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**Exploring the Impact of Direct Instruction and Modelling on
EFL Learners' Paragraph Coherence and Cohesion: Case Study First
Year Licence Students University of Ghardaïa**



*"We hereby declare that this dissertation is entirely the result of our own investigation
and that due references and acknowledgment are made, whenever necessary, to the work of
other researchers".*

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Dedication

With heartfelt gratitude and appreciation, I dedicate this research to my parents, who taught me the importance of education, perseverance, and hard work. Their love belief in me has been my greatest blessing.

To my brothers and sister, Hanane, for motivating, supporting, and sharing this journey with me.

I also dedicate this thesis to my MA partner, Soraya, whose collaboration, dedication, and encouragement made this journey easier and more meaningful.

Kaouther MAKKI

Dedication

I dedicate this dissertation first and foremost to my beloved mother, who is the heart of my success and my greatest source of strength. Thank you for your endless love, your constant prayers, and for every sacrifice you made to help me reach this day; I truly could not have done this without you. I also want to thank my father for his support and for always encouraging me to do my best. Furthermore, I dedicate this work to my dear classmate, MAKKI Kaouther, for being an amazing partner throughout this journey. Thank you for your hard work, your help, and for staying by my side during all the long hours of our dissertation work. I am so proud that we finished this together.

Soraya BRAHMIA

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Abstract

This research aims to investigate EFL learners the impact of implementing Direct Instruction and Modelling strategies in teaching paragraph's coherence and cohesion. It is hypothesised that when teachers use Direct Instruction to illustrate paragraph structure and provide model paragraphs to demonstrate the use of cohesive devices, learners will be able to write coherent paragraphs and use cohesive devices appropriately. Moreover, these strategies will enhance first year license students' paragraph coherence and cohesion. To examine this hypothesis, a mixed methods approach was adopted. This study adopted a mixed-methods research design, combining both quantitative and qualitative approaches in order to obtain a comprehensive understanding of the effectiveness of Direct Instruction and Modelling in improving first-year license students' writing performance. The quantitative approach was used to measure students' perceptions and observable improvement in writing, while the qualitative approach provided in-depth insights into students' classroom behaviour and writing development. A structured questionnaire was administered to students of first year license at Department of English language at University of Ghardaïa, in order to gather quantitative data about their attitudes toward writing, their difficulties in paragraph construction, and their perceptions of the effectiveness of Direct Instruction and Modelling. However, classroom intervention (experimental teaching) was conducted in written expression and comprehension session to examine the effectiveness of these strategies on students' paragraph writing's outcomes. The findings show that the students are satisfied with the use of Direct Instruction and Modelling strategies in elevate their paragraph coherence and cohesion.

Key words: Direct instruction, Modelling, Coherence, Cohesion, Intervention

List of Tables

Table 3.1 -----39

Table 3.2 -----45

Table 3.3 -----46

Table 3.4 -----46

Table 3.5 -----51

List of Figures

Figure 3.1	51
Figure 3.2	52
Figure 3.3	53
Figure 3.4	54
Figure 3.5	54
Figure 3.6	55
Figure 3.7	56
Figure 3.8	56
Figure 3.9	57
Figure 3.10	58
Figure 3.11	58
Figure 3.12	59
Figure 3.13	60
Figure 3.14	60
Figure 3.15	61
Figure 3.16	62
Figure 3.17	62

Contents

General Introduction.....	1
Introduction	2
Statement of the Problem	2
Aim of the Study	2
Research Questions	3
Research Hypothesis	3
Research Methodology.....	3
Data Gathering Tools	4
Questionnaire.....	4
Intervention.....	4
Definition of the Terms	4
Modelling.....	5
Coherence.....	5
Cohesion	5
Structure of the Research	5

Chapter One: Literature Review

1.1 Introduction to Writing.....	8
1.2 Definition	8
1.3 Importance.....	9
1.4 Elements	9
1.4.1 Punctuation	9
1.4.2 Spelling	10
1.4.3 Grammar	10
1.4.4 Coherence	11
1.4.5 Cohesion	11
1.5 Writing Process	11
1.5.1 Planning	12
1.5.2 Drafting.....	12
1.5.3 Editing	12
1.5.4 Final Draft.....	13
1.6 Paragraph Writing	13
1.6.1 Paragraph Format	13

1.6.2 Paragraph Structure	13
1.6.2.1 Topic sentence	14
1.6.2.2 Supporting Sentences	14
1.6.2.3 Concluding Sentence	14
1.7 Direct Instruction.....	15
1.7.1 Elements of Direct Instruction.....	15
1.7.2 Foundation of Direct Instruction	15
1.7.3 Principles of Direct Instruction.....	16
1.8 Modelling Strategy:.....	16
1.8.1 Types of Modelling:	16
1.8.2 Modelling in Writing Instruction:.....	17
1.8.3 Model-Practice-Reflect Cycle:	17
1.8.4 Modelling within Direct Instruction:	17
1.9 Coherence and Cohesion.....	17

