Effective Teaching and Learning Practices for ESL Young Leaners' Sentence Writing

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Introduction

Effective sentence writing refers to the „snapping of words for an ornamental appearance, i.e. using limited and better words that attract the readers' minds and are produced in a such manner that young learners can convince the reader logically. It implies using different parts of speech, figurative language, showing-altering techniques, questioning methods…etc., in other words, using language syntax semantically for the development of the sentence-writing skills of young learners. Effective practices and methods of sentence writing allow learners to express and show their opinions; indeed develop their writing skills academically. Along with it, learners become autonomous for real-life situations (how to express, what to express etc.). Certainly, the inner and outer critical logical language skills of young learners also develop. Using different approaches together encourages learners to produce a higher level of language and leads to less tiresomeness in reading or writing. NEP 2020 emphasizes transforming the Indian Education system with quality enhancement, promotion of language with technology integration and multidirectional learning. NEP also aims at working with and giving everyone's voice equal importance and value to contribute to intellectual and knowledge development, indeed language expression. One's language cannot be evaluated/assessed on specific parameters, as every individual possesses a different cognitive and metacognitive process of learning and language production. The basic sentence writing mechanism revolves around expression, feelings, knowledge, basic sentence elements, and modifiers. A well-written sentence foots as a complete thought of both good written communication and good writing.

However, Marcotte emphasises in *(Examining the Effectiveness of a Sentence Construction Intervention Combined with Self-Regulation Instruction Using a Regression Discontinuity Design, 2017)* on intervention, explicit instruction and the Self-Regulated Strategy Development (SRSD) framework and self-regulation procedures. The sentence should agree on the horizontal signs (syntagms: words) layout of the Syntagmatic Relation as well as the Pragmatic Relation on the vertical axis (Sheldon, 1999), id est for an effective sentence not only proper syntax (grammar) needs skilful schooling but equally the effective semantics (cognitive process and meaning) needs to be steered and applied proficiently.

Ways To Make Sentence Writing Effective

Effective learning methods involve active personal and academic learning. A 21st-century classroom should apply the following strategies and approaches for sentence writing:

1) Appreciating interactions—interaction with self, interaction between student-student and interaction between teacher-student (triangulation approach) is important for ideation of the sentence's subject, for example: discussions and station practices or points through the responses in open-ended support learning and idea generation. However, Bloom's Taxonomy verbs support having pre-prepared open-ended questions for discussion for the teacher and the learner (Bloom, 1965).

2) Involving a combination of individual and pair-work learning activities in the classroom: where group work leads to an opportunity to introduce new ideas and concepts during collaborative time, whereas pair work incorporates discussion-based effective learning. The use of dialogic talks and self-learning/ learning stations in the tasks engages learners; however, such tasks can also be geared and addressed towards the individual needs of low-ability and high-ability learners. Thus, learners could also get extended knowledge support through dialogic teaching. Hart claims that to build the learning capacity of learners, teachers should use a wide range of

differentiated strategies and a range of engaging experiences (Hart et al., 2004).

3) Engaging learners more effectively through visual impact allows learners to think cognitively and encourages them to develop independent learning skills. The videos allow the learners to think according to their mental ability and this reduces their stress while learning. Bandura also asserts that most human behavior is learned through observation, imitation and modelling (Bandura & Mc Leod, 1977). And it supports visual learners for better learning as well.

4) Differentiating choices can make each student's understanding visible according to his/her experience and knowledge; this gives the differently abled metacognitive learners enough space: for example— extended tasks of modelled writing, free differentiated approaches, nurture learners learning better, according to Gagne's nine events where external and internal conditions of learning result in an effective learning process (Kurt, 2020).

5) Facilitating instructional help to learners according to their level of understanding which reflects in free peer social discussion. The content differentiation gives the learners enough scope to balance out their emotional challenges. Differentiated, extended pair- work activities can be devised through what Petty calls the „ladder of learning (Petty, 2014). Creating high-quality learning sets appropriate and challenging tasks that build learning and show levels of understanding and should also focus on timely feedback and improvement as they are also important.

