

**A report on**  
**Materials Design: Preparing writing materials for language classes**

By

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## **Declaration**

It is hereby declared that

1. The internship report submitted is my/our own original work while completing degree at BRAC University.
2. The report does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The report does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

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## **Executive Summary**

I got the opportunity to conduct my internship in Sydney International School which is an English medium school, situated in Baridhara, Dhaka, Bangladesh for twelve weeks. During the period, I observed some classes as well as took the languages classes of year six. I learned different aspects of teaching through the experience of working there. Among all the teaching aspects, I focused writing materials design for language classes in this internship report. In the report, I discussed about different types of materials, the procedure of preparing materials, writing materials with integrated skills and also materials for writing assessment. Furthermore, I shared my experience of preparing writing materials demonstrating some examples as well as the obstacles I faced during working there. Finally, I concluded the report providing some recommendation.

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# **Chapter 1**

## **Introduction**

I conducted my internship in Sydney International School, situated in Baridhara, Dhaka, Bangladesh. It was established in 2012 with a goal of providing quality education of international level and grow up the students as global citizens. They also had the mission to provide the students a platform that could help them to realize their potential and become future leaders by gaining excellent education from the school. To reach their goals and mission they follow blended Australian and Cambridge Curriculum for preparing syllabus and choosing books.

I started my internship in the school from 10<sup>th</sup> September, 2018 and finished on 10<sup>th</sup> December, 2018. Within this time, I observed as well as took some classes and in this way I gained practical experience which led me to know about different aspects of teaching foreign language in classroom. Materials design was one of the most important aspects because using appropriate materials in class can significantly help students to increase their learning. Therefore, teachers must be prepared with the materials before every class.

During my internship, I observed the classes of year three, four, five and six, and used to take the classes of year six. While observing the classes, I noticed the materials the teachers prepared and used for the language classes. I tried to follow the same way when I was given to prepare the materials for the classes I took. The materials I had designed or prepared for the classes, helped the student to improve their English proficiency level and also fit to the context. I mixed different types of materials for instance, course book and authentic materials. I focused on writing materials but I included different skills, like reading and listening. I also included vocabulary and grammar to improve students' writing skills.

## **Chapter 2**

### **Literature review**

Materials are the tools teachers use in a class for the students' better understanding or practice. There are different levels of proficiency in terms of learning language and the materials must be designed according to that level. At the same time, the materials should provide the learners real life exposure as an input and also engage students in using different linguistics features in classroom. Such materials may differ from each other in terms of their nature and characteristics but they can be integrated as well. While teaching in the school, I designed writing materials and assessment materials integrating more than one skill (McDonough, Shaw & Mashura, 2013).

### **2.1 Principles of E.L.T materials**

Most of the material writers believe that it is important to know the principles first before they start designing the materials. Designers may keep the following notions in mind while designing good materials for language class.

1. Materials must be designed in such a way that learners may get the real examples from the real world through the materials.
2. Learners should get the opportunity to engage themselves to language activities using their cognitive knowledge.
3. Materials should help students to acquire communicative competencies.
4. Learners should discover linguistics features from the given materials which will help them to improve their proficiency level.
5. Materials must have the communicative activities so that learners may get enough opportunity to practice.



6. Materials must be relevant to measurable goals and objectives which are set by the course designer (Tomlinson, 2011).

In addition, different criteria can also be used to design effective language teaching which may be helpful for the target learners. The criteria given below may be helpful to material designers to produce effective materials for target learners.

1. Materials should provide situations which are related to real life language use so that learners can be productive while using the materials.
2. The language courses have specific and measurable purpose and materials must provide effective outcome to fulfill the purpose.
3. Materials may contain such communicative activities which challenge students to complete but they should not provide too much risk of failure (Thornbury, 2005).

## **2.2 Types of materials**

Gower, Phillips, & Walters (2005) demonstrated that mainly there are two types of materials in terms of their characteristics which are published and authentic. Most teachers use course books as published materials. Course book provides a set of materials which helps teachers to reach goals and objectives of a course. The teachers and students use published materials or course book because they get the advantages mentioned below.

1. Course books help to make syllabus according to level because it contains a graded sequence of the tasks. It also motivates students to continue the language learning process and improve their level gradually according to the syllabus.
2. A course book provides a readymade source of tasks and activities which are already tried, tested and evaluated. As teachers do not need to design the tasks and syllabus,

- evaluate and adapt from the beginning, it is less time consuming. As a result, teachers' workload of preparation before a course reduces.
3. A course book helps teachers to set the goal and objectives of a particular course and also provide guideline to reach them.
  4. As students and teachers get the book in the beginning of a course, they know which linguistic items they have to do. Therefore, they may prepare themselves mentally as well as physically.
  5. Good course books have a balanced language work, for instance, grammar, vocabulary, pronunciation, narrative writing and so on.

On the contrary, Gower, Phillips and Walters (2005) also demonstrate some drawbacks which teachers may face while using course book as publish material which are mentioned below.