Chapter Two: Methodology & Results

2.1 Introduction	21
2.2 Methodology.....	21

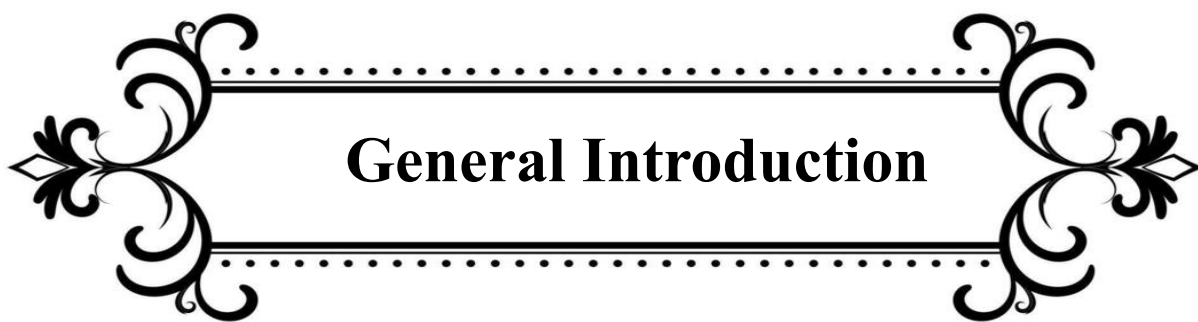
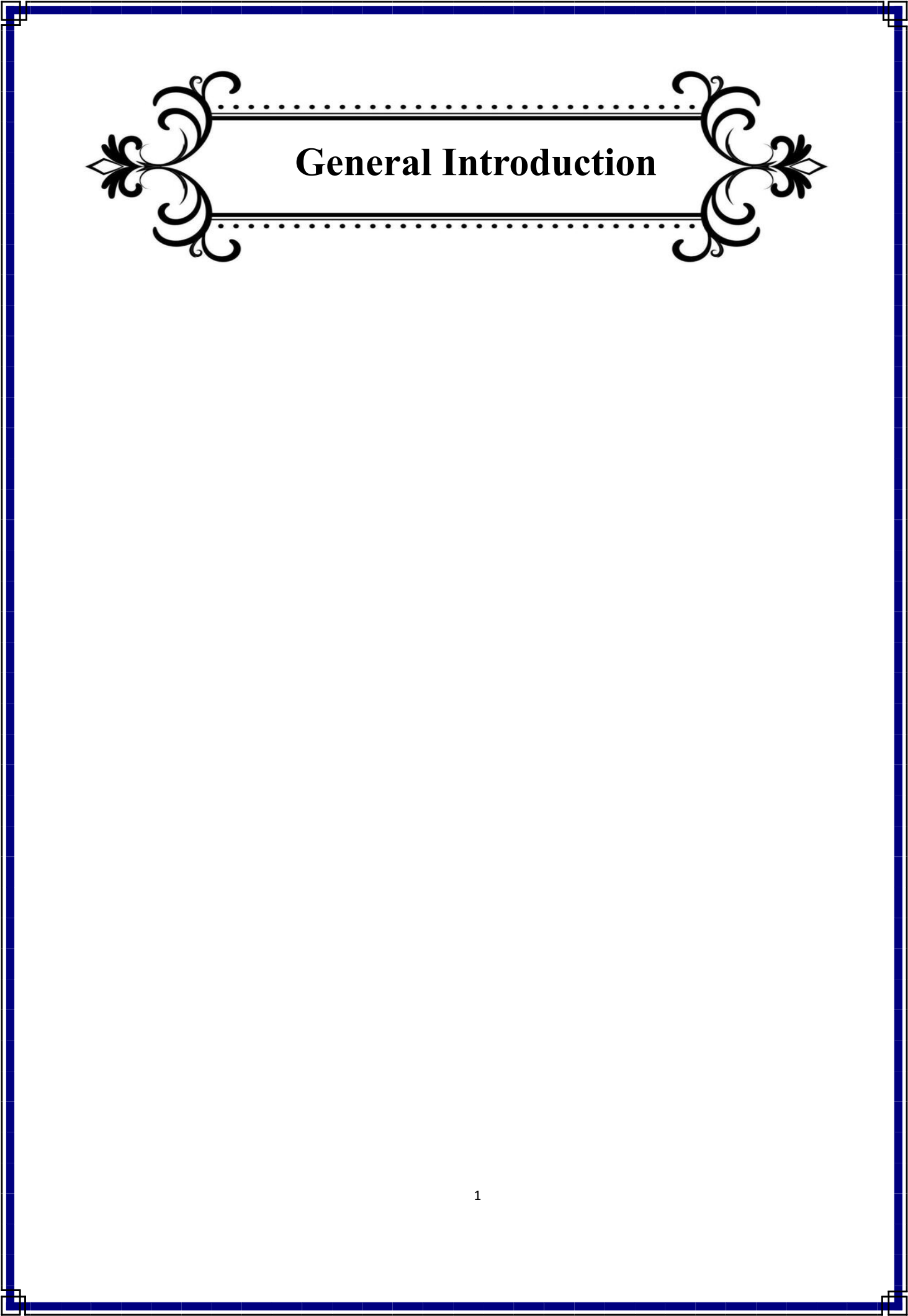
2.3 The Sample of The Study.....	21
2.4 Research Instruments	22
2.4.1 Model Paragraph.....	22
2.4.2 Questionnaire	23
2.5 Research Procedures	23
2.5.1 Pre-test stage	23
2.5.2 Intervention.....	24
2.5.3 Post-test stage.....	25
2.6 Modelling Strategy	25
2.7 Ethical considerations	26
2.8 Conclusion.....	27

