Applying Scaffolding, Collaborative Group Work and Laws of Exercise in Teaching English Writing Skill to the Undergraduate Students at a Government College of Bangladesh.

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Abstract
Infusing theories in lessons enhances the scopes for the teachers to ensure the objectives of a lesson plan. This study, after reviewing three key learning theories like scaffolding, collaborative group work, and laws of exercise, has tried to induce them in three successive lesson plans of teaching writing in English to the undergraduate students of Bangladeshi Government College. The theoretical research is empirical thus has come up with some significant results about integrating learning theories in lesson plans in teaching writing. This investigation reveals that theories enable educators applying different student-centred activities while teaching writing skill as well as multiple assessment tasks that evaluate students' higher order thinking skill (HOTs) and lower order thinking skill (LOTs). The study, thus, has come to a conclusion that if the relevant learning theories are integrated in language teaching lessons, teachers can eradicate students' writing errors thus can ensure distinctive improvement in students' writing.
Key Words: *Scaffolding, Collaborative Group Work, Laws of Exercise, Writing, Undergraduate Students, Lesson Plan*

I.   Introduction

Language is the hauler of humans' expressions and emotional state towards new dimensions. As a result, humans long to acquire new language in every phase of their lives. There is no doubt that English is the only language that can carry humans' feelings towards each and every junction of the earth. Elaborating the idea, Tarnopolsky (2016) proclaimed that English is the only language that is uttered by the most of the people around the globe.

Meanwhile, English is considered as a Foreign Language (EFL) in Bangladesh Education Policy and Communicative Language Teaching (CLT) methodology is transmitted in different levels aiming to make the learners Communicative Competent (CC)(Chowdhury andKabir, 2014). Teachers are advised to impart the four language skills- listening, speaking, reading, and writing as compulsory in the undergraduate level in a view to make the learners competent in English. Besides, writing is considered as a difficult skill to master even for the undergraduate students in an EFL context as it covers several cerebral and morphological abilities (Chikita, Padmadewi and Suarnajaya, 2013). Likewise, the undergraduate students of the investigated Government Teachers' Training College (Govt. TTC), similarto the rest of the undergraduate students of the country, retain the same delinquent in writing in English although they had to go through intensive writingactivities earlier in their pre-tertiary level that consists of school and college education. According to Rahman et al., (2019), writing is the most focused skill in teaching English in the Bangladeshi pre-tertiary level. Thus, the learners' writing incompetence in English has opened the scope of this study expecting some rectification in teaching for enhancing students'writing competence.

However, it is observed that English lessons are mostly teacher-centred and writing tasks are merely assessed in the current context of the investigated Govt. TTC. Besides, the students are taught different genres of writing including composition, paragraphing, letter writing, and short essays as well as intensive grammar to acquire writing competence. It is also presumed that the undergraduate students of the Govt. TTC have prerequisite learning in answering different writing queries. But, the learners are, in most of the cases, far behind the elementary level of writing competence when they are formally taught in English classroom. So, it is assumed that learning theories may come fruitful in enhancing the students' English writing competence. Again, theories of EFL learning have long been debated to find the preeminent approach on how foreign language (FL) can be taught successfully (Budiman, 2017).In this case, theory becomes fundamental as it advantages the

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educators to recognize the spectacle in the world of learning containing the context of concepts, and principles (Lodico, Spaulding and Voegtle, 2010).

Moreover, when it is about learning a language, there are four foremosttheories namely Behaviorism, Cognitivism, Humanism, and Constructivism (Fauziati, 2014).After exploiting some aspects of Edward Lee Thorndike's (1874 – 1949) Behaviourism andLev Vygotsky's (1896-1934) Constructivism in teaching, their consequences on students' erudition in English writing skill at the studied Govt. TTC, Bangladesh is observed. As the students mainly struggle in arranging sentences and applying words on situation, infusing theories in teaching needs to focus on demonstrating the learners how to arrange words and sentences based on situation (Register). Thus, anticipating to make the lessons student-centred through frequent practice and feedback, a technique of Behaviourism such as Laws of Exercise (LE); and two ideas of Constructivist learning theory such as Collaborative Group Work (CGW); and Scaffolding have been subjugated in teaching and learning of English writing skill in this reflective study.

II.   Instructional Practice

Meanwhile, the undergraduate students of the investigated Govt. TTC confront complications in arranging contextual sentences. They also face obstacles in applying appropriate register in sentence arrangement. As a result, even though they have a standard range of real life vocabularies, they struggle to smear them decorously. The students' incongruous sentences result composing poor academic writing. This is, therefore, identified that if the learners are acquainted with apposite sentence making based on context and register, they will be competent in both academic and real life based writing.

Besides, this is also revealed that the undergraduate students do not practice writing in English a lot. Again, whenever they start writing a sentence, they are very much aware of grammatical errors, not about the contextual inaccuracies. This conscious concern of grammatical structure create barriers in arranging appropriate sentences. As a result, this is anticipated that if the students are taught how to make sentences based on context applying the register, their competence in English writing skill would be enhanced. Thus, for this expected change, appropriate approach in lessons is indispensable.