1. It is difficult to find an appropriate course book which suits the needs and interests of the students and also goes with the proficiency level.
2. Most of the times, teachers use the same materials repeatedly for the same course which may cause feel the students boring.
3. Using only course book may reduce the opportunity for the teachers to explore their knowledge and stop them from being creative in terms of preparing materials.
4. If the course book does not fit with age and educational background, students need to compromise which may hamper students' language learning process.

Opposed to published materials, authentic materials refer to anything which are used in a language class but are not specifically designed for language classes. Authentic materials demonstrate the real-life use of the target language. As the materials are real, students feel

interested and motivated to work with them because the experience of real visual tasks inspire students to involve themselves with the language (Zhang, Yin & Treiman, 2017).

Furthermore, authentic materials enrich students' knowledge of cultural content of target language and it helps students to make comparison between the real use of their first language and target language. Such real examples, increase students' productivity because they can guess, infer and predict by creating a link between their reference book and real-life use (Gower, Phillips, & Walters, 2005). In this way, students are taught to socialise and acquire discourse expertise as the materials demonstrate the study of society as well as culture in term of using the language and acquire intercultural communicative competence (McGrath & Kanfhold, 2016).

Students can read authentic literature to engage themselves in authentic writing and speaking. Most of the teachers define authentic literature as an interesting or motivating writing material on relevant topics. The topics can also be given according to the students' choices because it helps to introduce their productivity. Students learn to apply linguistic features in a particular real-life context rather than in abstract and de contextualised terms because for students, language learning occurs best when the students can relate learning context with the real functional context (Duke, Purcell-Gates, Hall & Tower, 2006).

### **2.3 Procedure of Designing materials**

While designing materials remembering the mentioned notions and criteria, material designers may follow a time-line including specific stages. Bronson (2016) shows a time-line of a course development which has some stages. They are planning, building, piloting, revising and launching. Each stage of the course development timeline works with the materials of the course. For instance, in the planning stage, it is decided which materials to choose and how those will be implemented

in the classroom. In the building stage, the materials are produced. In the piloting stage, the materials are tested applying by the students. In the revision stage the materials are changed in necessary places according to the result of the test. In the last stage, launching the materials are finally used in the target language classrooms. In the process, time is a key issue in every stage of producing materials because materials must be covered within the given time appointed by the authority. Teachers can follow the timeline or come up with their own timeline with different stages for developing effective materials for language class.

After designing material, it needs to be evaluated before using in classroom and the material can be evaluated by teachers, students, reviewers and also educational administrators. Survey questionnaires can be prepared to conduct a study and from the answers of the questionnaires, the material designer can understand the feasibility, flexibility, effectiveness and drawbacks of the materials. The questionnaires must demonstrate whether the materials fit into the context of the students because they are the students who will consume the materials for their development. From the evaluation result, designers will be able to know where and how much the materials need to be changed to make it suitable for the students (Sheldon, 1987).

## **2.4 Materials for English writing course**

Writing materials refer to the instruments that teachers use in an ELT classroom to improve the writing skills of the target language learners. To improve writing skill effectively, not only the learners need to learn the linguistic and grammatical features but also they must learn the cultural perspective of that language. Moore and Strickland (2010) believe that one can be a successful language learner through practicing writing skill because academic writing makes a deeper

perspective on the culture of that language. Therefore, to understand the language from a cultural perspective, learners must get authentic exposure of that language through writing materials.

Teachers can follow different strategies and take the help of technology to design materials and activities which provide authentic exposure of target language. As an illustration, students can narrate own experiences or write summary or answers of some analytical questions from authentic literature. Teachers can also use music, popular movies or make the students hear local radio stations as materials of a language class for creative writing. Taraban and Orenkil (1996) provide an example of a writing material where the teacher played a song as the material and students wrote words and phrases that came in their mind. Later, they put the words together and every student in the class formed a whole story. While writing the story, soft music was played to make the students feel relaxed. In such cases technology may play a great role as teachers can download videos, movies, and songs from internet and can show the authentic real use of the language. Therefore, effective use of technology may help to provide quality learning experience which may help students to learn linguistics as well as cultural features of the target language.

In spite of using effective authentic materials in the classroom, some learners lag behind in learning the language. As the whole process of development of writing skills occurs over time, the learning disorders may seem from the very beginning due to early development disorders which may occur for not being able to accept the input from home and community like other children. That is why when they go to institutions for getting formal facilitation, the struggling learners cannot cope with the other students and may face specific learning disorders which can interfere their production process in terms of writing as well as speaking. They need specific materials and also specific instructions for those materials which can help to reduce their lacking. Such learners need to be directed and motivated with extra care to improve their proficiency level by using materials and

the materials of the struggling learners may be different from the usual performance's students so that the teachers can reduce their lacking and inspire them to be successful language learners (McCardle, Miller & Connelly, 2018).

#### **2.4.1 Integrated writing materials**

To design materials for both classroom as well as assessment, more than one skills can be integrated. As an illustration, though reading and writing are completely separate processes, reading and writing can be integrated while designing materials because both of the skills have close interrelation relation with each other. That is why, writing difficulties can be identified through interpreting difficulties in reading comprehension. As written words are first accesses through the child's visual system while reading and also develops the meaning making process in their minds, teachers can consider the contribution of reading to improve the writing development. In the given study conducted in a school, it is found that the students who face written- language disorders, among them only 25% written disorders were not associated with their reading disability. Hence, in the development of writing skill, integration of reading comprehension may play an important role because it influences in improving literacy development which is necessary for development of writing (Wengelin & Arfe, 2018).

