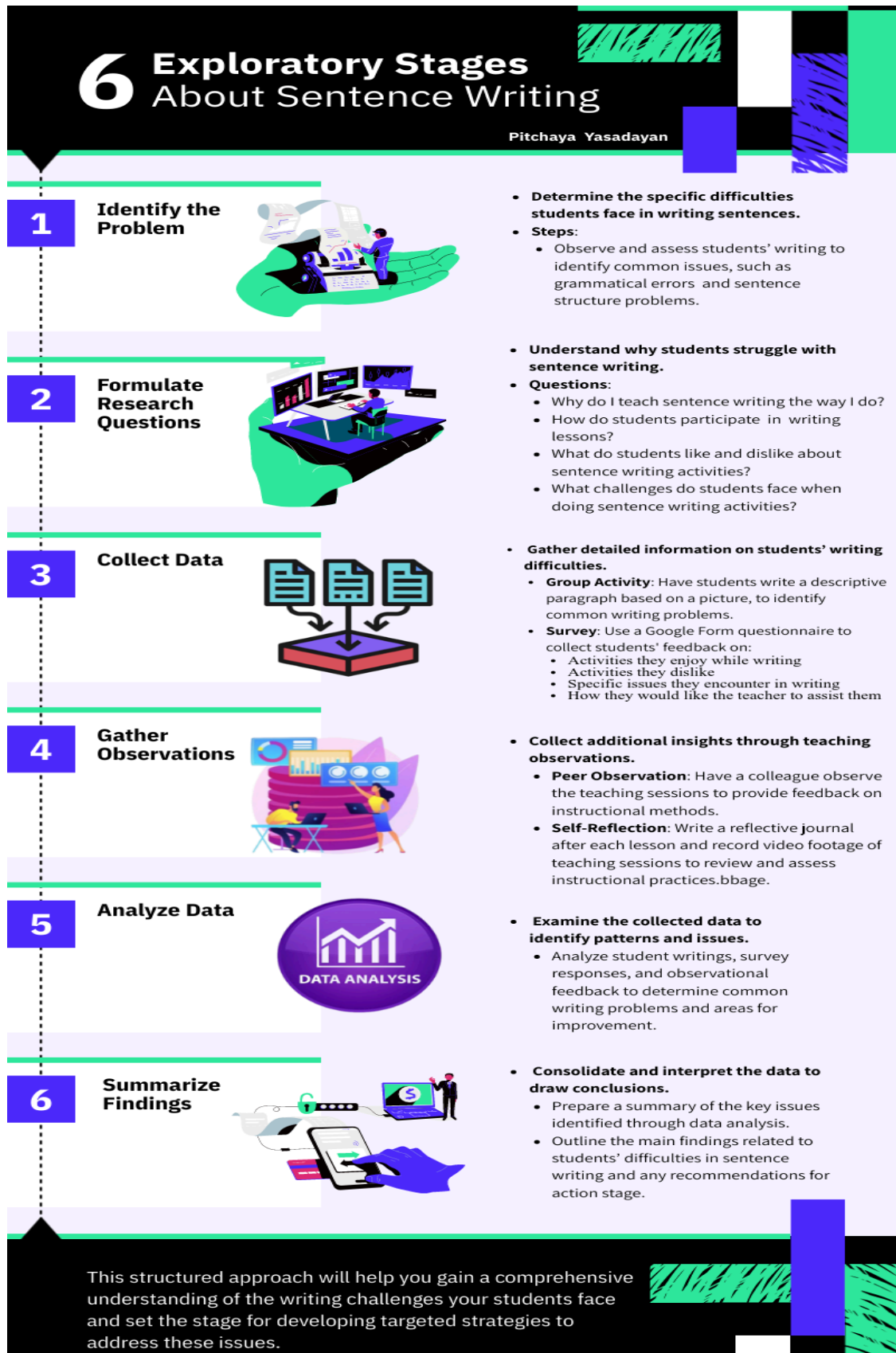
Teacher

Rationale

Writing correct sentences is a basic skill that all students need to succeed in learning English. However, many students at **Chiangkhamwittayakhom School in Mattayom 6 (Grade 12)**, even though they are in the **English major**, still have trouble writing sentences correctly. This may be because they don't fully understand English grammar, make mistakes due to the influence of their first language (Thai), or haven't had enough practice with sentence writing.