Chapter Three: Discussions and Results

3.1 Introduction	29
3.2 Pre-Test Analysis	29
3.3 Evaluating of Students' Pre-Test Paragraphs.....	36
3.4 Post -Test Analysis.....	37
3.5 Evaluating of Post-Test Students' Paragraphs	38

3.6 Students' Writing Errors Analysis	45
3.7 Quantitative Instrument: Rationale and Design of the Student's Questionnaire ..	47
3.7.1 Description of The Questionnaire.....	48
3.7.1.1 Section One: Background Information.....	48
3.7.1.2 Section Two: Paragraph Writing Skills	48
3.7.1.3 Section Three: Direct Instruction	48
3.7.1.4 Section Four: Modelling Strategy.....	48
3.7.1.5 Section Five: Coherence and Cohesion	48
3.7.1.6 Section Six: Effectivness	50
3.8 Analysis of the Questionnaire:	50
3.8.1 Section One: Background Information	50
3.8.2 Section Two: Paragraph Writing Skills.....	50
3.8.3 Section Three: Direct Instruction	50
3.8.4 Section Four: Modelling Strategy	50
3.8.5 Section Five: Coherence and Cohesion.....	50
3.8.6 Section Six: Combined Strategies	61
3.9 Discussion of The Findings.....	62

3.9.1 Discussion of Pre and Post-Test Findings	63
3.9.2 Discussion of the Questionnaire's Findings	64
3.10 Results of the research.....	65
3.11 Conclusion.....	66
General Conclusion.....	68
References	69
Appendix: Students' Questionnaire.....	74
ملخص.....	78



General Introduction

Introduction

Writing skill is one of the main language courses and a complex process that EFL learners are required to develop during their academic career. Paragraphs are just a few of the many written assignments that students must complete. However, coherence and cohesion are fundamental element in a meaningful and effective paragraph writing, especially in academic context. Coherence refers to the logical presentation of ideas, and the clarity of the overall paragraph; while cohesion involves using linguistic devices such as linking words, pronouns, and repetition. By implementing direct instruction and modelling in teaching written courses, learners are not just provided with an understanding of theoretical aspects of paragraph structure, but are also provided with examples of such paragraphs being constructed.

Statement of the Problem

Many students who study English as a foreign language struggle with paragraph writing in English. These EFL learners do not know how to start writing a paragraph, how to present their ideas logically, or how to connect sentences properly. This affects their writing abilities significantly. For this reason, it is crucial to implement effective methods for improving the writing skills of EFL learners.

Aim of the Study

The aim of this study is to determine the extent to which first-year license students at the Department of English at the University of Ghardaïa, Algeria, can improve their paragraph writing abilities through direct instruction and modelling. Moreover, it is to determine how these teaching techniques enhance students' capacity for coherence and cohesion, and the use of proper academic language when writing paragraphs.

Research Questions

- 1) To what extent does direct instruction and modelling help in solving students' problems in writing paragraphs?

After employing these techniques, do students produce coherent and cohesive paragraphs?

- 2) What are the challenges that students face before using these techniques?

Research Hypothesis

In the light of the preceding questions, we hypothesis that:

- 1) If students implement direct instruction and modelling in their written comprehension and expression sessions, they will solve their problems in paragraph writing.
- 2) Most of the difficulties that students face in paragraphs writing are expected to decrease once they learn through direct instruction and modelling.
- 3) If students employ these techniques, they will produce coherent and cohesive paragraphs.

Research Methodology

This study used a mixed-methods research design, combining quantitative and qualitative approaches to gain a thorough understanding of the efficacy of direct instruction and modelling in producing coherent and cohesive paragraphs for first-year license student. The quantitative approach was used to assess students' perceptions and visible improvements in writing, whereas the qualitative approach provided in-depth insights into students' classroom behaviour and writing development.

Data Gathering Tools

To collect the required data, two main research instruments were employed:

Questionnaire

The students were given a structured questionnaire to complete in order to collect quantitative data regarding their attitudes toward writing, their challenges with constructing paragraphs, and their opinions regarding the efficacy of direct instruction and modelling. The questionnaire included closed-ended questions to ensure clarity and ease of analysis.

Intervention

Direct instruction and modelling were combined in the intervention. At first, paragraph structure including topic sentence, supporting sentences, and concluding sentence, as well as the implementation of cohesive devices were taught explicitly. A model paragraph was examined to show how cohesion and coherence are attained in writing. After that, students participated in guided practice using these ideas to produce their own paragraphs.

Definition of the Terms

Direct Instruction:

Direct Instruction is a teacher-directed method of instruction in which teachers use explicit teaching techniques to teach a well-defined body of knowledge or skills in a carefully sequenced manner (Stockard et al, 2018).

Explicit instruction (often referred to as Direct Instruction) involves a systematic method of teaching with emphasis on proceeding in small steps, checking for student

understanding, and achieving active and successful participation by all students (Rosenshine, 2012).

Modelling:

Modelling is a type of instruction in which the teacher models the skills needed to learn a new task while thinking aloud about the process (Graham&Harris,2005). Instructional modelling is when the teacher demonstrates how to complete a task while thinking aloud about the process of completing that task (Archer&Hughes,2011).

Coherence:

This attribute relates to the presentation of ideas in a logical and understood manner. Coherence refers to the logical and meaningful connection of ideas within a text (Yani,2022; Zahara et al.,2023).

