

The Implementation of Picture Description to Encourage Writing Participation of Deaf Students in Special School

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Abstract. This study aims to examine how picture description is implemented in writing instruction for deaf students and its impact on student participation during writing activities at a special education school. This study employs a qualitative descriptive approach, involving one English teacher and seven deaf 10th-grade students at a special education school in Medan. Research data were collected through classroom observations, semi-structured interviews, and documentation, and were then analysed using thematic analysis. The results indicate that picture description activities were implemented through the use of simple, easily understandable images, vocabulary introduction, the construction of simple sentences, and the provision of assistance and corrections by the teacher during the learning process. Furthermore, the findings indicate that the use of picture description enhances students' engagement, motivation, self-confidence, and cognitive involvement in writing activities. This strategy also helps students produce writing at the sentence level and fosters a more active, engaging, and supportive learning environment for deaf students.

Keywords: Deaf students, EFL instruction, Picture description, Visual media, Writing participation

1. INTRODUCTION

Writing is considered one of the most essential yet challenging skills in learning English as a Foreign Language (EFL). This skill requires learners to master various linguistic and cognitive aspects, including idea organization, coherence, grammar, and vocabulary selection. According to Galbraith and Baaijen, writing is a complex cognitive process involving idea generation, information organization, reflection, and revision to communicate meaning effectively in written form [1]. In the EFL context, writing ability is also regarded as an important indicator of students' academic achievement [2]. Similarly, Zhang et al. and Perdana et al. emphasize that successful writing depends not only on language proficiency but also on learners' ability to develop and organize ideas systematically and communicatively [3], [4]. In addition, Milaningrum et al. argue that guided writing can assist students in developing ideas more effectively during the writing process [5]. Nevertheless, Ahmad et al. identify idea generation and organization as major challenges faced by students in producing coherent written texts [6].

These difficulties become more complex in special education settings, particularly for Deaf and Hard of Hearing (DHH) students. Limited access to spoken language from an early age significantly influences their language development. Wolbers et al. explain that restricted language access causes deaf students to experience difficulties in generating and organizing ideas in writing [7]. Likewise, Mayer and Trazek states that limited language exposure affects students' comprehension and use of written language [8]. Antia et al. further emphasize that language limitations influence literacy development, including reading and writing skills [9]. Gärdenfors found that deaf students often struggle to produce detailed and coherent written content [10], while Kilpatrick and Wolbers identify syntax and sentence structure as major weaknesses in deaf students' writing [11].

Furthermore, limited exposure to incidental language, namely language naturally acquired through everyday interactions, also contributes to these difficulties. Lund and Douglas explain that restricted language exposure directly affects vocabulary development and language structure acquisition [12]. Szarkowski et al. additionally found that such conditions may reduce students' confidence and participation during classroom learning [13]. As a result, deaf students frequently encounter difficulties in organizing ideas, developing written content, and applying appropriate writing strategies [14]. These challenges influence not only the quality of students' writing but also their broader academic communication skills [15], [16].

In classroom practice, teachers also face challenges in supporting deaf students during writing instruction, particularly in helping them understand instructions, generate ideas, and gradually develop written sentences. Therefore, instructional approaches that align with the visual characteristics of deaf learners are necessary to enhance their engagement in the writing process. One instructional approach considered relevant in this context is the use of visual media. Yeom explains that visual media can help students organize ideas and understand contexts more systematically [17]. Similarly, Haq and Madany state that visual media can reduce cognitive load during information processing [18]. Mayer and Fiorella Cognitive Theory of Multimedia Learning further suggests that integrating visual and verbal information enables learners to build more meaningful understanding [19]-[21]. In addition, reducing cognitive load through multimedia learning can help students organize information more effectively during the writing process [22].

Among various visual-based instructional strategies, picture description are used for the tools for young learner in learning English because they are effective to raise the comprehension [21]-[25]. It is considered particularly suitable for deaf students. In this activity, the teacher presents a simple picture and asks students to observe it, identify objects, discuss meanings through sign language or visual communication, and develop ideas into simple sentences. This process helps students generate ideas, organize vocabulary, and gradually construct sentences. Abdullah and Yunus explain that pictures can help students generate ideas and enrich the details of their writing [28]. Likewise, Ajunge found that picture description effectively improves descriptive writing ability through concrete visual stimuli [29].