6) Preparing tasks for sentence writing that make use of tools— imagination with narrative crafts and written perception. Tasks that ignite imaginations and good vocabulary, involve ideation and metacognitive thinking space for differently abled students. Prepare tasks that make learners understanding visible and refine their knowledge and experience at different learning levels. Exploring and facilitating such approaches as free discussions, modelled writing, self-learning and dialogic talk. In addition, Gardner also

argues that students are "better served if discipline could be presented in several ways and learning could be assessed through a variety of means" (Gardener, 2013).
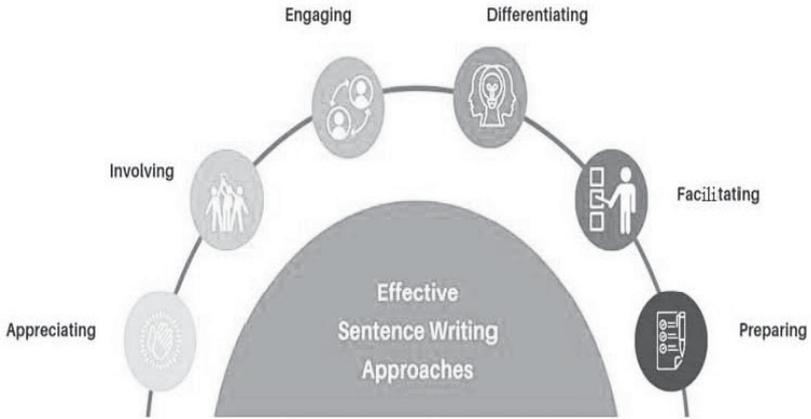

Fig. 1: Ways to Make Sentence Writing Effective in Classroom

The ESL facilitator confronts difficulty in providing timely, individualized feedback and adapting instructions and tasks to meet diverse student needs. On the other hand, the „no hands approach" improves AfL practice and makes lessons inclusive and effective: "The full spectrum of Bloom's Taxonomy in the cognitive domain" (Burkill & Eaton, 2011). For a differentiated classroom, the teacher has to manoeuvre both the process and the content of my teaching strategies to meet the needs of varied learners. With time, effort and a large input of creativity, one has to customize instruction for differentiated learners. It opens up space for learners and the flexibility gives them the needed motivation.

William's,, Inside the Black Box and,, Beyond the Black Box argue about how to assess the gap and take adequate measures to follow it up till the gap closes (William Black, 2012).

The parts of a descriptive sentence, „Paint with Words : learners must create sentences using expressive words and pictures in their sentence writing. However, it is challenging to design activities and assessments

for every lesson as all seven techniques or more are required and different assessment approaches are also needed. Lesson plan approaches and techniques can be elucidated inside and outside the classroom. Also, digital and gamified platforms can be reckoned with like Padlet, Kahoot, Quizlet, Nearpod, Socrative, etc. to support discussions, understanding, assessment, and feedback progress.

Indeed, these tools can be used outside classrooms as well as for larger classrooms with effective learning and high-level interactivity. Engaging and incorporating these tools significantly enhance learning and student engagement. Surely, gearing the reverse of the traditional methods from classroom to out-of-the-classroom approaches, like flipped classrooms, the flexible learning environment, learning culture and intentional content, supports learners to become independent, responsible, and organized (Persky & Mclaughlin, Aug 17).


Fig. 2: Suggested order: making better sentences from lower to higher level with alternative techniques

Technique 1: Expand a Sentence (using parts of speech)

Lesson Plan 1: Visualize the subject (noun)/ (who/what) and its action(verbs) using adjectives and adverbs for example: "The dog barked. adding different parts of speech to make the sentence visualize better". The dangerous black dog barked loudly.