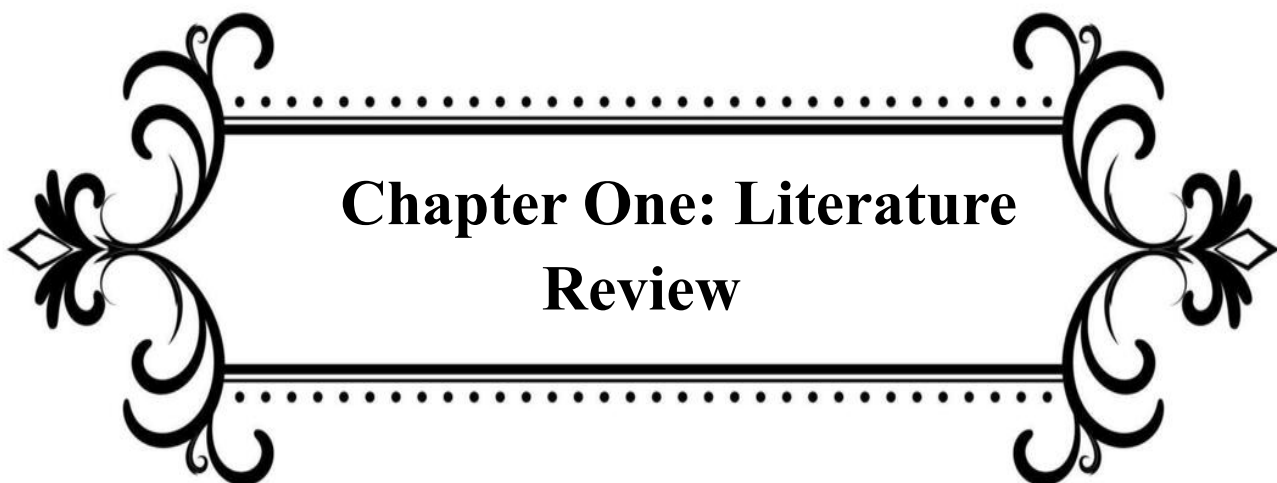
Cohesion:

Refers to the way sentences are linked together by using linguistic devices. According to Halliday and Hasan (1976) cohesion is realised through grammatical devices such as referents, substitution, ellipsis, and conjunctions and lexical relations such as repetition and synonyms.

Structure of the Research

This dissertation is divided into three chapters. The first chapter, the theoretical part, provides an overview of paragraph writing as well as direct instruction and modelling strategies; besides, coherence and cohesion definitions. The second chapter, methodology and procedures, will go over the research methodology in detail, as well as describe the sample, procedures, data collection, and analysis. Finally, the third chapter, results and

discussions, which presents and discusses the experimental teaching, describes and analyses the questionnaire in depth. In addition, this chapter provides a thorough presentation of the findings, finally, demonstration of results in accordance to the research questions and objectives.



Chapter One: Literature Review

1.1 Introduction to Writing

One of the most crucial language skills that is used for organising and clarifying the communication of ideas, thoughts, and information is writing. It enables people to record information, share knowledge, and express their opinions, including personal, professional, and academic communication. Writing is regarded as a complex skill in language learning because it calls for the application of grammar, vocabulary, organization, and critical thinking.

1.2 Definition

Nunan (1991) states that “writing is seen as the most troublesome subject/skill to learn due to its complicated process; he adds that writing is considered the last skill to acquire” (p. 87). Students must know enough about the subject matter to be able to write. According to Hedge (1998), “writing is the way in which a writer puts together the pieces of the text, developing ideas through sentences and paragraphs within over all structure” (p.89). To create well-written paragraphs, students should practice specific writing mechanisms like spelling, grammar, and vocabulary. Writing is about using the right words to convey complex ideas to audiences and readers. It is also described by Coulmas (1999) as a unit of language that serves the purpose of storing messages that anyone who can understand the language can retrieve.

Crossly, Roscoe, and McNamara (2004) argue that “successful writing cannot be defined simply by a single set of predefined features; rather, successful writing has multiple profiles” (p.184). Writing is an intellectual activity that involves gathering ideas and deciding how to organize them into clear paragraphs and statements. According to Nunan (1991), writing is an extremely difficult activity in which the writer must demonstrate simultaneous

control over multiple variables. These elements include sentence level, format, sentence structure, vocabulary, and spelling. Aside from the sentence, the writer must be able to structure and integrate information into a coherent paragraph text.

So, writing is a cognitive skill that require several abilities such as planning, editing, organizing, and critical thinking. Many EFL learners find difficulties to write well-structured paragraph. They are confused about how to begin, develop ideas, or how to conclude properly.

1.3 Importance

Writing is one of the main language skills that is required in order to succeed academically. As Walsh (2010) has pointed out, writing is important because it is widely used in higher education and the workplace. Students who do not know how to express themselves in writing will struggle to communicate effectively with professors, employers, peers, and almost anyone else. Writing is taught to English students as a foreign language for a variety of reasons, including reinforcement, language development, learning style, and writing skills.

1.4 Elements

Effective Writing requires several elements that add clarity, organisation, and ease of comprehension of any piece of writing. Punctuation, spelling, coherence, and cohesion are examples of elements that contribute significantly to the quality of written expression.