2.1 Current Scenario

However, in the current large classroomcontext and lecture-based lessons, English teachers of the investigated Govt. TTC do not have abundant chances to involve the undergraduate learners in writing. Again, the foremost portion in English is applied for teaching grammar explicitly that is assessed through Multiple Choice Question (MCQs). Besides, when the learners are asked to write composition like informal speech (Figure 1), though they can deliver proposition of vocabularies, they are incapable to apply the proper contextual word based on the sentence. For instance, 'He is best singer' in the student's writing (Figure 1) reflects that though the learner is competent in applying the requisite words, poor contextual expression has made the delivery less effective and meaningful.
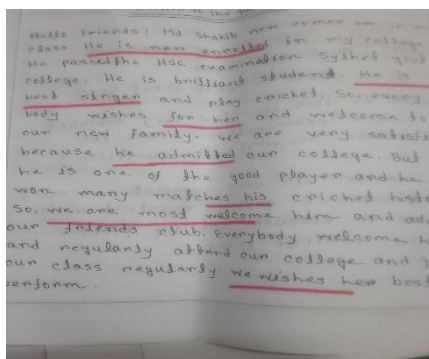

Figure 1. Students Writing One. Writing an Informal Speech

Again, the undergraduate students, though consume prior knowledge on the structure of grammar, struggle to put the appropriate words based on the Register. For example, 'He is new enrolled in my college' (Figure 1) reflects that the learner despite of his or her ability in writing correct words was unable to put them in apposite context. The same problem appears in the student's writing of Figure two. For instance, 'He plays so good' (Figure 2) justifies that the learner struggled to provide the vocabularies on context thus incompetent to create the accurate expression.

Moreover, the undergraduate students scrap to indicate the accurate expression based on the subject matter. Taking as example, 'His mind is fresh' in Figure Two (Figure 2) reveals that though the learner is able to formulate the sentence perfectly, it is less functional and expressive due to the subject matter of the learner.
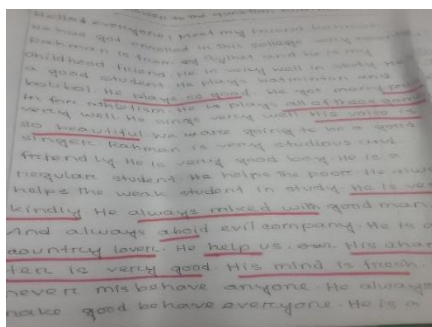

Figure 2. Students' Writing Two. Writing an Informal Speech

In addition, some students who are extreme strugglers even unable to apply the words in correct order. For example, 'New he has recently been enrolled in our college' (Figure 3) reflects that the students could not use the words in order to deliver an expressive statement.
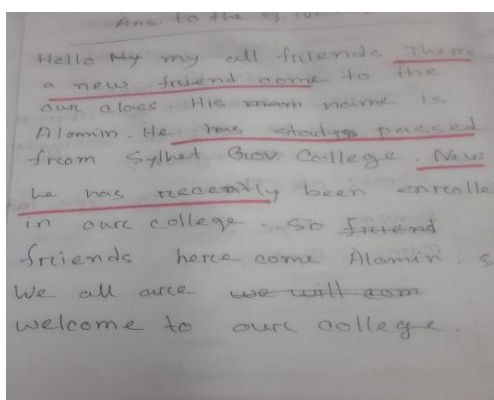

Figure 3. Students' Writing Three. Writing an Informal Speech

2.2 Required Changes and Adapted Theories

However, it is affirmed that unless the learners are competent in obtaining clear ability in morphological order and applying correct register, they will impossibly attain the CC in writing. This is supported by Budiarta, Padmadewi and Budasi (2013) who further extended that to acquire CC in a language, learners need to obtain writing skill as it generates the base of CC by transforming competence of sentence formation to express narratives, descriptions, and arguments. But, the ongoing teacher-centered teaching approach in English classes is unable to bring positive deviations in students' writing aptitude. To add with, the current large class room context does not let the educators to smear writing tasks effectively in English classes. As a result, overviewing the students' writing in both the class assignments and term final examinations as well as the persistent teaching approach and context for English classes, it is anticipated that changing the approach in teaching register and sentence organization may lead the learners towards acquiring better writing competence thus composing quality academic script.

Meanwhile, as Scaffolding supports learners to express 'learning how to mean' using the target language (TL) (Padmadewi, 2016) and working in Collaboration creates a successful atmosphere to apply scaffolding in teaching- learning of writing skill (Faraz, 2015), both Scaffolding and CGW from Constructivist theory are unequivocal to apply in bringing the positive change to the learners' writing acquisition, even in large classroom context. In addition, the Behaviourist theory of 'LE' from Thorndike' reinforces the learners' aptitude to practice frequently to avail the skill ability in TL (Budiman, 2017) and thus assumed that this will also assist to conquer the affirmative changes among the learners in availing appropriate writing competence.