Not only reading activities can be integrated but also grammar activities can be incorporated with writing materials. A reason behind this integration is that grammar is an important feature of language which demonstrates the accuracy of sentence structure. Grammar teaching allows learners to learn specific rules which must be followed while writing. In case grammar is integrated into the writing material, students may learn about different grammatical items as well as develop

their writing skills. Therefore, writing materials integrated with grammar, must contain meaningful real-life interaction where the grammatical rules are practically applied (Freeman, 2015).

However, to practice all types of skills, learners need to know enough vocabulary items because specific vocabulary items are needed to express opinions or knowledge through the target language. As students must know the meanings of lexical items to understand the meaning of a sentence as well as to construct a meaningful sentence, teach about the vocabulary in the target language class is a must (Read, 2014). In addition, knowledge of vocabulary items is not only knowing the meanings of individual words but also know the situational meaning used in particular contexts because one specific word may express different meaning in different situation. To be a successful learner and a fluent English user, students must gain the knowledge to identify the meaning and able to use further language works. Therefore, vocabulary items and follow up tasks for the items must be included to writing materials to make language teaching effective (Bores, 2013).

Though integrated skills can be included in writing materials, writing schema must be a key part of any writing curriculum. The schema will help to develop writing format and produce a piece of writing by the learners. Development of appropriate writing schemas at the initial level, may reduce the writing development difficulties. Therefore, developing specific schema following interactive class activities and materials may support the learners to overcome learning difficulties in terms of development of writing (O'Rourke, Connelly & Barnett, 2018).

Like the integration in skills of classroom materials, it is also possible to integrate the skills in second language assessments' materials. To illustrate, while preparing the assessment questions, teachers may provide a story to read and then answer questions to assess the potential of writing.

Having reading comprehension in writing assessment, provides the opportunity to think about the topic, establish an inference and integrate the ideas while writing within a given time for the assessment. A study conducted by Plankans, Liao and Wang (2018), demonstrates the usefulness and feasibility of integrated skills in assessment task through a study where the participants who were better at other skills were also better at writing.

#### **2.4.2 Materials for writing assessment**

Learners need to be assessed after learning each level of language so that teachers can understand how much the students have learned and also identify the strengths and weaknesses individually. At the same time, assessments help to measure the writing development and identify proficiency levels of the learners. For this reason, materials for assessment must be chosen carefully so that the writing ability can be measured fairly by assessing the answers. The assessment materials may contain reading comprehension, several subjective or objective questions which must push the students to demonstrate their knowledge of writing ability (Huot, 2002).

Haque & Valeo (2017) demonstrate one of the effective frameworks of assessment by describing the assessment model of the framework of CLB. CLB or Canadian Language Benchmarks is one of the significant attempts to teach English publicly as a second language in Canada including a fully planned curricular. It tries to improve the communicative competencies and levels of language ability and that is why it includes communicative materials in the assessments. According to the framework, the writing examinations will be placed in classrooms and the questions will be set in both formative and summative ways. The simplicity and the complexity of the materials of the tasks will be defined according the learning background of the students and it is also important to consider that the assessment task materials must correlate with the length of time given by the



authority. For instance, writers are expected to produce seven sentences in the context of business or writing information about a given event. In addition, the tasks must contain specifically clear instructions so that students do not face difficulties to understand that what they have to write. At last, teachers need to interpret the answers following some specific and measurable criteria to evaluate students and identify the language skill abilities compared to the expected proficiency levels. Teachers may follow such framework or come up with a new and more effective framework for writing development assessment.

As the assessment result not only demonstrates the proficiency level of students but also the effectiveness of the materials used in the classroom, every student needs to be fairly evaluated and provided fair score. Otherwise, unfair scores may demonstrate unreal picture of effectiveness of using materials. In this circumstance, teachers can use a scoring rubric to assess writing development of the target language learners according to the format of the assessment. It helps to measure whether the goals and objectives of the particular course are fulfilled or not because the rubrics demand a particular set of skills. For instance, meaning full satisfactory answer and correct spelling need to be there in the script; it can be one type of demand of skill. If teachers used suitable and effective materials in class before the assessment, students will be able to perform well and their improvement will be reflected in their score. In this way, fair score may demonstrate the effectiveness of materials used in language class (Stoddard, Labrecque & Schonfeld, 2016).

## **2.5 Teachers' training for using materials in classroom**

As Teachers are the people who use materials in classroom practically, they need to be educated and trained enough to use a good material effectively. They can attend some pre-service or in-service training course which will make them expert in teaching language through materials. These

courses may teach teachers not only to use materials but also evaluate and adapt them in terms of level and background of students (Azarnoosh, Zeraatpishe, Faravani & Kargozari, 2016).