1.4.1 Punctuation

Richards and Schmidt (2002) define punctuation as “the use of graphic marks such as commas (,), semicolons (;), dashes (-), and periods (.) to clarify meaning in written

sentences or to present spoken sentences in writing” (p. 434). According to Harmer (2007), students encounter punctuation and capitalisation rules more frequently than any other task during their academic journey. In practically every subject they study, they rely on writing while taking notes. Punctuation helps organise sentences and clarify meanings. It guides the reader through the paragraphs, illustrates pauses, shows how ideas are connected and where sentences finish. Precisely, punctuation marks denote syntactic boundaries to prevent ambiguity.

1.4.2 Spelling

According to Sárosdy and Bencze (2006), "spelling is to know the correct form of a word" (p.70). Stahl and Nagy (2005) agree that using effective spelling makes it easier to abstract phonological, orthographical, and morphological regularities in words. Spelling errors arise when students become distracted by the word or become ignorant of its correctness because they are more concerned with finding the correct word than spelling it correctly (Bench,2013). Organizing ideas into a cohesive written form is necessary for any writing production to be presented. Because of the transfer of other languages, English spelling is a complex skill to master by learners of English. Arabic, as an independent rich language, owns its orthographical structures (spelling system) distinct from those of English (Alenazi,2018). Correct spelling ensures that the reader can recognise and understand the words. When spelling errors are frequent, they can confuse the reader and make the paragraph appear unprofessional.

1.4.3 Grammar

Grammar is one of the key elements of good writing. The correct use of grammatical rules contributes to the production of clear, accurate, and meaningful paragraphs. According

to Francis (1954) " grammar refers to the set of formal patterns in which the words of language are arranged in order to convey larger meaning"(p.229-312). Wilcox (2004) adds that grammar is a system of rules which allows the language users to produce meaning by combining both meaningful words and larger sentence structures.

1.4.4 Coherence

As Lepionka (2008) assumes that coherence is the quality of sequentiality and integrity, or togetherness” (p.118). When the paragraph is coherent, the ideas are presented in a clear and logical order, lack of coherence makes writing look disorganised and difficult to follow.

1.4.5 Cohesion

Stott and Chapman (2001) states that “cohesion looks at how sub-units within a text hold together. It refers to the way a speaker or writer uses the built-in relationships between words, phrases and Sentences to create a sense of shape and connectedness” (p.132). In other words, cohesion helps to create a smooth flow of sentences, making the paragraph more unified and understandable.

1.5 Writing Process

Proficient writing does not come spontaneously from the minds of writers; instead, writers need time to go through the sequential process of planning, producing initial drafts, revising content, and adjusting language before the final text can be produced. Especially for EFL learners, the step-by-step approach helps them not only to handle the writing process but also to change writing into a skill that can continuously improve. Writing as process is a concept that was first recognised several decades ago. Donald Murray (1972), for example,

insisted that teaching writing should be approached as a developing and evolving process, and not only focused on the finished piece. Later on, Flower and Hayes (1981) came up with a cognitive model presenting writing as a set of stages that are not independent of each other, such as planning, drafting, and reviewing, all of which are influenced by the writer's knowledge and the demands of the task.

Research in L2 contexts strongly supports this approach. The U.S. Department of Education research is a good example of this. Their data show that writing instruction based on the process deeply impacts student outcomes. The greatest impact achieved through guiding learners by structured practice rather than concentrating solely on grammatical accuracy. Furthermore, Hyland (2003) points out that seeing and going through these steps together is highly beneficial for EFL learners, as it decreases their stress level and allows them to take ownership of their writing process.

1.5.1 Planning

First, generate ideas and choose a topic and purpose for your writing. Then, outline your writing to order your main points. Planning is one of the most vital stages in the writing process that will ultimately contribute to the effectiveness of your project.

1.5.2 Drafting

Make a rough first draft without worrying about any mistakes. The main point is to get ideas on paper. You will have enough time for further redrafting and revision later.

1.5.3 Editing

Revise the text to improve clarity, organisation and to correct errors in grammar, spelling and punctuation.

1.5.4 Final Draft

Finalise the text to prepare for presentation or publication.

1.6 Paragraph Writing

There are different and several kinds of writing, among them is paragraph writing. Hogue (2008) defined it as” a paragraph is a group of related sentences about a single topic. The topic of a paragraph is one, and only one, idea” (p.4). So, a paragraph is a group of related sentences that are logically connected, which makes the writer express an idea clearly and coherently.

1.6.1 Paragraph Format

Paragraph format is a number of rules that tell how the paragraph should be organised and structured. In English there is standard format of paragraph; respecting those rules while writing is seen as a sign of professionalism in writing skill. Boardman and Frydenberg (2008) have listed them as follows:

- In the up right-hand corner, write your name and date.
- The first sentence of your paragraph should be indented.
- Each sentence should begin with capital letter.
- Use period, question mark, or an exclamation mark to end each phrase.
- Write on every other line, this is known double space.

1.6.2 Paragraph Structure

A well-structured paragraph can make a huge difference in EFL learners’ paragraph

writing and accessibility. Any type of paragraph consists of three parts, which are topic sentence, supporting sentences, and concluding sentence. Each part contributes in the coherence and cohesion of the whole piece of writing.

1.6.2.1 Topic sentence

The topic sentence is the preliminary sentence in a paragraph. It gives a general idea about what the paragraph will discuss. Hogue (2008) states “the first sentence in a paragraph is a sentence that names the topic and tells what the paragraph will explain about the topic. This sentence is called the topic sentence” (p.4). "A topic sentence has two parts: a **topic** and a **controlling idea**. The topic part names the topic. The controlling idea part tells what the paragraph will say about the topic. It tells the reader: this paragraph will discuss these things-and only these things-about this topic." (p.38).