III.   The Theoretical Ideas

Learning theories need to be used to avail better consequences in students' erudition. As stated by Merriam and Bierema (2013), the most practical approach in teaching is the infusion of a good theory. Besides, according to Behaviourists, B. F. Skinner (1904 - 1990), I. P. Pavlov (1849 - 1936) and Edward Lee Thorndike (1874 - 1949), a learner needs to make a habit of practising a language again and again until it is acquired. Meanwhile, Russian Constructivist Lev Vygotsky (1896 -1934) proclaimed that sharing with others and interacting in groups lead humans towards better learning. This constructivist idea was supported by Carpendale and Lewis (2004) who further stated that scaffolding leads students towards better learning. Again, according to Vygotsky, social interactions in groups keep constructing humans' knowledge (Carpendale and Lewis, 2004). Finally, after exploring the notion of Behaviourist and Constructivist Philosophies**,** a key feature of Behaviourism such as LE and two vital sections of Constructivism such as CGW and Scaffolding areapplied in teaching and learning of English writing skill thus trying to permeate alterations in the classrooms.

3.1   Theoretical Idea 1: Laws of Exercise (Behaviourism)

Behaviorism is a theory of learning that accentuates human performance as a result of the interaction between stimulus and response. Recurrent practice is used so that the anticipated behaviour can develop as a routine. Desired behaviour gets encouraging fortification and behaviours that are not fitted awarded deleterious. Assessment is based on perceived performance. Pavlov (1849 – 1936) revealed the theory in the 1890s, B. F. Skinner (1904 – 1990) sensed the stipulation of behavioural method in education in 1971 andEdward Lee Thorndike (1874 – 1949) specify the idea of repetitive exercise.

Meanwhile, according to Thorndike's LE, when reactions are applied to stimuli, their acquaintances are enhanced if guided with incentive; and when feedbacks are not delivered to the stimuli, the erudition is debilitated (Schunk, 2012; Abidin, 2009). This is further elaborated by Stout (2003) who asserted that LE reveals the combination of the soul and the physique where the manifestation is evident through gesture and delivery. Thus, LE can uphold learning procedure through righteous incentives and intermittent exercise. To add with, exercise and repetition upsurge competence and resilience of learning and the more a topic is recurrent, the application will be more organized (Budiman, 2016). Argued by Abidin (2009) as infusing LE in language education may create boredom among learners. So, language educators need to be cautious on fostering LE in a lesson. However, to Barash (2005) and Adam (1990), in LE, language education is a fact of forming preparation and custom through imitation, practices, and corroboration. Hence, incorporation of LE in teaching writing skill is expected to uphold the constructive change.

3.1.1 Critical Discussion on Theoretical Idea-1

Jatmiko (2017) claimed that Behaviouristic theory, specifically Thorndike's LE, in a gist, has strong impact on language acquisition. Besides, CLT was introduced in Bangladesh in 1995 in a view of teaching the learners English through practice (Rahman and Pandian, 2018). But, the goal of CLT looks incomplete when the undergraduate students are found weak and fragile in writing simple English sentences. As a result, inclusion of LE in the lesson could bring affirmative change as LE reinforces language writing through creating sensible sentence construction (Broad, 2020 as cited from Lightbown and Spada, 2013, p.103). Elaborated further by Fauziati (2014) and Staddon (2016), LE underlies the product approach in writing. Therefore, it can be stated that LE infuses positive stimuli through constant practice of a task thus extend students' writing acquisition. Extended by Budiman (2016), the key feature of LE is practicing a task frequently and thus very effective in foreign language (FL) acquisition. Argued by Abidin (2009), as repetition of a task in language education may halt the learners' independent learning. This is opposed by Budiman (2016) as getting expertise on writing skill in a FL requires persistent practice and Thorndike's LE deploys that opportunities with effective stimuli. So, it can be concluded that LE owns the features of frequent practice through righteous feedback thus effective in teaching writing skill in EFL context.

3.1.2 Rationale for Choice of Theoretical Idea-1

The undergraduate students of the investigated government college learn English as a FL and are wobbly in acquiring accuracy in writing. It is thus assumed that frequent practice through LE can make the learners competent in writing. Supported by Khataguri and Albay (2016), as language is always acquired through continuous practice as if something is repetitive, durable habit is moulded. Moreover, Nadeem, Blumenstein and Abhari (2018) conducted a study on third year engineering students' writing skill enhancement and concluded that peer practising and repetition of exercises conveyed substantial consequences. Besides, most of the students of the examined institution are strugglers in English and thus tuning with Staddon (2016), it is believed that infusing LE by repetitive exercises can upsurge the learners' level of writing. As a result, it is expected that applying LE in teaching writing could have been expedient to make the lesson more operative to proliferate the learners' writing skill through student-centred activities and thus was selected for this study.