Approach & Assessment: visualize both sentences; close your eyes or sketch both sentences to experience the difference.
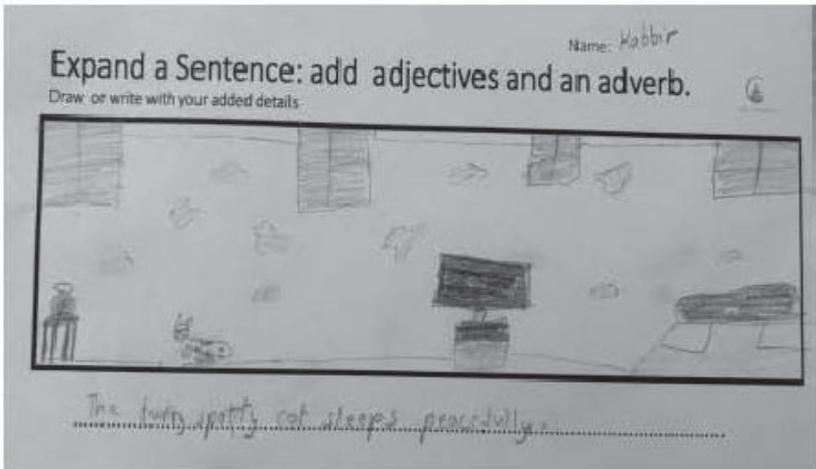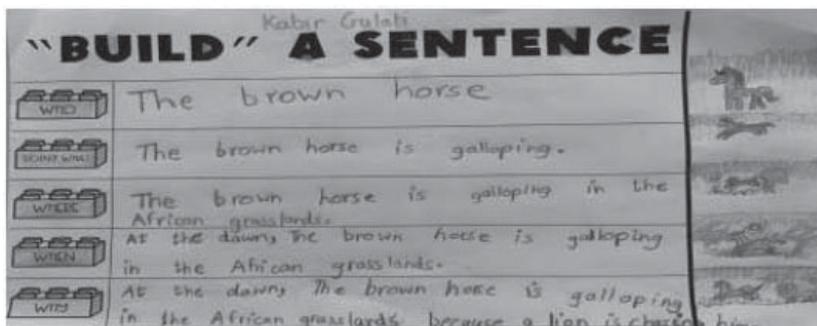

Note: The furry spotty cat sleeps peacefully.

Technique 2: 5Ws1H- Stretch a Sentence

Lesson Plan 2: For planning problem solving (subject) with What? Where? When? Why? Who? How? Prompt to expand the sentence. Can use activities using 5Ws and 1H phrases stripes.

Example: a silly bee to A silly bee fluttered in the garden at noon to collect the nectar.

Approach and Assessment: Detail (magnify) the sentence using a sketch/drawing or visualize how these prompts can paint a picture in the reader's mind.
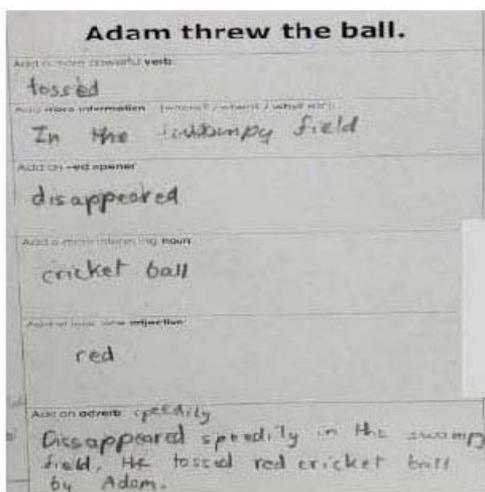
"BUILD" A SENTENCE

WHO	The brown horse
DOING WHAT	The brown horse is galloping.
WHERE	The brown horse is galloping in the African grasslands.
WHEN	At the dawns the brown horse is galloping in the African grasslands.
WHY	At the dawns the brown horse is galloping in the African grasslands because a lion is chasing him.

Note: At dawn, the brown horse is galloping in the African grasslands because a lion is chasing him.

Technique 3: Use openers along with 5 Ws 1H

Lesson Plan 3: For super sentences, use adverbs or other connectives as openers example: „A dog jumped. to „Yesterday, the black dog jumped high in the backyard. . „Occasionally, he played Frisbee with his younger brother. , „Frightened, he entered the room.

Approach & Assessment: Use differentiated theme-based assignments and allow learners to apply their understanding and knowledge. Learners can visualize or draw their sentences. [add a more powerful verb, add more information, add an opener, add a more interesting noun, add at least one adjective, add an adverb…., etc.]


Adam threw the ball.

Add a more powerful verb:
tossed

Add more information (where? / what? / who else?):
In the bumpy field

Add an -ed opener:
disappeared

Add a more interesting noun:
cricket ball

Add at least one adjective:
red

Add an adverb: speedily
Disappeared speedily in the swampy field. He tossed red cricket ball by Adam.