1.6.2.2 Supporting Sentences

Supporting sentences are the sentences in a paragraph that develop, explain, and prove the main idea presented in the topic sentence. Hogue (2008) points “the middle sentence in a paragraph are called supporting sentences. Supporting sentence give examples or other details about the topic “(p.4). It is essential to use transitional words to move between sentences and ideas smoothly, it makes the paragraph coherent and easy to understand.

1.6.2.3 Concluding Sentence

Concluding sentence is the sentence that close the paragraph, it paraphrases the main ideas of the paragraph. In this part, we do not introduce a new idea just repeating the ideas that are already discussed. Concluding sentence should begin with concluding signals

which tell the reader that this is the end of the paragraph. According to Hogue (2008) “the last sentence in a paragraph is called concluding sentence. A Concluding sentence often repeats the topic sentence in different words or summarizes the main points “(p.4).

1.7 Direct Instruction

Direct Instruction, is also called explicit instruction, is a structured and systematic approach to teaching that helps students develop academic skills through clear explanations, teacher demonstrations, guided practice, and feedback. It is called direct because the teacher presents the lesson in a clear and unambiguous way, while students are supported step by step until they can perform the skill independently (Rosenshine, 1987).

1.7.1 Elements of Direct Instruction

Direct Instruction starts with clear goals. It divides hard skills into small parts. Teachers walk through each step slowly. They review what students already know. Demonstrations happen in stages. Language stays simple. Examples are used often. Students get guided practice. Frequent answers help track progress. Teachers watch closely. Feedback comes right away. Review builds overtime. At least in theory, this leads to mastery. The method relies on repetition and consistency (Archer & Hughes,2011; Rosenshine, 1987).

1.7.2 Foundation of Direct Instruction

Project Follow Through found Direct Instruction better at building basic skills than most alternatives (Watkins, 1997). Brophy and Good (1986) showed students learn more when teachers structure new information, link it to what they already know, and give feedback during practice. It works because the teaching is clear and consistent

1.7.3 Principles of Direct Instruction

The principles are about engaged time, high success rates, content coverage, group teaching, scaffolding, and various kinds of knowledge. As teachers gradually remove scaffolding, Students stay engaged, get enough support and become independent. Instruction should be given in small steps, with frequent checks for understanding, and with active participation of all students (Rosenshine,1987). However, this approach to instruction does not work equally well for all students and remains an area of academic investigation. This approach tends to be more effective when students are already familiar with the material (Rosenshine,1987; Archer & Hughes 2011).

1.8 Modelling Strategy:

Modelling is an essential strategy in writing education, often combined with direct or explicit instruction to enhance students' skills and comprehension. It is a way of demonstrating the inner thought process and the sequence of an excellent piece of writing to learners. It serves as a form of support to students by providing them with authentic samples that they can emulate (Gadd & Parr, 2025).

1.8.1 Types of Modelling:

A couple of major categories come up from the research. Active Modelling comprises teachers and students writing texts collaboratively, teachers thinking aloud planning revising writing real-time, etc. This leads to students' involvement, giving them a hand in learning the strategies through very close observation and active participation (Gadd & Parr, 2025). However, Receptive Modelling is when students

are given the samples that have been prepared beforehand for them to analyse so that they can recognise the essential features and methods which they can then simply use on their own.

1.8.2 Modelling in Writing Instruction:

This strategy often teams up with Direct Instruction and guided practice. Teachers lay out writing tactics clearly, show them working, then let students try with feedback. The result? Better control over their own writing processes (López, Torrance, Rijlaarsdam, & Fidalgo, 2017).

1.8.3 Model-Practice-Reflect Cycle:

Students observe a strategy being demonstrated "I do", perform the task with guidance "we do", and finally work independently to execute self-checks "you do". Without opportunities for unguided practice, learners may fail to internalise essential writing behaviours or apply these skills to independent production tasks.

1.8.4 Modelling within Direct Instruction:

In Direct Instruction setups, modelling fits naturally—small steps, clear demos of right and wrong ways, all to let students copy and tweak expert habits (Maynes & Scott, 2011).

1.9 Coherence and Cohesion

Coherence and cohesion are the reason behind the meaningfulness and effectiveness of any written work. Sentence in a coherent paragraph relates to the main idea

and contributes to the text's overall unity, presenting ideas in a meaningful order. Achieving coherence can be difficult for EFL learners since it calls for both linguistic knowledge and the capacity to arrange ideas logically in a second language. According to Hulon (1969), coherent paragraphs contribute to the organisation of the entire paper. According to him, the word 'coherence' is derived from the Latin 'co', meaning 'together', and 'hearers', meaning 'to stick'. Hence, "coherence" literally means "sticking together". Mann and Thomson (op. cit.) define coherence as the "quality of being integrated, consistent, and intelligible. Paragraphs of a paper are coherent when they are connected closely and logically. Coherence, then, necessitates a close and proper fit of the parts, which are mutually dependent in their ability to form the whole. In this regard, Gutwinski (1976) states that:

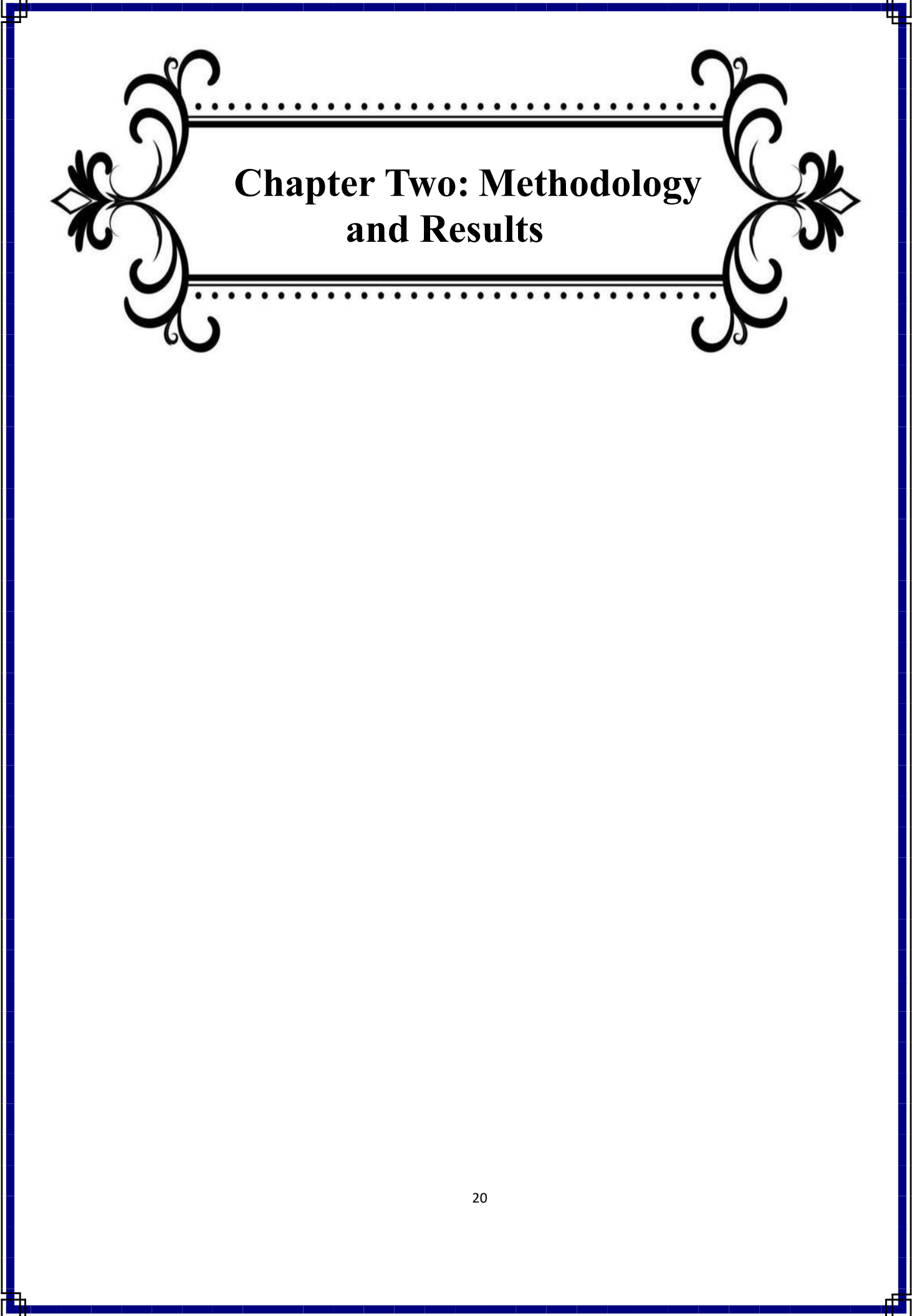
A paragraph is said to have coherence when its sentences are woven together or flow into each other. If a sentence is coherent, the reader moves easily from one sentence to the next without feeling that there are gaps in the thought, puzzling jumps, or points not made.

(p.27)

Meanwhile, learning cohesion is crucial as well for EFL students' paragraph writing because it allows them to link the sentences and make clear connections between their sentences. Cohesion, which refers to the linguistic strategies used to link sentences and ideas within a paragraph, is a crucial component of good writing. It facilitates a seamless information flow and makes the text simpler for readers to comprehend. Halliday & Hasan (1976) believe that the concept of cohesion as a systematic element which refers to "relations of meaning that exist within the text, and that define it as a text" (p.4). They add that "cohesion is expressed partly through the grammar and partly through the vocabulary in the

text. There are two types of cohesion: grammatical cohesion, and lexical cohesion. First, grammatical cohesion is expressed by the grammatical system of a language such as conjunction, reference, substitution and ellipsis. Second, Lexical cohesion includes repetition and collocation” (p.274). In addition, Farghal (1992) believes that cohesion should be viewed as a subservient of coherence rather than its controller. Furthermore. writers should account for the cohesive harmony, which plays a crucial role in the grading scheme. To sum up, Widdowson (1978) asserts that:

Cohesion, then, has to do with the way the propositions are linked together by a variety of structural operations to form texts; coherence has to do with the illocutionary function of these propositions, and how they are used to create different kinds of discourse: reports, descriptions, explanations and so on. (p.51)



Chapter Two: Methodology and Results

2.1 Introduction

In this chapter, the methodological framework applied in the study is presented. The research design, participants, instruments, procedures, and ethical considerations used to examine the effects of Direct Instruction and Modelling on EFL learners' paragraph writing, with a focus on coherence and cohesion, are presented. It also describes how data were collected and analysed to answer the research questions and to support the validity of the findings.