3.2   Theoretical Idea 2: Scaffolding (Constructivism)
    Constructivism has its origins in the philosophies of Piaget and Vygotsky squeezes numerous features equally from those theories. Piaget delivered the theories of dynamic erudition, structures, integration and place, etc. On the other hand, Vygotsky approached collective constructivism, collaborative work, training and preparation, etc. In addition, Constructivism prefers a "top-down" to a "bottom-up" instructional procedure. It conveys teaching that allows students discovering the main idea and then derive the detail. According to Constructivism, each student builds knowledge independently and socially (Aljohani, 2017). Elaborated byGul (2016), constructivism allows teaching and learning process that relates to the real practical world and shape a way where not only the educator talks, but the pupils inquire critical queries, segment ideas and skills, and interchange knowledge through interaction.This is further extended by Freire (1970) to whomConstructivism is a learning paradigm where teachers and learners both work as co-constructors of knowledge.
    Meanwhile, Constructivism has two key schools namely Individual Cognitive Constructivism (ICC) and Social Constructivism (SC) that later are divided into sub-schools (Figure 4). Besides, as ICC (Figure 4) is an effective approach for the advance learners and SC (Figure 4) is more operationalfor the elementary level learners' language acquisition Aljohani (2017), scaffolding that intertwines both Cultural Constructivism and Critical Constructivism (Figure 4) is selected to teach writing skill to the undergraduate students of the examined college.
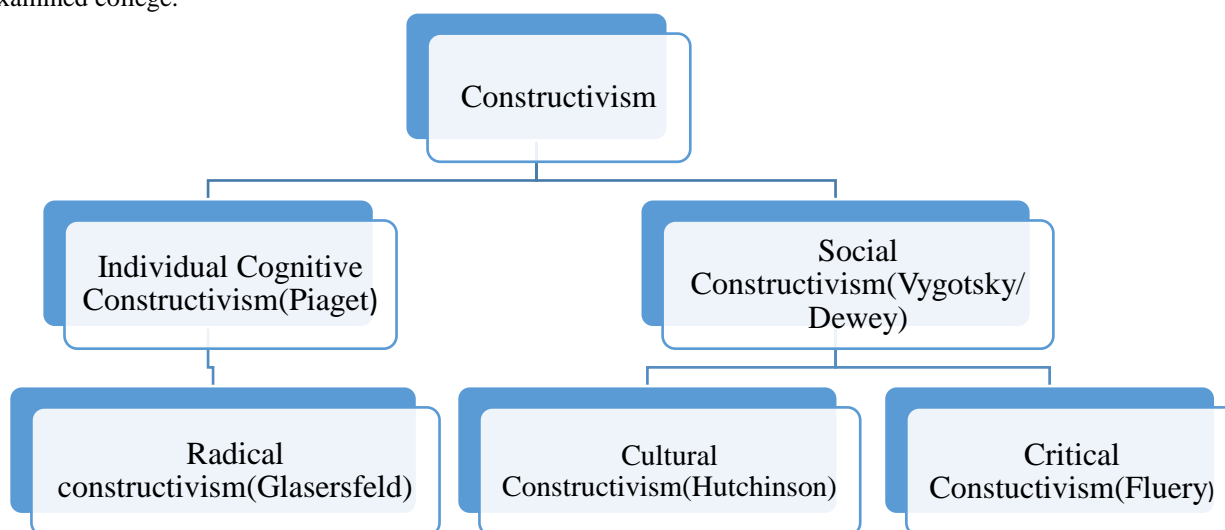

*Figure 4.*Schools of Constructivism(Adapted from Aljohani, 2017)

    However, Scaffolding, a part of SC, that acquisition and participation were synergistic strategies in learning situation, was the theory of Vygotsky in the late 1970's. According to Aljohani (2017), SC highlights meaningful teaching to students based on their individual and cooperative history, exchanging, class consultations, small group combined learning with assignments and activities, and esteeming evocative commotion over accurate responses. Specifying the previous idea, Scaffolding emphasizes that learning takes place through interactions with other students, teachers, and the world-at-large (Aljohani, 2017, cited from Vygotsky, 1978). Thus, Scaffolding is a recurrent idea utilized by the language teacher as it helps learners acquiring writing skill faster with independent evaluation and learning ability. This is supported by Padmadewi (2016) who stated that Scaffolding enhances students' unconventionality in the classroom and thus promoting them to adapt the writing skill promptly. In brief, it is thus proclaimed that Scaffolding preaches teaching through collaboration thus constructs better learning invoking the learners' creative mind.

3.2.1 Critical Discussion on Theoretical Idea-2
    Scaffolding is the most effective approach in language teaching, specifically in teaching writing. Supported by Larkin (2001), Lawson (2002), Hyland (2003) and Van Der Stuyf (2002), Scaffolding is the most operational method in teaching writing. However, Montague and Meza-Zarangosa (2013) argued that triggered replies, code-switching during tutor-scaffolding, and pal-scaffolding are not always beneficial for the students as prompted responses do not direct the actual aptitude of students. This is supported by Padmadewi and Artini (2019) who further stated that the success of scaffolding based writing skill teaching contingent on how the teachers approach towards it. But, Gagne and Parks (2013) reinforced the importance of interactive scaffolding in linguistically encompassed circumstances as this enables the educators to gain positive outcomes of the assigned tasks. Thus, scaffolding is subjugated in teaching writing skill in English to the learners of the

examined government college trusting that it would underpin the learners' capability towards developing writing skill.

