

A STRUCTURED TEACHING MODEL FOR PRIMARY STUDENT SHORT STORY WRITING

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01 Abstract

Developing English literacy from an early age is vital for academic success and lifelong learning. This study introduces a structured five-stage teaching model that integrates short story writing with Extensive Reading (ER) principles in a Grade 6 classroom. The model engages learners through guided instruction, peer feedback, iterative revision, and the production of illustrated storybooks. Using a pre-post design, we assessed reading and writing proficiency along with reading attitudes and behaviors via rubrics, surveys, teacher observations, and student self-reports. Results show substantial gains in both reading and writing, with most students reaching the high-proficiency band by the end of the intervention. Students reported increased motivation, confidence, and autonomy, while teacher observations indicated stronger collaboration and active participation.

02 Background & Gap

- Many young learners do **not** view reading as enjoyable, lowering motivation and long-term engagement.
- Extensive Reading (ER)** emphasizes plentiful, easy, interesting reading, student choice, and reading for pleasure.
- The reinforcing role of **creative writing** within ER at the **primary** level remains underexplored.
- We address this gap by pairing **short story writing** with ER to strengthen both literacy skills and motivation.

03 Objectives

- To design and implement a structured teaching model to enhance students' reading and writing skills.
- To evaluate changes in reading behavior, reading proficiency, and writing proficiency (pre-post).
- To examine students' motivation, confidence, and classroom engagement through surveys, classroom observations, and student reflections.

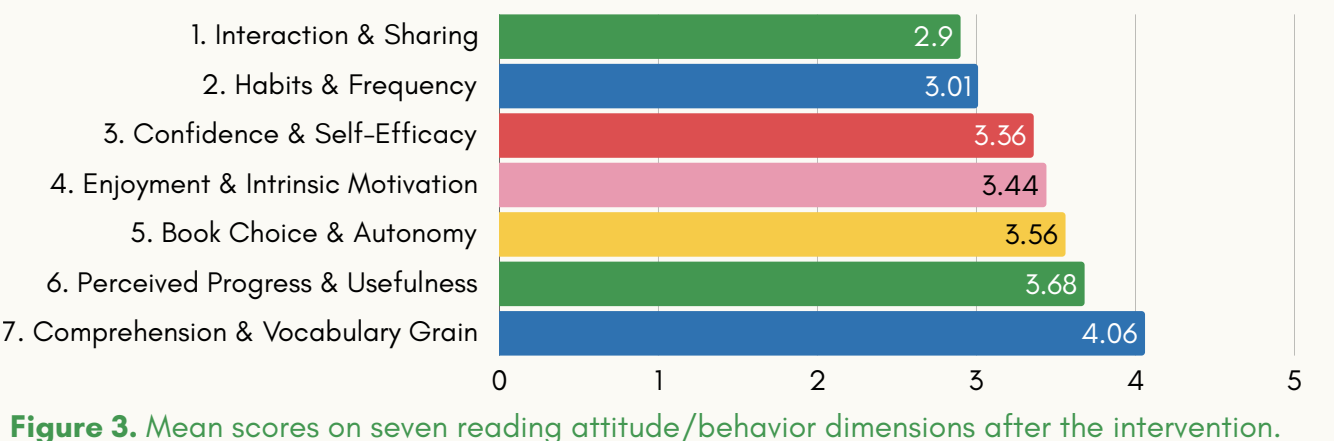
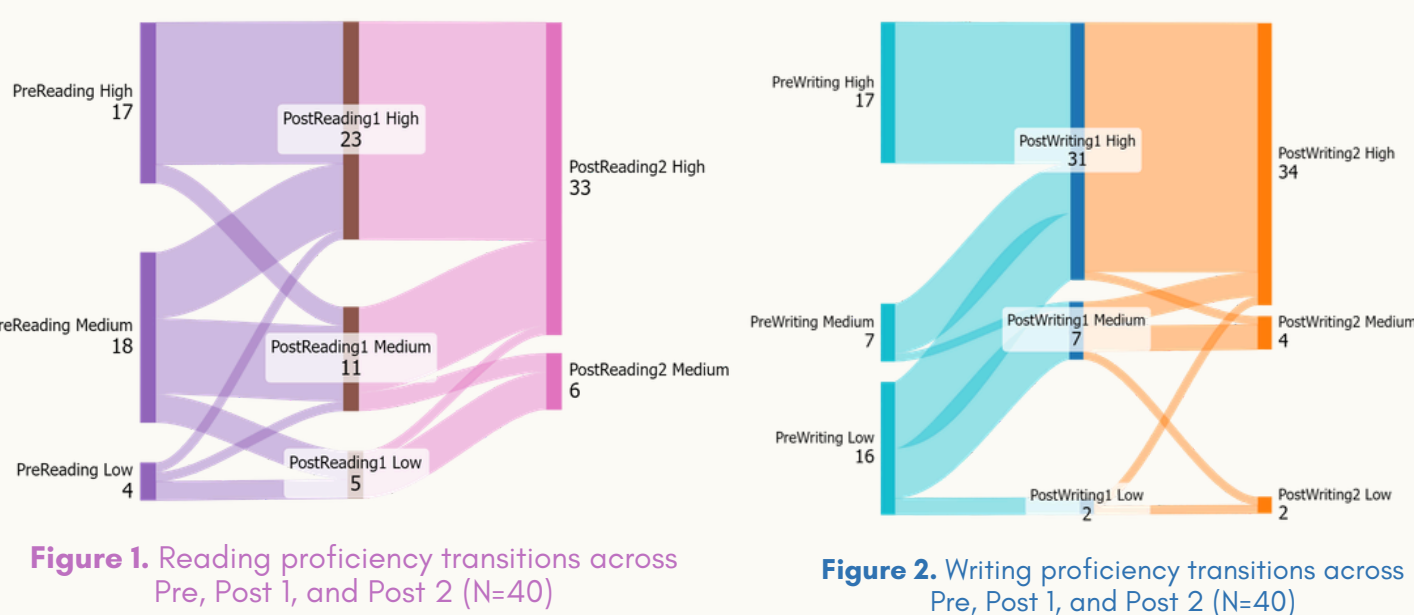
04 Methods