Moreover, the trained teachers have the ability of choosing proper pedagogy to use materials which helps them to demonstrate similarities and difference between first language and target language in a better way (Etus &Schultze, 2014). In addition, the teachers having pre-service education can provide better instructions for materials and clear instruction makes the students' work easier. In this way, teachers can utilise their education and experiences to produce, adapt and use good materials which motivate learners to achieve language competencies (Opfer, Kaufwan & Thompson, 2016).

## **Chapter 3**

### **My experience**

I was asked to teach the students of year 6 in Sydney International School and their English proficiency level was intermediate. There were 15 students in the class and all of them were Bangladeshi and their first languages are Bengali. While working there, I taught the students grammatical items, vocabulary and also narrative writing by using different teaching materials. I chose and prepared materials for writing classes as well as questions for writing assessments.

#### **3.1 Choosing materials**

According to Zahan & Begum (2013), choosing appropriate materials is essential because it allows students as well as the teachers to focus and make the class effective. When I prepared the materials for the students, I kept in mind that the materials must match the proficiency level of the students. At the same time, I chose the materials which had some new linguistic features and new vocabulary for them which could enrich their knowledge and help to improve their proficiency level. Secondly, the materials must be relevant and helpful to fulfill goals and objectives of the lesson.

Furthermore, I also tried to present such materials which provide them with the opportunity to experience real use of the language so that students can learn the cultural features of the target language. As Quist (2013) states, culture has a close relation with language, students must know about the cultural aspects to achieve communicative competence, I was careful to teach the cultural aspects of language through experiencing real-life language use. At the same time, I also kept in mind that vocabulary and grammar used in the materials which provided the exposure of the culture of the language matched with the level of students.

### **3.2 Course book**

I was asked to follow the book, Secondary English (Book two) by Sadler Hayllar as a course book which was given by the authority as the main material. According to Gower, Phillips and Walters (2005), course book is a ready-made source of language tasks and activities which are already tested and evaluated. That is why, I did not have to choose a book and it lessened my workload. At the same time, as the students knew about their tasks, activities and topics, they got the opportunity to be well prepared before the class. Though I followed the selected book by the authority, sometimes I needed to change some of the materials so that they may fit to the context of the students as well as for their better understanding.

### **3.3 Reading comprehension**

The book, I was given by the authority to be followed, was full of reading comprehensions and different types of activities were there after the comprehensions. Similarly, I included reading comprehension in the worksheet I prepared for them. Most of the writing activities were integrated with reading comprehension. It helped students to practice reading as schema activation process before they started writing. According to Wengelin and Arfe (2018), teachers should consider the contribution of reading to develop writing. After reading a comprehension passage, the students wrote answers of some questions. While answering the questions, they had to analyse, infer and use their previous knowledge about language. One example is given below.

**Read the poem, carefully.**

**Your Attention Please (1983)  
Peter Porter  
The Polar DEW has just warned that  
A nuclear rocket strike of  
At least one thousand megatons  
Has been launched by the enemy**

**Directly at our major cities.  
This announcement will take  
Two and a quarter minutes to make,  
You therefore have a further  
Eight and a quarter minutes  
To comply with the shelter  
Requirements published in the Civil  
Defence Code – section Atomic Attack.  
A specially shortened Mass  
Will be broadcast at the end  
Of this announcement-  
Protestant and Jewish services  
Will begin simultaneously-  
Select your wavelength immediately  
According to instructions  
In the Defence Code. Do not  
Take well-loved pets (including birds)  
Into your shelter – they will consume  
Fresh air. Leave the old and bed-  
ridden, you can do nothing for them.  
Remember to press the sealing  
Switch when everyone is in  
The shelter. Set the radiation  
Aerial, turn on the geiger barometer.  
Turn off your television now.  
Turn off your radio immediately  
The Services end. At the same time  
Secure explosion plugs in the ears  
Of each member of your family. Take  
Down your plasma flasks. Give your children  
The pills marked one and two  
In the C.D. green container, then put  
Them to bed. Do not break  
The inside airlock seals until  
The radiation All Clear shows  
(Watch for the cuckoo in your  
perspex panel), or your District  
Touring Doctor rings your bell.  
If before this, your air becomes  
Exhausted or if any of your family  
Is critically injured, administer  
The capsules marked ‘Valley Forge’  
(Red pocket in No. 1 Survival Kit)  
For painless death. (Catholics  
Will have been instructed by their priests  
What to do in this eventuality.)**

**This announcement is ending. Our President  
Has already given orders for  
Massive retaliation – it will be  
Decisive. Some of us may die.  
Remember, statistically  
It is not likely to be you.  
All flags are flying fully dressed  
On Government buildings – the sun is shining.  
Death is the least we have to fear.  
We are all in the hands of God,  
Whatever happens happens by His Will.  
Now go quickly to your shelters**

Now, answer the following questions.