3.2.2 Rationale for Choice of Theoretical Idea-2

Scaffolding can permeate interest among the learners as they would be engaged in independent, pair, and group activities.Padmadewi and Artini (2019) revealed that conducting writing activities using several scaffolding strategies infused interest among students. Besides, many studies (Zarandi and Rahbar, 2014; Faraj, 2015; Ahangari, Hejazi and Razmjou, 2014; Veerappan, 2011; Sinaga, Suhandi and Liliasari, 2015) exposed that scaffolding significantly enhanced adult students' writing skill through student-centered activities. As the current study is based on teaching writing skill to the undergraduate students, imbuing Scaffolding is very rational and justified. Again, a study conducted by Niu, Jiang and Deng (2018) discovered the positive effects of 'top-down' scaffolding strategies on language proficiency. The results exposed that the scaffolding approaches used as resources to develop the EFL learners' writing by gaining new philosophies and understanding. Likewise, Allan, Clarke and Jopling (2009) steered a study on a cluster of first year university students to find the best ways of effective teaching in writing where they preferred scaffolding as it creates innocuous learning atmosphere. So, it was a sheer realization that fostering Scaffolding would bring progressive change in the learners' writing skill by creating a student-oriented environment and thusparticularised for this study.

3.3 Theoretical Idea 3: Collaborative Group Work (Constructivism)

According to Dillenbourg (1999), the learning strategy where two or more learners are dependent on each other in both activities and assessment can be defined as CGW.Dillenbourg (1999) further added that equal gradelearners are expected for this cooperation or teamwork. CGW is an effective approach in language education. To add with, CGWhas created new dimensions in both content based and skilled based language teaching (Kaufman, 2004). Extending the idea,Kaufman (2004) further added that CGW belongs to Social Constructivist paradigm and concentrates more on learners' social interactions. Furthermore, language learning is an interactionist approach. This is elaborated byMaesin etal., (2009) who after investigating162 undergraduate pupilsfrom Science and Social Science faculty of University Technology MARA Perlis, Malaysia,concluded that all the respondents longed to learn English language in collaboration in groups. Taking reference from Harmer (1991), Maesin etal., (2009) supplementary added that keeping the individual difference behind, CGWprovides language learners maximum opportunities in attaining the central goal of four language skills. This is supported by Carpendale and Lewis (2004) who supplementary added thatinteraction with the members of the society enriches our knowledge by constructing and reconstructingour skills. In-brief, CGW embeds learners' language capacity infusing peer-interactions.

3.3.1 Critical Discussion on Theoretical Idea-3

Collaborated class works in groups are highly beneficial in modern teaching. This is supported by Jatmiko (2017) who further stated that CGW makes the learners independent and social. But, Montague et al., (2013) and Min (2005) argued that participating in CGW does not always deliver appropriate education as students miscue individual opulent experiences and ruins the chance for the learners' acquiring the target language. Argued by Ruys, Keer and Aelterman (2011) who directed a research with more than hundred apprentice studying Bachelor of Education course at four university colleges in Flanders, Belgium, conveyed that the interns' learning enhanced confidently because of CGWs during their study. Besides, CGW is expedient for the skill-based learning as it engages all the learners in a lesson. Extended by Yousif (2011) who summarised that CGW enriches learners' writing skill in EFL context. Thus, it is measured that CGW would be advantageous in teaching writing skill to the learners in this study.

3.3.2 Rationale for Choice of Theoretical Idea-3

The circumstances of this current study is similar to that of Ruys, Keer and Aelterman (2011) as both the studies deal with learners of Bachelor of Education. To add with, Maesin et al., (2009) recommended CGW for enhanced consequences in language learning, especially acquiring competence in writing. Besides, the learners of this current study apply English as an EFL and are strugglers in writing. So, acknowledging Yousif (2011), CGW was reckoned effective to strengthen the learners' writing ability and thus was chosen to apply in the lessons to teach writing skill. Finally, CGWs operate student-centred classroom and thus found significant for this study.

IV. The Lesson Plans

An effective lesson plan can construct the basement of a successful teaching-learning environment. But, the structure of a lesson plan may very on content and subject. According to Fautley and Savage (2013), a well-structured lesson plan has several features including the lesson objectives, ice-breaking session in during

the warmer, students-centred activities, formative assessment that inspire the learners, necessary teaching aids, summative assessment, and at last home task or assignment. Meanwhile, the following three lesson plans were executed to teach the undergraduate students of a Govt. TTC, under National University (NU), Bangladesh. Besides, each lesson plan was applied in fourty five (45) minutes English class following a sequence that was concluded with a summative assessment during the third lesson. However, all the lesson plans focused on formative assessments as it is believed that formative assessments open up the mind and confidence of the learners (Westwood, 2001).