Besides improving writing skills, picture description may also enhance student participation during learning activities. Participation includes students' behavioral, emotional, and cognitive engagement in the learning process [30]. Farizka et al. emphasize that participation should not only be viewed from students' written products but also from their involvement throughout the writing process [31]. Students who actively participate are generally more capable of generating ideas and completing writing tasks successfully [32]. However, in the context of deaf students, participation is often influenced by language limitations, difficulties in understanding instructions, and low self-confidence. Teachers also encounter challenges in maintaining students' engagement during classroom discussions and idea-development activities [33], [34].

Although various studies have examined the use of visual media and picture description strategies in writing instruction, Abdullah and Yunus investigated the use of images in improving students' descriptive writing skills and found that visual support helps students develop ideas and enrich the details of their writing [21]. Ajunge also reported that picture description activities are effective in improving descriptive writing skills because they stimulate students' imagination and creativity through concrete visual references [22]. Other studies have also shown that visual media can improve the quality of writing, motivation, and student engagement during the learning process [28], [29]. However, most previous studies have focused more on improving students' writing outcomes, such as vocabulary mastery, coherence, grammar, and organization of ideas. Furthermore, these studies have placed greater emphasis on the quality of the written product rather than student participation during the writing process itself.

Furthermore, research specifically explores how picture description activities facilitate the process of idea generation through guided observation and discussion among deaf students in sentence-level writing activities. Additionally, little attention has been paid to how this learning strategy influences student participation and classroom interaction, particularly regarding how students negotiate meaning, collaboratively develop ideas, and respond to teacher scaffolding during writing instruction in the context of special education. These aspects are important because they not only influence writing outcomes but also determine the extent to which students are actively engaged in the learning process and how teachers adapt instructional strategies to support deaf students.

Therefore, this study offers novelty in two main aspects. First, this study investigates the writing learning process through picture description activities among deaf students, particularly in generating ideas, understanding vocabulary, and constructing simple sentences through structured visual discussion, rather than focusing solely on final written products. Second, this study examines how picture description activities influence students' participation during the writing process, including behavioral, emotional, and cognitive engagement in image-based learning activities. By integrating these two aspects, this study provides a more comprehensive understanding of how visual-based learning supports writing development among deaf students in special education settings.

Based on these gaps, this study aims to analyze the implementation of picture description activities in writing instruction for deaf students in special education schools, particularly in the processes of idea generation, discussion, and simple sentence construction, as well as to examine how these activities influence students' participation during the learning process.

The research questions of this study are as follows:

1. How are picture description activities implemented in writing instruction for deaf students in special education schools?
2. How do picture description activities influence the participation of deaf students during the writing process?

2. METHODS

Research Design

This study employs a qualitative descriptive approach to examine the implementation of the picture description technique in enhancing writing participation among deaf students in special education schools. This approach was chosen because the study focuses on understanding learning practices, student engagement, and interaction patterns within a natural learning context, rather than on quantitatively measuring learning outcomes. Qualitative descriptive research provides a detailed explanation of educational phenomena occurring in real classroom contexts [35]. Therefore, this study employs a naturalistic inquiry design, in which the researcher serves as the primary instrument for observing, interpreting, and documenting learning activities [36]. The picture description strategy was implemented during four English learning sessions with a focus on sentence-level writing activities based on visual stimuli.

Research Participants

This study was conducted at a special education school in Medan, North Sumatra, Indonesia, which provides education for students with hearing impairments. Participants were selected using purposive sampling, a method in which subjects are intentionally chosen based on their suitability for the research objectives, specifically their involvement in visual media-based English language learning [37]. The research participants consisted of one English teacher and seven 10th-grade students with hearing impairments (three girls and four boys) aged 15–16 years. All students in the class were included in the study because they formed a cohesive learning group (intact classroom), thereby enabling natural and comprehensive observation of the learning process.

The English teacher involved was a female educator with approximately 27 years of teaching experience in special education. She was selected based on her professional competence in teaching deaf students and her willingness to implement the picture description-based learning activities used in this study. Meanwhile, the students were selected because they possessed visual communication skills that enabled them to effectively participate in picture-based learning activities.