The purpose of this research is to find out why these students struggle with writing sentences and what can be done to help them improve. By understanding their difficulties, teachers can use better ways to teach sentence writing, helping students feel more confident and become better at writing in English.

Procedures





06

THE SUMMARIZE OF FINDINGS

Students enjoy while writing

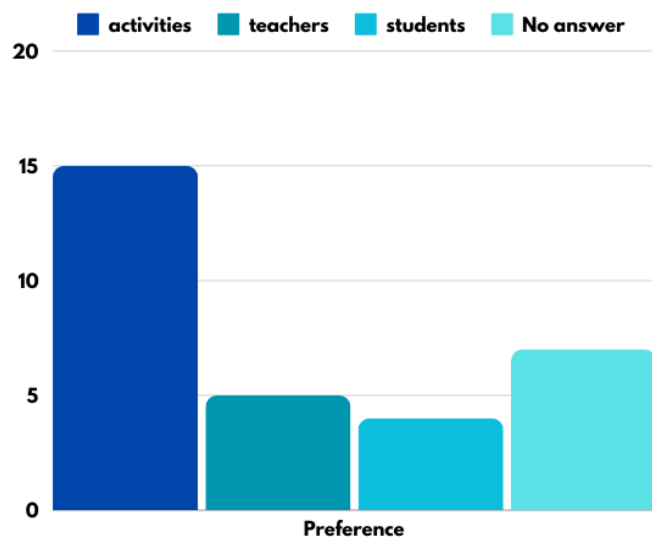
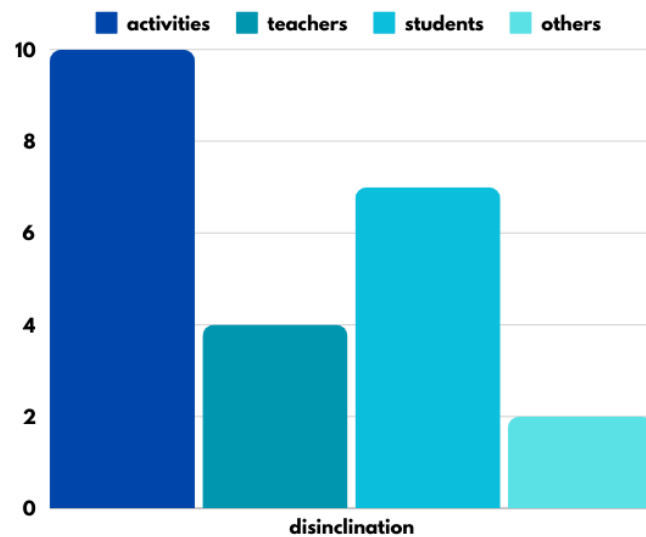


Figure 1 indicates that students most preferred during writing class are a variety of activities, teacher assistance during lessons, and group work in that order, respectively.