Lesson Plan-One

Lesson Plan One		
11.00 a.m-11.45a.m	**Subject:** English	**Course:** B.ED (Honours) **Topic:** Register **Time:** 45 minutes
Learning Outcomes: By the end of the lesson, the students will be able to - - a. identify expressions for formal and informal situation. - b. apply expressions in formal and informal situation.		
Lesson Steps	**Activities and Assessment**	
Beginning (8 minutes)	I'll greet the students 'Good Morning!' They'll respond the same. Play a video clip where a person asks for two different things from two different people in two different situation. She will use 'Give it to me fast!' and 'Can I have it, please?' etc. **Link: https://youtu.be/hdKYl8Tg_FQ**. Using **LE and Scaffolding,** I'll ask them whether they have found any difference in these two expressions. Students will answer me YES/NO (**Stimulating learners**). I'll then, using **Scaffolding**, clarify the difference on the two expressions and ask the students what it is called. After getting different answers from the students, I'll open up the topic 'Register' and the lesson's learning outcome.	
Development Learning outcome (a) (17 minutes) Learning outcome (b) (17 minutes)	After **explaining the** topic, Students will be **displayeda list of English formal and informal expressions in different situations**. Divided into **groups**, students will be asked to **separate** formal and informal expressions. After the students finish, I will **elicit the answers using 'Y' method** and ask another group to correct them if error occurs. **Clarification will be provided** if necessary. In both these cases **Scaffolding** will be applied. I'll provide the following two situations and ask the **groups** to **make sentences** using formal or informal expressions. **Situations** ➢ You meet a Professor in the morning ➢ You meet your university friend in the afternoon I'll **elicit** the answers and ask **3 or 4 groups** to **demonstrate** them on the board. If needed, another group will **clarify** and finally the **teacher's feedback.** Using **Scaffolding**, the answers will be **elicited and clarified**.	**Formative Assessment** ➢ **Stimulating** prior knowledge (Divergent Task) ➢ **Pick and Choose**(Convergent Task) ➢ **Clarifying** Students' answers(Divergent). ➢ **Make Sentences**(Divergent Task) ➢ **GroupsDemonstration** (Divergent Task)
Ending (3 minutes)	Using **LE**, 2/3/4 students will be asked randomly to **summarise** what significant language objects they have learnt today. Then, I'll confirm whether anything important was left. I'll tell them to **practise** formal and informal expressions in sentences. I'll conclude the class by thanking them for active participation.	**Formative assessment** ➢ **Summarisation**(Convergent Task)

Lesson Plan-Two

Lesson Plan - Two		
11.00 a.m-11.45a.m	**Subject:** English	**Course :** B.ED (Honours) **Topic:** Sentence Making with Formal and Informal Expression**s** **Time:** 45 minutes.
Learning Outcomes: By the end of the lesson, the students will be able to - - a. match meanings with expressions - b. apply formal and informal expressions in sentences		
Lesson Steps	**Activities and Assessment**	

Beginning (8 minutes)	Using **LE**, to recall the learners' prior knowledge, I'll **show an image** containing different formal and informal expressions like 'Hi!', 'Dear', 'You'll be rocked!', ' You will feel comfortable with', on the multimedia screen and ask the students what they are. **Students will answer** me 'Formal/ Informal' expressions. I'll then**recap** my previous lesson and open up the topic 'Sentence Making with formal/informal expression'. I'll then, using **Scaffolding**, say 'Open your copy!' and 'Please, open your copy!' and ask them which is formal and which one is informal. **Students will answer**. I'll further ask 'Which one is more appropriate in this class situation?' They will answer both and I'll clarify why 'Open your copy!' is more appropriate. Thus, I'll open the lesson's learning outcome.	
Development Learning outcome (a) (17 minutes) Learning outcome (b) (15 minutes)	After **demonstrating** the topic, I'll **give four expressions** 'Please, Horrible, Out of order, Fly in the stomach' and their meanings. Students will **work in groups** and **match** the meanings with expressions. I will **stimulate the answers using 'Y'** method. I'll ask **another group for correction** if error occurs. . I'll **clarify** and support, if indispensable. In all these cases, **scaffolding** will be applied. I'll then ask the **groups** to **make sentences** using the same expressions and **put them in Formal and Informal boxes**. I'll monitor and provide **instant feedback if situations require**. **3/4 groups**will be asked to **demonstrate** what they have written. Using **scaffolding**, I'll ask the peer-groups if they have any suggestions/comments on the demonstrations. I'll provide **feedback** if needed.	**Formative Assessment** ➢ **Recalling** prior knowledge(Divergent Task) ➢ **Stimulating** answers(Divergent Task) ➢ **Match and Join**(Convergent Task) ➢ **GroupsDemonstration** (Divergent Task) ➢ **Make Sentences**(Convergent Task) ➢ **Instant Feedback** (Divergent Task)
Ending (5minutes)	Using **LE**, 2/3 Students will **summarise** the day's learning. I'll then ask if something important was left. I'll tell them to practise using expressions in sentences. Thanking the students for their active participation,I'll end the lesson.	**Formative assessment** ➢ **Summarisation**(Convergent Task)

Lesson Plan-Three

Lesson Plan- Three		
11.00 a.m-11.45a.m	**Subject:** English	**Course:** B.ED (Honours) **Topic:** Using Correct Register in Letter Writing **Time:** 45 minutes**.**
Learning Outcomes: By the end of the lesson, the students will be able to - - a. identify formal and informal expressions in letter writing - b. use correct register in a personal letter		