Intervention Design: Structured Teaching Model



- Participants & Context** Grade 6, N = 40 (ages 11-12), mixed English proficiency, public school in Lampang Province, Thailand; intervention embedded in the regular curriculum.
- Design** Pre-post assessment of reading and writing outcomes.
- Instruments** Writing rubrics (vocabulary, coherence, structure); Reading Attitude & Behavior Surveys (20 items, 5-point Likert, $\alpha = .805$); Teacher observations; Student self-reports.
- Procedure** Teach story elements → draft → peer feedback → revise → publish illustrated storybooks; administer pre/post surveys and writing assessments; collect observations/self-reports throughout.
- Analysis** Descriptive distributions and transition patterns (visualized via Sankey) for proficiency bands; dimension means for attitudes/behaviors.

05 Results



- Reading proficiency (N=40):** Pre = Low 10.0% (n=4), Medium 45.0% (n=18), High 45.0% (n=18); Post 2 = High 85.0% (n=34), Medium 15.0%, Low 0%. Major transitions: Medium → High 30.0%, Low → High 20.0%.
- Writing proficiency (N=40):** Pre = Low 40.0% (n=16), Medium 17.5% (n=7), High 42.5% (n=17); Post 2 = High 85.0% (n=34), Medium 10.0%, Low 5.0%. Major transitions: Low → High 20.0%, Medium → High 15.0%.
- Attitudes/behaviors (post means):** Highest in Comprehension & Vocabulary Gain (M=4.08), followed by Perceived Progress & Usefulness (M=3.68) and Book Choice & Autonomy (M=3.56); lower in Habits & Frequency (M=3.01) and Interaction & Sharing (M=2.90)—opportunities for habit-building and peer sharing routines.
- Engagement evidence:** Teacher notes show increasing confidence and collaboration; student reflections report enjoyment, pride, and perceived progress.



06 Discussion & Implications

- A **five-stage ER + writing** model can simultaneously raise **reading and writing** proficiency in primary classrooms.
- Peer feedback + iterative revision** appear to drive engagement and quality improvements in final storybooks.
- Gains in **autonomy and perceived progress** suggest motivational benefits aligned with student-centered literacy.
- The model is **practical and scalable** for integration into regular English lessons.

07 Limitations & Next Steps

- Single-site sample (N=40) limits generalizability; replicate with **larger and diverse** cohorts.
- Add **follow-up measures** to test durability/transfer of gains.
- Explore targeted activities to increase **reading habits** and **peer sharing** beyond class time.