- a) **Why do you think the religious services are to be held?**
- b) **Why would some people need to take the capsules marked 'Valley Forge'?**
- c) **'Our President has already given orders for Massive retaliation....' Do you agree with the President's orders? Why or why not?**
- d) **'All flags are flying fully dressed/ On Government building.....' Why do you think the announcer is concerned to make this statement?**

**(Sadler Hayllar, 2004)**

### **3.4 Vocabulary**

I included vocabulary related activities because people need vocabulary development to practice all the four skills of a language. As people need vocabulary to understand speech or paragraph and to express through the language, the target learners must have the knowledge of words and their meanings. If they do not know the meaning of the words, they will not be able to decode what the target language speaker is talking about. At the same time, they will not be able to share their opinions, emotions and perspectives and narrate stories or personal experiences through speaking or writing in target language, because to express such ideas they need to use certain vocabulary items accordingly. That is why vocabulary practice is very important and I included vocabulary in writing materials because the students who have better vocabulary knowledge are better writers than the others who do not have enough knowledge of vocabulary. Boers (2013) said, “They

contribute to fluent language use and their (appropriate) use is a distinguishing feature of native speaker discourse.” Therefore, vocabulary practice is very important and it will help students to develop their language proficiency by improving all the skills.

At the end of the selected book, there was a dictionary where the meaning of the words which may be unknown or new for them are given. Following the book, I also listed some words according to the chapters, then made them learn the meanings and at last they did some activities by using them. An example of vocabulary activity is given below.

|                     |                   |                     |                    |                    |
|---------------------|-------------------|---------------------|--------------------|--------------------|
| <b>Missing word</b> |                   |                     |                    |                    |
| <b>Spelling Box</b> |                   |                     |                    |                    |
| <b>disaster</b>     | <b>disastrous</b> | <b>instructions</b> | <b>surpassed</b>   | <b>parachute</b>   |
| <b>ingenious</b>    | <b>injured</b>    | <b>explosion</b>    | <b>vacuum</b>      | <b>continued</b>   |
| <b>immediately</b>  | <b>violent</b>    | <b>ammunition</b>   | <b>annihilated</b> | <b>account</b>     |
| <b>community</b>    | <b>scarcely</b>   | <b>device</b>       | <b>experiences</b> | <b>consequence</b> |

**THE DAY OF THE BOMB**

Read the story “THE DAY OF THE BOMB” carefully and select words from the spelling box which will fit the blank spaces. Write the words into your workbook. Note clue-letters.

“The Bomb” In his book The Day of the Bomb, Karl Bruckner describes how the first atom bomb a..... an entire c.... . In one part of his a.... he relates the e..... of the American bomber crew, who, acting under.... were responsible for the dropping of the bomb. When Major Ferebee, the bombardier, sent the bomb hurtling downward, an i..... d..... released a .....to slow down the bomb's descent. The atomic ..... that followed was the most v..... that had ever occurred. It killed 86 100 people and severely i.....72 000, and the v..... sucked 6820 houses several miles into the air as particles of dust. Another c..... was the bombardment of the site by deadly neutrons and gamma-rays. The members of the bomber crew were s..... able to believe their eyes. They thought they had hit an immense a..... dump. Indeed, Colonel Tibbets sensed that this d..... S..... any others that a human community had ever known (Sadler Hayllar, 2004).

In the spelling box there is a list of words which were taken from a reading comprehension titled “THE DAY OF THE BOMB”. Students need to understand the situational meaning of the words and put them into the given context accordingly because Read (2014) states, students can

remember vocabulary if they learn through a situation more than memorizing list of vocabulary. Students may improve their vocabulary knowledge by practicing such exercises because students must apply their knowledge of vocabulary to fill the blanks with appropriate words which have a specific situation. Davies (2007) states that while selecting the lexical items for vocabulary practice, teachers need to be very careful so that the level of the vocabulary matches with their proficiency level and they should be given specific speech situation to practice the vocabulary.

### 3.5 Grammar

After learning the vocabulary learners need to learn to put the words according to their meaning as well as grammatical rules of the target language. That is why I included grammar activities while preparing writing materials so that students got the opportunity to practice grammar through writing. Freeman (2015) states that if teachers integrate grammar with materials, students will learn grammatical items and they will also be able to learn to apply the grammatical rules through writing. For instance, in one class I provided a reading comprehension, then took some sentences from there and asked students to identify the nouns from the sentences, after identifying the nouns they had to make sentences using the nouns.

#### Moon

The Moon is a barren, rocky world without air and water. It has dark lava plain on its surface. The Moon is filled with craters. It has no light of its own. It gets its light from the Sun. The Moon keeps changing its shape as it moves round the Earth. It spins on its axis in 27.3 days' stars were named after the Edwin Aldrin were the first ones to set their foot on the Moon on 21 July 1969. They reached the Moon in their space craft named Apollo II.

Q. Identify the nouns from the following given sentences. Now, make sentences with the identified nouns.

- a) The Moon is a barren, rocky world without air and water.
- b) The Moon is filled with craters.
- c) The Moon keeps changing its shape as it moves round the Earth (Sadler Hayllar, 2004).





I taught grammar in both inductive and deductive ways and the materials were accordingly. The previously mentioned activity had the examples first, then I came to the grammar part. On the other hand, while teaching the Gerund, first I provided the rules then explained the rules showing relevant example, at last let them do some exercises as I was told by my supervisor. The worksheet I made for teaching gerund is given below.