Lesson Steps	**Activities and Assessment**	
Beginning (8 minutes)	Two images of Formal and Informal letters will be shown to the students. I'll quickly **read out** these letters and to **recall** the learners' prior knowledge, **ask** which one carries formal expressions and which one has informal expressions. Both **LE** and **Scaffolding** will be applied here. **Students answer questions** and also **identify one or two formal and informal expressions.** The topic of the lesson 'Using Correct Register in Letter Writing' will be opened and the lesson's learning outcomes will be clarified.	
Development Learning outcome (a) (16 minutes) Learning outcome (b) (16 minutes)	I'll make **groups** each containing four members and provide one formal letter and one informal letter to each group. The groups are assigned to **pick and separate** formal and informal expressions from the given texts. I'll monitor their activities. When they finish, **2/3 groups** will be asked t**o present their findings**. During the **group presentation,** one member will write the answers on the board. Using **scaffolding**, if needed,**another groups will make corrections**. I'll provide necessary **feedback.** **I'll provide** a personal letter 'A person writing to his best friend expressing his feelings on the last summer vacation' with some **blanks** and **ask** the groups to **fill the blanks** with appropriate expressions. I'll **provide instant feedback** if needed.I'll then **ask the groups to provide the answers**. If error occurs, **another group will correct them** and still needed I will **reconstruct** their statements. **Scaffolding** will be applied here.	**Formative Assessment** ➢ **Recalling** prior knowledge (Divergent Task) ➢ **Pick and Choose**(Convergent Task). ➢ **Groups' Demonstration** (Divergent Task) ➢ **Fill in the blanks**(Convergent Task) ➢ **Instant Feedback**(Divergent Task)
Ending (5 minutes)	Using **LE**, I'll invite 2/3/4 students to **summarise** what important language items they have availed today. Afterthat**,** I'll give them **an assignment to write a letter** to his/her friend inviting him/her to visit his/her college. Word Limit 200 words. Thanking the students for their active participation, I'll end the class.	**Formative assessment** ➢ **Summarisation**(Convergent Task) **Summative** ➢ **Home Task**: Writing a Letter (Divergent Task)

4.1 Theoretical Discussion on the Assessment Tasks

According to Zeichner and Liston (2011) and Brockbank and McGill (2007), Reflective Practice (RP) is recognised as an essential tool for unfathomable teaching and learning process globally.Besides, all the three lessons had reflection during and after the teaching sessions. The teaching-learning periods were on increasing students' proficiency in English writing skill and they were completely students-cantered and task-based using LEfrom Behaviourism (Jatmiko, 2017); and CGW and Scaffolding from Constructivist Theory (Budiman, 2016).

4.1.1 Lesson Plan One

However, the first lesson started with a warm greeting between the teacher and the learners. A video clip on Formal and Informal Expression (Register) was shown. As in the Bloom's Taxonomy recall facts stands for Lower Order Thinking Skill (LOTS)(Lemons andLemons, 2013), using the theory of LE, learners' prior knowledge was stimulated and thus opened up the topic 'Register' to the whole class.Again, as the lesson focuses on teaching a productive skill like 'Writing', prior warm up exercises in receptive skills like 'Listening and Speaking' were provided as exercises on receptive skill enhance the learning of productive skill (Budiman,2017). Besides, as students' understanding and illustrating ability are the features of LOTS in Bloom's Taxonomy (Lemons andLemons, 2013), for achieving the first learning outcome, using CGW, the students were assessed through a group workon separating (Pick and Choose) the formal and informal expressions. The teacher's further support on error clarification was applied following the Scaffolding theory. Later, for acquiring the second learning outcome, using Scaffolding and CGW, a task applying formal and informal expression based on two situations was given. In this case, Higher Order Thinking Skill (HOTS) was assessedthrough their application of correct register based on situation as using information and its accurate application refer toHOTS (Lemons andLemons, 2013). Besides, peer assessment belongs to LOTS (Freeman and Parks, 2010) and thus was applied through group demonstration. Finally, the students, were asked randomly to summarisethe learning activities and correcting the peer's errors if needed as summarization through peer feedback is an effective formative assessment tool that establishes learners' HOTS (Lemons and Lemons, 2013). The learners felt confident about using correct 'Register' and thus all the learning outcomes were reasonably availed.

4.1.2 Lesson Plan Two

Meanwhile, the second lesson plan was on 'Sentence Making with Formal and Informal Expressions'. The students were shown an image containing different expressions on formal and informal situations. Using the theory of LE, the students repeated the previous lesson's activities and assessing LOTS, were asked to recall the information of past (Lemons and Lemons, 2013). Later, for achieving the first learning outcome, infusing the theory of CGW, students were divided into groups and provided a set of expressions and their jumbled meanings. In addition, students' LOTS was assessed through the match and join question as it challenged students' comprehensive skill about the information (Lemons and Lemons, 2013). In addition,as peer assessment fits to LOTS (Freeman and Parks, 2010), peers' feedbacks and teacher's clarification were smeared if needed using the Scaffolding theory. After that, to achieve the second learning outcome, the students were asked to make sentences using the same expressions in groups and separate them in formal and informal boxes. Students' ability of application and transformation refer HOTS in Blooms' Taxonomy(Lemons and Lemons, 2013) and thus was applied in this activity. Besides, peer assessment goes with LOTS (Freeman and Parks, 2010), and thus using LE and Scaffolding, groups were asked to demonstrate their work for peer assessment. Later, teacher's reconstruction on peers' feedback was applied based on Scaffolding. At last, the students, using Scaffolding, were asked to summarise their learning by making one or two sentences based on formal and informal situations. Supported by Ewels et al., (2016), as summarisation is a useful assessment tool for evaluating LOTS. All the formative assessments reflected that the learning outcomes were achieved.