Data Collection Methods

Data were collected through classroom observations, semi-structured interviews, and documentation. Observations were conducted during four English language learning sessions, focusing on the teacher's teaching process, student responses, interaction patterns, and student writing participation. The learning procedure included a structured picture description activity, in which students observed pictures, answered guiding questions, learned vocabulary, and wrote simple sentences based on visual stimuli, then received feedback and corrections from the teacher. Observation data were recorded through field notes, photographs, and video recordings to capture the natural dynamics of the learning process [36]. Semi-structured interviews were conducted with the English teacher after all learning sessions were completed to explore teaching experiences and student engagement. Interview data were transcribed and used for member checking to ensure the accuracy of interpretations [38].

Documentation included students' written work and the learning materials used to strengthen the triangulation of data sources [39].

Data Analysis Techniques

The research data were analyzed using thematic analysis based on Braun and Clarke [40]. The analysis began with repeated readings of observation notes, photographs, video recordings from the four learning sessions, and transcripts of teacher interviews to understand the learning context and the writing participation of deaf students in the picture description activity. Next, relevant data were identified and systematically coded, particularly regarding teachers' implementation of picture description, students' responses to visual stimuli, engagement in sentence writing, and interactions during learning. These codes were then grouped into themes based on shared meanings that described patterns of students' writing participation. The resulting themes were then reviewed and continuously refined to ensure consistency with the research focus, and were subsequently named to represent the characteristics of student participation in

picture description activities. The analysis results are presented narratively, supported by observational data, interviews, and documentation.

Ethical Considerations

Prior to data collection, ethical approval was obtained from the relevant institutional authorities. The participating teachers provided written informed consent before taking part in this study. Data confidentiality was maintained throughout the research process, and participants were assured that all information collected would be used solely for academic purposes. Permission to conduct the study was also obtained from the school where the research was carried out.

3. FINDINGS

This section presents the research findings. This study implemented picture description in writing instruction for deaf students at a special education school. The methods used included classroom observation, semi-structured interviews, and documentation. The findings reveal how picture description is used in writing instruction for deaf students and its impact on their participation in writing activities. Based on data analysis, these findings address two research questions: (1) how picture description is used in writing instruction for deaf students, and (2) how picture description influences the participation of deaf students in writing.

This section presents the research findings, organized into three main themes that address the research questions: (1) how teachers explain writing material to deaf students through picture descriptions, (2) whether students experience stress or obstacles during writing activities, and (3) the types of writing exercises used and how students respond to different levels of difficulty. Data were collected through classroom observations over four sessions, semi-structured interviews with teachers, and documentation of students' written work.

How Teachers Explain Writing to Deaf Students

The first research question concerns how teachers adapt picture description as a writing instruction method for deaf students. Four interrelated strategies were consistently observed across all sessions.

Use of Simple and Easily Understood Pictures

Teachers explained that selecting pictures is the most important decision in every lesson. Pictures must be simple, not too cluttered, and directly related to students' daily experiences. This was clearly conveyed in the interviews:

"Show one picture a simple picture that is clear and easy for students to understand."

Before the writing activity begins, the teacher introduces the image by asking students to name and describe what they see:

"The teacher displays a simple and easily understandable image, then asks what is in the image, so that students first understand the content of the image."

Classroom observations confirmed this pattern. It is evident that students focus their attention on the displayed image, point to specific elements, and interact using sign language with the teacher and peers before beginning to write. When the image is simpler and aligns with a familiar context, students' focus and response time improve. This visual orientation stage serves as a scaffold that helps students construct meaning from the image before facing the linguistic demands of writing.

Vocabulary Introduction Through Pictures

Once students understand the picture, the teacher introduces key vocabulary related to the content of the picture. Instead of presenting words separately, the teacher links each word to an object visible in the picture:

"Then we, as teachers, introduce vocabulary or key words. For example, animal names, color names, and simple vocabulary."

Students are asked to respond to the picture and new vocabulary in various ways by pointing, using sign language, or writing before copying the vocabulary into their books. The teacher emphasizes the important role of pictures in bridging visual input with written word production:

"Yes, pictures help students understand ideas and make it easier for them to construct simple sentences based on the pictures they see."

Documentation of student work shows that all seven students successfully wrote down at least three target vocabulary words in each session. The use of multimodal responses signing, pointing, and writing

accommodates variations in students' communication abilities and reduces language barriers in the early stages of learning.