Gerund rules

## The Gerund Form of Verbs

| <b>Usage</b>                          | <b>Examples</b>   |
|---------------------------------------|---|
| <b>As subject of a sentence</b>       | <ul style="list-style-type: none"> <li>• <b>Writing</b> in English is difficult.</li> <li>• <b>Watching</b> TV is my favorite pastime.</li> </ul>                               |
| <b>As direct object of a sentence</b> | <ul style="list-style-type: none"> <li>• I like <b>writing</b> in English.</li> <li>• I love <b>going</b> out to restaurants.</li> </ul>  |
| <b>As a subject complement</b>        | <ul style="list-style-type: none"> <li>• My cat's favorite activity is <b>sleeping</b>.</li> <li>• One of his duties is <b>doing</b> homework.</li> </ul>                       |
| <b>As an object of a preposition</b>  | <ul style="list-style-type: none"> <li>• We shall be interested in <b>hearing</b> your comments.</li> <li>• Would you like to walk instead of <b>taking</b> the bus?</li> </ul> |
| <b>After certain expressions</b>      | <ul style="list-style-type: none"> <li>• My cat's favorite activity is <b>sleeping</b>.</li> <li>• One of his duties is <b>doing</b> homework.</li> </ul>                       |





### Excercises

**Write the correct forms of the words.**

1. I couldn't help (laugh).
2. It seems (be) raining.
3. I considered (move) to Spain.
4. They practiced (speak).
5. Finally I managed (finish) the work.
6. I really can't stand (wait) for the bus.
7. Unfortunately, we can't afford (buy) a new car this year.
8. She risked (be) late.
9. I'd love (come) with you.
10. I prepared (go) on holiday (Gerunds: What Is A Gerund? Useful List & Examples, 2018).

### 3.6 Authentic material

Most of the comprehensions of the given book were made up stories which are mostly imaginative. It referred to the materials which were not authentic and contained less exposure of real-life language use. Therefore, I did not use that book in every class and sometimes provided worksheet prepared by me where authentic dialogues of real-life situation were included to demonstrate the real use of the target language. To prepare an authentic material, I showed Harry potter movie and told them to answer some analytical questions because McGrath and Kanfhold (2016) state, authentic material will help the students to acquire discourse expertise and communicative competencies as well. Some questions are given below, which I asked students after showing the movie, "Harry Potter and the Goblet of Fire".

1. Why, do you think, Ginny chased Hermione in the tent?
2. Describe, how Harry got escaped from Voldemort.
3. Which scenes do you like most in the movie, why?
4. What are the lessons you learned from the movie?

### 3.7 Summary writing

After watching the movie, I also told the students to write a summary of that movie but before that class, I had taught them how to write summary using necessary materials earlier. As Murray (2012) states that summary writing means briefly restating the main ideas, at first I taught to write the main ideas and then taught to organise the main ideas to write a summary. The materials I used to teach summary are given below.

#### **Tree Plantation**

Tree Plantation means to plant trees in a fixed or different areas to produce wood. The importance of tree plantation can't be ignored any more. Through tree plantation our environment remains balanced properly. Natural calamities can't occur unexpectedly. Our demand of food is met up. Oxygen is properly balanced in air. The most important thing is that ecological balance remains fit for the betterment of the maintenance of humans and animals and plants as well. If trees aren't planted, we can't get food, oxygen and different kinds of needful elements from the trees. So, there is a close relationship in between trees and humans. If there had been no trees, the environment would have lost balance. Floods and drought may occur repeatedly. Lands would turn into desert place. The rainy season is the best time for plantation of trees. We should take some effective measures to grow them well. We should take care of them properly as to the animals or other concerns can't damage them. We can get available trees from any nursery or govt. agriculture department. We can take part in tree plantation campaign. We should make the tree plantation program successful for a better habitat (Tree Plantation, 2013).

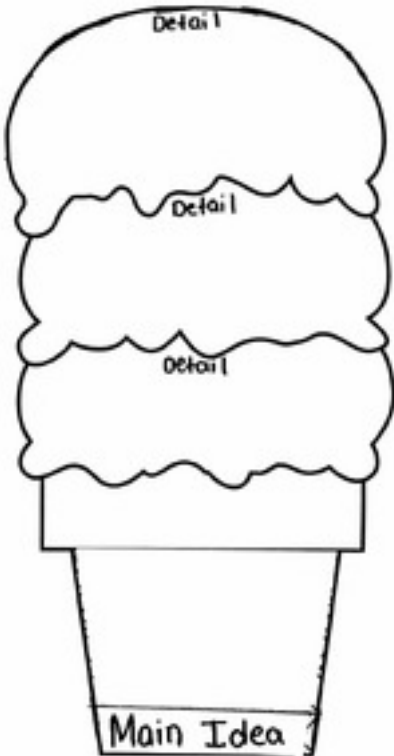
1. What are the main ideas of the text?
2. Write the main ideas and their supporting details in the ice-cream cone.