4.1.3 Lesson Plan Three

Lastly, the third lesson plan was about 'Using Correct Register in Letter Writing'. The lesson started with an ice-breaking session where imparting LE, students were prompted to the focal point of the topic by reading out two letters, one formal and another informal. During this part, students were asked to recap the previous lesson on formal and informal expressions as students' prior knowledge refers to LOTS (Lemons and Lemons, 2013). Then, for attaining the first learning outcome, imbuing CGW, students were divided into groups and provided two letters, one formal and another informal, and instructed to pick formal and informal expressions from the given letters and box them accordingly. This was a formative assessment measuring the learners' understanding and illustrating ability from LOTS family (Lemons and Lemons, 2013). This activity was, infusing Scaffolding, further assessed by the peer learners through group demonstration as peer assessment is an effective tool for assessing LOTS (Freeman and Parks, 2010). Later, for availing the second learning outcome, using both LE and Scaffolding, students were provided with a personal letter with blanks and

instructed to fill the blanks with appropriate expressions to assess their application skill. Supported by Lemons and Lemons (2013), as students' applicationskill refers to HOTS. Students were praised for their understanding and guided for their mistakes all through this activity. The lesson was ended with appreciation by the teacher and summarization from the learnersas summarisation is a convenient assessment instrument for evaluating LOTS (Ewels et al., 2016). Finally, for a summative assessment, focusing on the application and problem solving in HOTS (Lemons and Lemons, 2013), students were given an assignment on writing a personal letter using different expressions.

4.2   Anticipated Challenges and Possible Solutions
        The concoction of the theories in all the three lessons assimilated the students' approach positively towards writing in English. But, there are several challenges in infusing the theories in the lessons in the current context of the studied college thus have to be triumphed professionally.

4.2.1   Anticipated Challenges
        Though, all the lessons, for bringing changes in students' writing competence, are successful as far as the learning outcomes are concerned, inclusion of the theories like LE, CGW, and Scaffolding in the lesson in the current large classroom context of the investigated institution is definitely challenging. As Barkley, Cross and Major (2014) illustrated, large classroom learners become flabbergasted when they are divided into groups, the students of the explored college during the lesson may have indistinct gestures when they will be asked to form groups. Again, tuning with Ferdous and Karim (2019), scaffold peer learning and assessment sessions may get perplexing due to the learners' different level in the investigated college. Lastly, acknowledging Ferdous and Karim (2019), unsuitable seating structuremay not let the teacher infusing student-centered activities in the investigated Govt. TTC's EFL class.

4.2.2 Solutions
        As the application of the theories in the perspective of the studied Govt. TTC is extremely challenging, all the challenges could have been remedied by taking different proactive actions by the educator. For example, as pointed by Burke (2011); and Wright and Lawson (2005), in a large class room context, by forming the groups and training the learners beforehand, the effect of CGW could be made more worthwhile. Again, addressing Burke (2011), the conflict of the learners' level can be resolved by selecting the group members based on level and working as a bridge to expertise Scaffolding. Meanwhile, adding the idea of planning and staging from Harmer (2001) and Bin-Hady (2018), the lesson can be made more student-centered if the educator form the seating plan in advance on the basis of the lesson plan. Lastly, acknowledging Jatmiko (2017), the teacher needs to be an open hearted personality to make the theory of LE successful in the lesson.

V.   Conclusion
        To wrap up the discussion, teaching a productive language skill like writing to the undergraduate students in Bangladeshi EFL context is always an extreme challenge as the learners have poor experience in receiving English due to many sociolinguistic barriers. According to Rahman and Pandian (2018), teaching writing to the Bangladeshi undergraduate students has been an ongoing challenge.As a result, English teachers in all the levels, especially in the university level, need to change techniques and approach frequently focusing the teaching content and the level of the learners. Elaborating the idea, Liaghat and Biria (2018) commented that the efficacy and fluency of the university students' writing skill in an EFL context can be promoted using pedagogical changes. And no doubt, taking assistance from the classical and current teaching–learning theories is the best way to meet the challenge of teaching writing in EFL context and thus providing the preeminent outcomes of the lesson.
        However, the study encompasses three well noted theories namely Laws of Exercise (Behaviourism), Scaffolding, and Collaborative Group Work (Constructivism) and has come out with their positive reflection in the applied lesson plans. It is thus ensured that teaching writing in English, though a difficult task in an EFL context, can bring fruitful outcomes if changes are made with the support of the established learning theories. Besides, it is exposed in this study that the students those have poor understanding in using expressions in different genres of writing in English, can approach positively in the lessons due to the infusion of collaborative group work, scaffold activities, and the teacher's continuous responses to the students' fragmentary activities. In addition, the inclusion of accurate formative and summative assessment linking the theories to measure the learners' LOTs and HOTs also exposed that learning and assessment are interlinked. Finally, this current study, having its limitation of time and pandemic constrains, opens up an optimum opportunity to encompass further study in bigger canvas to reveal the importance of incorporating theories in teaching language in EFL context.

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