The Process of Sentence Construction Based on Pictures

The transition from vocabulary to sentence construction is the most cognitively demanding part of each session. The teacher explains the step-by-step process students go through:

"They observe and understand the meaning of the pictures they see. Then they connect the picture with vocabulary, recalling or looking up the appropriate word in the dictionary, and then try to arrange the words into a sentence."

This process is iterative, not linear. Students often return to previous stages to review the picture, check vocabulary, or ask the teacher for clarification before completing the sentence:

"They also often ask me questions, so it's not finished right away. They try again, ask again, and then we correct it until it's right."

In this session, most students were already able to produce simple sentences in English such as "This is a cat" or "The cat is black." Written documentation shows that five out of seven students could produce at least one complete sentence independently in each session, although syntactic errors such as inverted word order and the omission of articles were still found in all participants.

Teacher Assistance and Corrective Feedback

Teacher scaffolding is a constant element throughout all observation sessions. Support is provided in three forms: vocabulary introduction before writing, sentence examples during the writing process, and individual corrections after writing. The teacher explains:

"Yes, they still really need help. The teacher helps by introducing simple vocabulary, providing example sentences, and helping to correct students' writing."

Assessment is integrated into the activities, rather than being a separate activity:

"Based on their ability to form sentences, the results of their assignments, and their ability to construct simple sentences based on the pictures they see."

Through this integrated formative approach, teachers were able to provide differentiated support by offering more intensive vocabulary guidance to students who experienced difficulties, while encouraging more advanced students to construct more complex sentence structures. The consistent use of scaffolding throughout the learning process indicates that teacher support functioned not merely as a remedial strategy, but as an essential component of the instructional design itself.

Do Students Experience Stress and Obstacles

The second thematic area examines the affective dimensions of students' experiences during the picture description activities, including the challenges and stress they encountered, as well as how these factors influenced their self-confidence and willingness to participate in the learning process.

Factors Affecting Students' Self-Confidence

Prior to the implementation of picture description activities, the teacher observed that students demonstrated limited initiative and were often reluctant to engage in independent writing tasks. However, a noticeable improvement in student participation and engagement was observed following the use of visual supports:

"Before using the picture description method, my students tended to be less engaged in learning. However, after using images and describing them, the children became more enthusiastic, more active, and their attention span improved."

The shift toward voluntary participation is one of the most visible indicators of increased self-confidence.

"In my opinion, they are more motivated to participate because they come to the front of the class without being asked."

After the interview, the teacher stated that no students had voluntarily stepped forward to present their written work without being directly asked. However, after using the picture description method, five out of seven students stepped forward on their own. The teacher also added:

"In my opinion, the students have become more active, more enthusiastic, more confident, and they are not afraid to step forward."

"There has been an improvement. This is evident from their level of engagement. Students are willing to come to the front to complete tasks without being told to do so."

This behavioural change indicates an increase in students' perceived competence. When writing tasks became more accessible through the use of visual supports that reduced cognitive and linguistic demands, students appeared more confident and willing to participate actively and take risks in the writing process.

Obstacles and Stressors

Despite the overall increase in student participation, students continued to experience persistent and significant challenges throughout the activities. The primary difficulties were related to vocabulary mastery and the construction of grammatically appropriate English sentence structures:

"Perhaps because deaf students have difficulty remembering vocabulary and constructing sentence structures, resulting in incomplete sentences and inverted word order."

Differences in individual abilities also create uneven patterns of participation:

"Yes, of course there are differences in ability among students. Some students have lower abilities, so they have difficulty understanding what is being conveyed."

In addition, the teacher identified the complexity of images as a variable that can either support or hinder understanding:

"So the images used must be clear and not too cluttered so as not to confuse the students."

Field notes indicated that two students consistently required more intensive individual support and produced fewer complete sentences than their peers across the learning sessions. During the sentence-construction stage, several signs of frustration were observed, including prolonged pauses in writing, repeated erasing, and avoidance behaviors such as looking away from the task. However, in most cases, teacher assistance was able to address these difficulties within a short time, allowing the students to resume their work. These findings suggest that although students experienced stress and challenges during the writing process, the scaffolding structure implemented throughout the instruction was effective in preventing students from disengaging from the task.