Name: \_\_\_\_\_

Name: \_\_\_\_\_

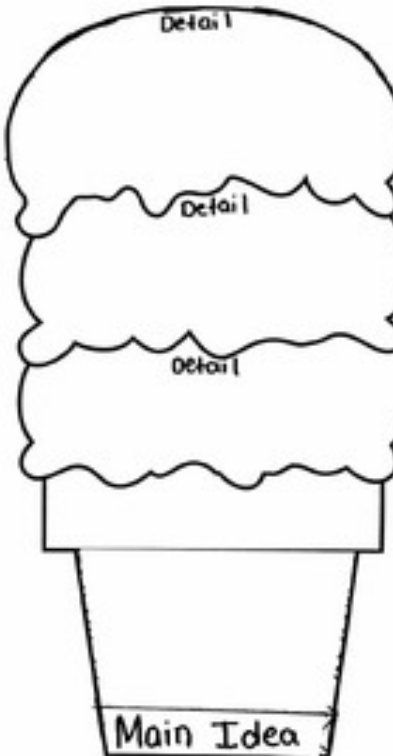
\_\_\_\_\_

Title



\_\_\_\_\_

Title



Then I provided a sample of summary of the given paragraph and at last they were told to write the summary.

### 3.8 Narrative writing

Walker (2018) defined narrative writing as “the representation of an event or a series of events”, which means to describe an event or a series of events in writers’ own words. To teach narrative writing, materials may play significant role because materials may work as examples of writing. It can provide good exposure of writing a paragraph following which students are able to improve and articulate their writing. Sometimes I provided real-life situation and told them to write a

conversation for instance “At the Bank” or “At a Super Shop”. They can also learn narrative writing through narrating own experiences like narrating “A visit to National Museum”.

### **3.9 Developing questions for assessments**

According to Huot (2002), students need to be assessed so that teachers can identify how much progress they have done by looking at their individual strength and weaknesses in assessment scripts. In addition, after teaching the linguistics items, students need to be assessed to see whether the outcome matches with the goals and objectives of the lesson or not. While preparing the questions, I included a reading comprehension according to the proficiency level and integrated more than one skill and included grammar and vocabulary. There was a narrative writing in the assessment question also. While integrating the skills, sometimes I provided authentic material, for instance an authentic dialogue so that they could deal with real life use of the target language.

Moreover, I included reading comprehension in most of the questions with some effective follow up questions which have integrated language works. I followed some techniques to prepare the follow up questions. For instance, multiple choice items, yes/no and true/ false items, short answer items and gap filling items. I tried to provide such items which let the students think and avoid such content which are not familiar to them at all. Hughes (2003), said that while preparing the items we must keep in mind some strategies which may play significant role in language teaching. Firstly, the content for which the students are going to be assessed must be specified and the questions must be valid. Secondly and most importantly, the instruction must be clear and specific for any kind of question.

After all, after giving the assessments students need to be scored accurately because Stoddard, Labrecque & Schonfeld (2016) state that fair scores demonstrate the development of the students

appropriately as well as the effectiveness of using the materials in class. As they added, to assess the students fairly, it is always helpful to use a rubric which plays important role to provide valid and reliable score, I used to follow a rubric. I made the allocated marks visible in every question and the marks are given according to the rubrics so that students can perform accordingly.

A sample question paper is given below.

### English Language

1. Complete the sentences with the Present Perfect Continuous or Past Perfect Continuous tense of the verbs in brackets: The first one is done for you. [1 x 4 = 4 marks]

a. When my parents decided to come home, ..... ( they/ travel for a fortnight)

They had been travelling for a fortnight

b. His hair was wet because..... (I/ swim) **(example)**

c. His eyes hurt him because ..... (he/ sit in front of the computer for hours)

d. I am tired because..... (I/ jog for the last thirty minutes)

e. Vanessa speaks English very well because.... (she/ study all her life)

### Comprehension Passage

#### The Incredible Machine

Everyone has a favorite attraction at an amusement park, and I am no different. However, unlike most people who seem to prefer rollercoasters, my favorite ride is a little gentler. Every time I go to Coney Island, Navy Pier, or the Santa Monica Pier, I absolutely have to ride the Ferris wheel. The Ferris wheel is simple and yet also quite complex. That is, riding it is easy, but how it works is complicated. A series of carts are attached to a wheel, which is attached to a rim. That rim rotates vertically around an axis, and gravity keeps the carts upright. As simple as the ride seems, only advanced engineers can make safe and fun Ferris wheels.

#### What It Lacks in Thrills...

While the Ferris wheel is not as thrilling as a rollercoaster, it is still very exciting. The fact of being high in the air makes it so much more entertaining than a lot of rides. I mean, how often do you hang from that high up in daily life? Nevertheless, I have to admit, I don't seek Ferris wheels out because of their excitement. Rather, I find them very relaxing. At the top of the Ferris wheel, you get beautiful sights of the park. You also get a sense of calm that you don't get in the hustle and bustle of the park below. Additionally, Ferris wheels are also gorgeous to look at when they are lit up at night. In fact, the original Ferris wheel was designed as much to be seen as to be ridden.