THE SUMMARIZE OF FINDINGS

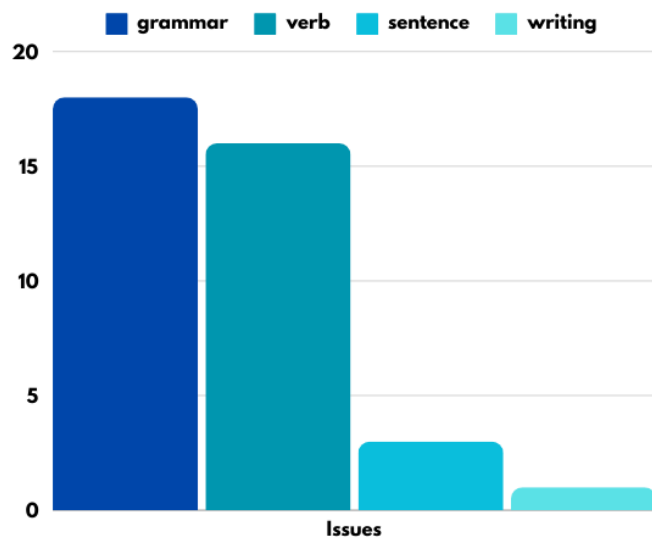
Students did not enjoy while writing





THE SUMMARIZE OF FINDINGS

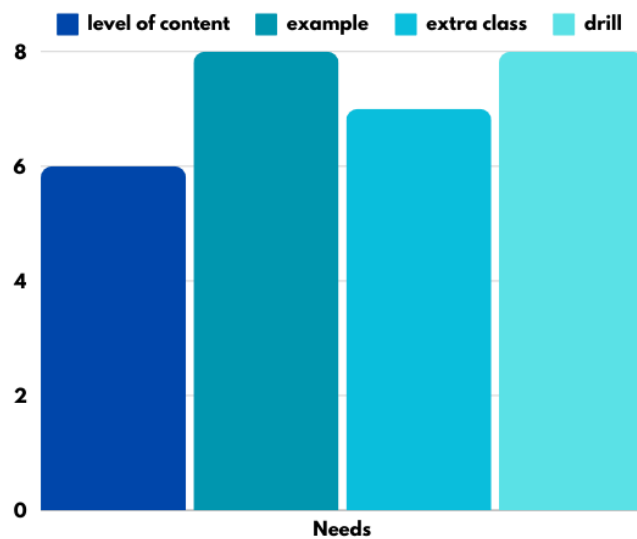
Writing problems





THE SUMMARIZE OF FINDINGS

Teacher Assistance During Writing Lessons



Pictorial Writing

- 1. step by step**
- 2. examples**
- 3. past tense**



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Mentimeter

Write ONE word that is relevant to the picture

48 responses

floating market
hat
people
water
culture
tourist
community
boat
canal
river
food sign
beverage cooler
umbrella
tourist attraction
sky
foreigners
economy
water transport
tour group
family
paddle
shop
boat cruise
menu
crowd
clothing
rowing
trade
many people
restaurant
waterway
exchange
dirty
couple
food
boat
pot
hat
people
water
culture
tourist
community
river
food sign
beverage cooler
umbrella
tourist attraction
sky
foreigners
economy
water transport
tour group
family
paddle
shop
boat cruise
menu

Response summary

✎ Write ONE word that is relevant to the picture

👤 39 🔍 48

Most popular

people 4

Also prominent

culture 3 hat 3 pot 2 rowing 2 tourist 2
trade 2 water 2

Other responses

beverage cooler boat boat cruise canal clothing community couple
crowd dirty 9 economy exchange family floating market food food sign
foreigners many people menu paddle restaurant river shop sky
tour group tourist attraction umbrella water transport waterway

Students' writing by using pictorial writing technique

https://www.canva.com/design/DAGQbF2MGfl/laJGnMvSg5cMzYy_iDZwww/edit?utm_content=DAGQbF2MGfl&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

September 18, 2024

https://docs.google.com/spreadsheets/d/15Sl_aqdQVAjHeYRx7kJ8OMx4HS2MCbAXJAMKZYn9fK0/edit?usp=sharing

Pictorial Writing

Learn how to teach students to write creatively using pictures as inspiration.



Show Picture

Start by showing a captivating picture that sparks curiosity and imagination in your students.



Elicit Vocabulary

Engage your students in a discussion about the picture, encouraging them to share their initial thoughts and vocabulary.



Cascade Vocab

Present a list of five key vocabulary words related to the picture, helping students build a foundation for their writing.



Student Share

Encourage students to share their own vocabulary related to the picture, expanding their understanding of the topic.



Plan Outline

Guide students to plan their writing by creating a simple outline, organizing their thoughts and ideas.



Write Story

Encourage students to write a 100-word story based on the picture, incorporating the vocabulary they have le...



AI Picture

Utilize AI to generate a picture based on the student's writing, bringing their story to life.



Peer Edit

Encourage peer editing, allowing students to provide constructive feedback and improve their writing skills.



Teacher Feedback

Provide constructive feedback on each student's writing, helping them grow and develop their writing skills.



Pictorial Writing

This infographic outlines a step-by-step approach to teaching students to write creatively using pictures as inspiration, leading to engaging and meaningful writing experiences.