Types of Writing Exercises: Easy, Medium, and Difficult

The third thematic area relates to the types of writing tasks performed by students and the perceived difficulty levels during the learning process. Based on documentation of students' written work, three levels of complexity were identified in the writing exercises: copying vocabulary (easy level), completing sentences using provided and independently constructing sentences based on pictures (difficult level).

In the early stages, writing activities focused on basic writing skills, such as copying vocabulary words and completing sentence patterns (for example, "This is a ____"). At this stage, all students were able to complete the tasks successfully. These activities served as a foundation for the development of writing skills, particularly in helping students understand the relationship between vocabulary and simple sentence structures in English.

Next, students are guided to a higher stage of writing skills, namely the independent production of sentences based on picture prompts. At this stage, most students are able to produce simple sentences independently, while others still require the teacher's assistance in the sentence-construction process. Teachers assess students' writing skills based on the quality of their written work:

"Based on their ability to form sentences, the results of their assignments, and their ability to construct simple sentences based on the pictures they see."

This step-by-step learning structure is crucial for developing writing skills, as it allows students to build their writing abilities progressively from basic to more complex levels. Gradually increasing the difficulty helps students progress from learning with extensive support toward independent writing.

4. DISCUSSION

The findings of this study demonstrate that picture description is an effective strategy for encouraging writing participation among deaf students in special education classrooms. The implementation observed during the learning process consisted of several interconnected stages, including picture presentation, vocabulary introduction, guided sentence construction, and corrective feedback. These stages created a more accessible and supportive writing environment for students who had previously shown limited participation in writing activities. The structured guidance provided by the teacher reflects the concept of scaffolding, in which students are able to complete tasks with teacher assistance before gradually developing greater independence. Milaningrum et al. state that guided writing helps students develop ideas in a more focused manner during the writing process [5]. In the context of deaf students, such support is particularly important because limited access to spoken language affects the development of written

language and the ability to organize ideas [7], [8]. Through picture description activities, students were able to connect visual input with vocabulary and sentence construction in more meaningful ways.

The findings also indicate that the use of simple and clear visual media plays a crucial role in helping students understand ideas before writing. The teacher intentionally selected images that were not overly complex so that students could focus on essential information without becoming confused. This finding supports Yeom's argument that visual thinking strategies and images assist students in organizing ideas more systematically during writing activities [17]. Similarly, Mayer and Fiorella Cognitive Theory of Multimedia Learning explains that the integration of verbal and visual information enhances comprehension because learners process information more effectively when words and images are presented simultaneously [19]. In this study, pictures functioned not only as instructional media but also as concrete representations that helped students connect vocabulary with meaning and organize ideas into simple written sentences.

Another significant finding concerns the role of vocabulary scaffolding in picture description activities. Before students began writing, the teacher introduced simple vocabulary related to the images. This process enabled students to associate words directly with visual representations, making vocabulary learning more contextual and meaningful. This finding is consistent with Haq and Madany, who argue that visual media can reduce cognitive load and facilitate information processing during learning [22]. Documentation of students' written work further revealed that most students were able to produce basic vocabulary and simple patterned sentences such as "This is a cat" and "The cat is black." Although grammatical errors and word-order problems were still evident, the gradual improvement observed across several sessions suggests that picture description supports the development of sentence-level writing skills among deaf students.

The results of this study are also consistent with previous research on the effectiveness of image-based instruction in writing education. Abdullah and Yunus found that visual support helps students generate ideas and develop descriptive writing more effectively through meaningful visual contexts [28]. Likewise, Ajunge reported that picture description stimulates students' imagination and creativity because visual references help them express ideas more concretely [29]. However, unlike many previous studies that primarily focused on writing outcomes such as grammar, vocabulary mastery, or text organization, this study specifically highlights students' participation during the writing process itself. The findings reveal how students actively negotiated meaning through images, requested vocabulary assistance, revised their writing, and gradually became more engaged in classroom interaction. Therefore, this study contributes a more process-oriented perspective to the teaching of writing for deaf students in special education settings.

Furthermore, the findings show that picture description positively influenced students' behavioral, emotional, and cognitive engagement during writing activities. From a behavioral perspective, students became more active in classroom participation, as reflected in their willingness to raise their hands, answer questions, point to pictures, and voluntarily come to the front of the class. Emotionally, students appeared more enthusiastic, motivated, and confident during learning activities involving visual media. Cognitively, students actively attempted to interpret images, recall vocabulary, and organize words into meaningful sentences. These findings support the concept of student engagement proposed by Farizka et al., who emphasize the behavioral, emotional, and cognitive dimensions of learning participation [31]. The increased engagement observed in this study suggests that visual-based instruction can create a more engaging learning atmosphere for deaf students, particularly in writing activities that are often perceived as challenging.