#### It Happened at the World's Fair

The first Ferris wheel was made by and named after George Washington Gale Ferris, Jr. He designed it for the Chicago World's Fair in 1893. It was the tallest attraction there, standing 264 feet high. However, visitors to the fair were impressed by the size of the ride as well as the

mechanics of it. In 1893, anything that was not turned by hand was considered a sight to see. And the wheel, which was a machine, was truly incredible to see. Further, as one visitor put it, the wheel was amazing because it seemed to be missing support. That is, it did not look like it could stand on its own. And yet it did and even rotated!

#### They Keep Reaching Higher and Higher

Ferris wheel technology has only improved since then. Most of today's Ferris wheels are much larger than that first one. The largest in the world is the "Singapore Flyer," which stands slightly taller than twice what Ferris's did! Today, the Ferris wheel is the most common amusement park ride. But that does not mean you should take them for granted. Instead, be thankful for Ferris' invention. The next time you're at an amusement park, don't just look up at the impressive wheel in the sky on your way to a newer attraction. Take it for a spin!

- 2) As used in paragraph 1, the word attraction most nearly means [1]  
A. imagination      B. introduction      C. temptation      D. diversion
- 3) It can be understood that Coney Island, Navy Pier, and the Santa Monica Pier are all examples of [1]  
A. amusement parks      B. Ferris wheels      C. amusing museums      D. amusement park rides
- 4) As used in paragraph 2, which is the best antonym for complex? [1]  
A. elaborated      B. tangled      C. simplified      D. complicated
- 5) What does the author like best about Ferris wheels? [1]  
A. the impressive engineering and beauty of them  
B. the excitement and thrills they guarantee  
C. the beautiful sights and relaxation they allow  
D. the fact that most amusement parks have one
- 6) According to the passage, the Ferris wheel was originally designed for [1]  
A. Coney Island      B. the world's fair      C. Disneyworld      D. Singapore
- 7) In paragraph 3, the narrator says, "While the Ferris wheel is not as thrilling as a rollercoaster, it is still very exciting." Can you think of any other machines that are not "thrilling" but still "exciting"? [3]
- 8) In the final section of the passage, we learn how Ferris wheels "keep reaching higher and higher." This seems to be a common trend among the developers of modern technology. What makes us want to continually strive to create something bigger and better? Is this good? Discuss. [4]
- 9) Write an essay narrating "An experience that taught you to appreciate life more". [10]  
(The Incredible Machine, 2012)

## **Chapter 4**

### **Challenges of teaching there**

As the course book or the materials were fixed by the authority, it was difficult to change it because I was answerable to the authority regarding using it.

One of the main obstacles of teaching there was the fixed and traditional seating arrangements. As they have fixed chair with the table, it is very difficult to drag the chairs and make them do communicative language work regularly.

However, the classrooms were not multimedia classrooms and that is why the classes did not have computer and projectors. There was only one multimedia room for the whole school. Therefore, I could not use technology enough to show the authentic use of language through movies, plays or any other things.

Furthermore, there are different kinds of students because they came from different schools got themselves admitted in different classes. Therefore, their English proficiency levels are not the same and it is very difficult to use the same materials, techniques and strategies because some of them lag behind and cannot cope up with the others. For them, the students who were coping with the level, suffered a lot because they had to wait for the weaker students and covered less than their capacity.

Lastly, because of having traditional perspective regarding one-way teaching, parents did not like discussion much. They expected that teacher would stand in front of the class and make the students learnt. In this way they demotivated self-learning and got less opportunity to practice speaking. Therefore, I had to adjust and avoid class discussion in some classes



## **Chapter 5**

### **Conclusions and recommendations**

#### **5.1 Conclusions**

To conclude, as materials are very important for the language classes, the teachers need to be very careful while preparing or designing them. To make successful second language learners the target students must get such materials for language classes or assessments which help students to achieve communicative competence and setting measurable goals and objectives may help teachers to do so. After setting the goals and objectives, teachers need to prepare the materials which fit to the context and educational background of the students as well as help students to reach the desired goals and objectives. Such materials can be published or authentic and they must demonstrate examples of real life language use so that students can learn the cultural aspects of the target language.

In addition, while preparing the follow up activities for materials, teachers can integrate more than one skill focusing more than one linguistic aspects. Therefore, I included different skills and linguistic items for instance, grammar, vocabulary to the writing materials so that students get the opportunity to practice the target language in an effective way through practice writing. In this way students can practice others skills also when they practice writing which may help students to achieve expertise in all the aspects of language and be successful English language learners.

## **5.2 Recommendations**

To improve materials for the language classes of the school, authority of the school may empower teachers more so that they can use more authentic materials rather than only using the course book. The authority can explain reasons and effects of doing so to the parents by conducting meetings with them. In the meetings, the authority can also make the parents aware about different methodologies and strategies of teaching so that they can understand that other teaching methods can bring better result rather than traditional one-way teaching. In addition, the authority may add technological advancement in the classes so that teachers can show authentic materials in a regular basis.

However, to improve my expertise to design or prepare materials for language classes, I need to think critically and practice more under supervision of experts so that can choose proper materials and prepare follow up activities for the materials according to English proficiency level of students.

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