Note: Disappeared speedily in the swampy field, the red cricket ball tossed by Adam.

Technique 4: Sensory Imagery- Think Out of The Box

Lesson Plan 4: Prepare sensory stations where learners sense and experience different objects. Use their understanding and knowledge. Different objects on respective stations. Use sensory word map for vocabulary. To hunt for imagery station: smell (by smelling objects), taste (by tasting objects), touch (by feeling (touching) objects), sound (by hearing (sound) objects), and sight (by seeing objects).

Approach and Assessment: Use sensory words and think out of the box for better words. For example: for the tennis ball, use spherical and smooth instead of round (touch, sight) and use theme images like winter/ roller coaster to find related describing words before writing the sentence**.** Use senses to discover words.
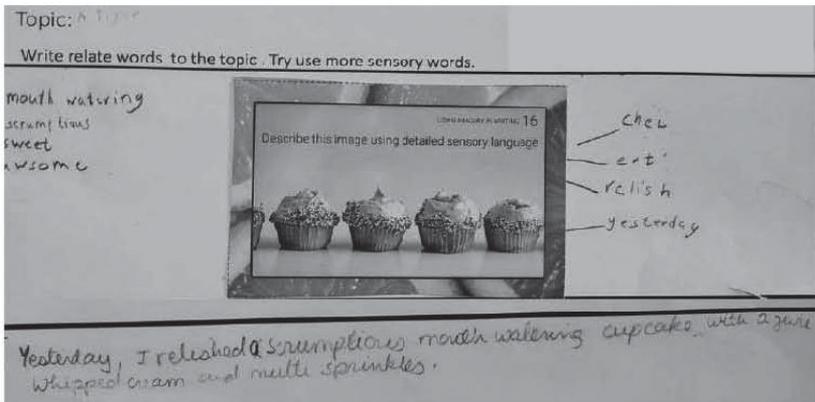
Note: Yesterday, I relished a scrumptious mouth-watering cupcake with azure whipped cream and multi-colour sprinkles.

Technique 5: Shades of Meaning

Lesson Plan 5: Look deeper for meaningful words, as shades, add different meanings to them like a paint shade card. Where each colour differs from the other, so do the words. For example: walk, march,

stomp etc. are ways of walking, and big, large, enormous, and gigantic.., are words soothing that is big**.**

Approach and Assessment: Use terms for subtle differences in adjectives, verbs, and adverbs. Focus on meanings and usage for appropriateness. Use Google, thesaurus and other available resources.

Note: nice—good, ducky, fair, lovely; scared— afraid, fearful, frightened, terrified

Technique 6: Show Don't Tell

Lesson Plan 6: Is a novel approach to add drama to the text and encourages the writer and reader to transmit the experience. Don t „tell rather „show example: Tell: Perry was terribly afraid of the dark. Show: As her mother switched off the lights and left the room, Perry tensed: She huddled under the cover, held his breath and gripped the sheets**.**

Approach and Assessment: showing skills have to be developed to reduce information and give experience to the reader. Face-Body-Voice (FBV) approach, Vivid and strong details. It requires the above approaches as well. Add actions to the text, for example: Rolling bumping on four wheels I bumped into the hospital gate.

Note:- level targeted :

(Left) The thrilled children were canting loudly in the colorful buoy on the sandy beach.
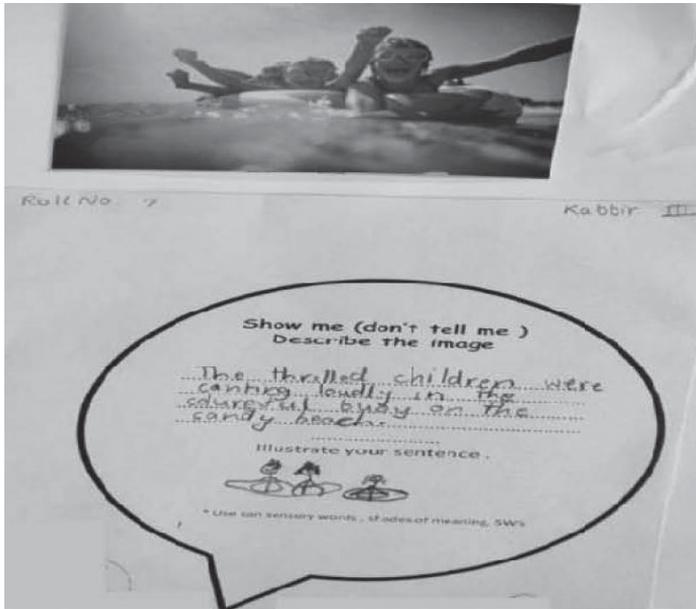
(Right) **I am afraid of ghosts.:** My heart beat louder and my lips quivered as I walked through the haunted house on Halloween.