These findings can also be interpreted through the perspective of Self-Determination Theory, which emphasizes the importance of competence, autonomy, and relatedness in supporting student motivation. Through picture description activities, students experienced a sense of competence when they successfully completed vocabulary tasks and constructed simple sentences. They also experienced autonomy because they could participate through multiple forms of communication, including sign language, pointing, and writing. In addition, the interactive classroom environment provided opportunities for students to develop a sense of social connectedness during learning activities. These conditions contributed to increased self-confidence and a greater willingness to participate in writing tasks. This interpretation supports Szarkowski et al., who explain that students with limited language proficiency tend to become passive when writing demands exceed their current abilities [13]. In this study, picture description helped reduce such difficulties by providing visual support that made writing tasks more comprehensible and accessible.

Despite these positive outcomes, the study also identified several challenges in implementing picture description for deaf students. The primary challenges were related to limited vocabulary mastery and students' difficulties in constructing grammatically accurate English sentences. Some students still produced incomplete sentences and demonstrated inverted word order. These findings are consistent with

previous studies showing that deaf students frequently experience difficulties in syntax, grammar, and written language organization due to limited incidental language exposure [10], [11], [12]. In addition, differences in students' linguistic and cognitive abilities influenced classroom learning processes. Some students required more intensive support and repeated explanations than others. These differences indicate that picture description cannot be implemented through a completely uniform approach; instead, it requires differentiated instructional support tailored to individual student needs. Ahmad et al. also emphasize that students' primary difficulty in writing lies in generating and organizing ideas into coherent text [6], a challenge that becomes even more complex for deaf students with limited language exposure from an early age.

Another challenge identified in this study concerns the selection of appropriate visual media. The teacher explained that instructional images should be simple, clear, and not overly crowded because excessively complex images may confuse students and hinder comprehension. This finding suggests that the effectiveness of picture description depends not only on the use of visual media itself but also on how the media is designed and adapted to students' language development and cognitive abilities. Lund and Douglas further argue that limited language exposure directly affects the development of vocabulary and language structure among deaf students [12]. Consequently, selecting appropriate visual materials becomes a crucial factor in the success of this instructional strategy. Teacher scaffolding therefore remains an essential component throughout the implementation process. Consistent assistance, vocabulary reinforcement, sentence modelling, and corrective feedback are necessary to help students remain engaged and successfully complete writing tasks.

Overall, the findings of this study demonstrate that picture description is a meaningful visual-based instructional strategy for supporting writing participation among deaf students in special education settings. This strategy not only assists students in generating ideas and constructing simple sentences but also promotes active participation, motivation, self-confidence, and classroom interaction during writing activities. Although language limitations and learning challenges remain, the use of structured visual support combined with teacher scaffolding enables students to participate more actively in the writing process. Therefore, picture description can be considered a practical and inclusive instructional strategy for teaching sentence-level writing skills to deaf students in EFL contexts.

5. CONCLUSION

This study examines the use of picture description as a visual-based learning strategy to support the writing participation of deaf students in special education schools. The results indicate that the use of structured visual supports combined with teacher scaffolding can effectively increase student engagement in writing activities at the sentence level and encourage their active participation in English language learning.

These findings indicate that picture description serves as an effective mediating tool in connecting visual input with written language production. This strategy helps students with hearing impairments develop ideas more easily, reduce linguistic barriers, and construct simple sentences that are more meaningful and easier to understand. Thus, visual scaffolding plays a crucial role in supporting the early development of writing skills in the context of English as a Foreign Language (EFL) learning.

In practice, English teachers are advised to integrate structured picture-based activities and guided writing instruction to enhance student motivation, self-confidence, and classroom participation. However, this study has a limitation in the form of a small sample size, only 7 students from a single special education school, which limits the generalizability of the findings. Therefore, future research is recommended to expand the scope of participants, involve multiple schools, use observational data to strengthen triangulation, and explore the application of picture description in developing paragraph-level writing and within digital learning environments.

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