Technique 7: Figurative Language

Lesson Plan 7: Using words that deviate from the conventional order. It is an ornamental writing to convey meaning with clarity or evocative comparisons. Example: The paper is as wrinkled as my grandfather s skin.

Approach and Assessment: Use stories, examples, adjectives, sounds…,etc. with different figures of speech like simile, metaphor, alliteration, onomatopoeia…,etc.
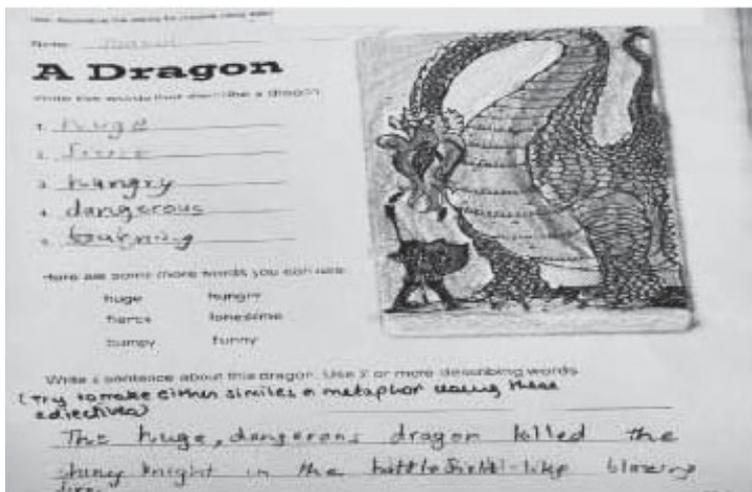
Note: The huge, dangerous dragon killed the shiny knight in the battle field like blazing fire.

Knowledge diffusion and the exchange of ideas not only increase the learners understanding meaningfully; but also take learning beyond just finishing assignments. Learning outcomes can be sub-optimized due to a lack of interest and motivation. Higgins discusses in his meta-analysis studies (.62) the effect size on cognitive outcomes and (1.44)on affective(attitude & motivation) outcomes (Higgens et. al., 2004). The facilitator should initiate the Feed Up, Feed Back and Feed Forward approach to progressive learning (Hattie & Timperley, 2007). Constructive developmental feedback lets students be open to correction and to learn from mistakes. And adapt reflective strategies: Reflection in/on Action, as suggested by Schön (CAIE, 2019).

Effective classroom practice is not about a chapter and few MCQs or formative tests; rather it has widened its horizons with varied assessment strategies: verbal, and non-verbal, growing through higher-order thinking, formative feedback and differentiated and constructive learning. For

classroom practice, Hattie (Hattie, 2009) and Marzano (Marzano et al. , 2003) emphasize gaining insights about effective teaching and learning which can be applied for sentence writing sessions. The facilitator *sine qua non* greases the wheels of an effective classroom by routing such approaches as UbD(Understand by Design) (Mc Tighe & Wiggins, 2005), UDL(Universal Design For Learning) (Rose, D. & Meyer, 2002) and DI (Tomlinson, 2014) differentiated instructions.

Conclusion

Language has the essence of being organic and dynamic, so it undergoes changes constantly. So, young learners need a detailed understanding and comprehensive approaches for sentence mechanics. Sentences are the strongest way to share thoughts, so exploring proper techniques and stylistic choices is needed. Thus, appropriate style is important and it contributes to clarity by laboring on the vocabulary, grammar, connectives, punctuation.., etc. Attaining sentence

writing proficiency requires interventions for foundational skills (Furey, 2017) ,active participation and consistent practice with contentment and perseverance.

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