2.2 Methodology

This study adopts an explanatory sequential mixed-methods design in which quantitative data are followed by qualitative interpretation to obtain a comprehensive understanding of the effectiveness of Direct Instruction and Modelling in improving EFL learners' paragraph coherence and cohesion. The quantitative component is used to measure learners' perceptions and observable improvements in writing, while the qualitative component provides in-depth insights into students' classroom behaviour and writing development.

2.3 The Sample of The Study

The sample of this study is composed of one group of first year students' study at Department of English Language, University of Ghardaïa. The participants of the experimental group were 14 students (N=14). This study utilised purposive sampling to choose participants. They were chosen because they are directly related to the research case study, as they fulfilled the specific criteria necessary for the researcher.

2.4 Research Instruments

To collect data, the study used the following tools:

2.4.1 Model Paragraph

The instruction was delivered through the use of model paragraphs. These are illustrations of good writing where ideas are linked and the use of cohesive devices is shown. The model paragraphs gave students a clearer understanding of how coherence and cohesion are achieved in good writing.

The model paragraph below is used in the intervention; the students were asked to give a close attention to the model because afterward they will be asked to emulate what they had observed.

Flight Attendants

Flight attendants have three important characteristics. First of all, flight attendants are friendly. They enjoy greeting passengers and make them feel comfortable because some passengers are afraid of flying. In addition, a friendly flight attendant can talk to them and help them feel calm. For example, s/he can explain strange noises made by the aircraft. Moreover, flight attendants are self-confident. They give instructions to passengers, and they must be firm and strict enough so the passengers obey them and maintain order. This characteristic is important, especially in emergencies. Finally, flight attendants are physically strong. They push heavy carts of food and drinks up and down the aisles. They also have to open and close the heavy doors of airplanes. In conclusion, flight attendants are friendly, self-confident and strong.

Questions

1. Read the first sentence. What does it say about the topic?
2. What is the topic and controlling idea?
3. How many points should the reader look for in this paragraph?
4. List them here:
5. What linking words does the writer used in the paragraph? Name other linking words you know.
6. Read the last sentence. What information does it include? What is called?
7. What in the concluding signal used in this sentence? Name other signals you know.

2.4.2 Questionnaire

A questionnaire was used to measure students' attitudes toward Direct Instruction and Modelling strategies for improving writing skills. This reinforced the test results by providing information on how students responded to the strategies used. Thus, it supported content validity by addressing issues related to the teaching methods' effectiveness and acceptability. The questionnaire included closed-ended questions to ensure clarity and ease of analysis.

2.5 Research Procedures

The study had three major stages

2.5.1 Pre-test stage

Before the class began, students were required to write a paragraph discussing flight

attendants' responsibilities in 30 minutes to evaluate their initial paragraph writing, especially coherence and cohesion. The participants were given no instruction about the strategies used.

2.5.2 Intervention

The intervention phase was conducted after the administration of the pre-test to improve the students' paragraph writing ability, especially the coherence and cohesion. During this phase the researcher explicitly taught and showed the structure and organization of a good paragraph. The intervention was carried out for one and a half hours and included detailed explanation and guided practice to students on paragraph writing.

First, the researcher discussed the generic structure of a paragraph, comprising the topic sentence, supporting sentences, and concluding sentence. Students were taught the role and function of each component. The main idea that highlights the entire paragraph was identified as the topic sentence. Students learned to write purposeful topic sentences that communicated the main idea of the paragraph. In addition, the researcher spent a lot of time on the support sentences and their organisation. Students learned how to organise the supporting ideas in a paragraph so that the paragraph would be unified and clear. The instructions stressed that ideas should be presented in a logical order, starting with broad concepts and moving to specific details or examples. The researcher also explained how to effectively support the topic sentence by developing supporting sentences with explanations, arguments and relevant examples. Emphasis was also placed on the use of cohesive devices and linking words. The researcher explained that transitional expressions helped the flow of ideas between sentences. Students were taught about different types of linking words such as addition (moreover, furthermore, in addition...) contrast (however, on the other hand.) cause

and effect (therefore, as a result...) and examples (for instance, for example, to exemplify...). The researcher showed how to use these connectors correctly to make logical connections between ideas. Finally, the researcher explained the function and the importance of the last sentence. Students learned that the last sentence summarises the paragraph's main ideas and ends the discussion. The researcher introduced different concluding signals and expressions "in conclusion", "to sum up", "overall" etc. to help students write good paragraph endings.

Throughout the intervention, the researcher used examples, modelling techniques and guided practice activities to assist students in understanding and applying the paragraph writing conventions.

2.5.3 Post-test stage

After the intervention, the participants were asked to write a paragraph that is similar to that written during the pre-test based on their acquired knowledge. All participants wrote their paragraphs in 30 minutes. This was done to determine if there is improvement in their writing skills. The researchers helped the participants while writing the paragraph.

2.6 Modelling Strategy

Bandura (1965,1972) articulated within his theory of Social Cognitive Learning the notion and importance of individuals acquiring knowledge, skills, attitudes, and beliefs by observing the actions of others, reflecting on them and adopting or implementing their version of the observed actions. They could principally learn from observing and attending to live models performing particular behaviours and tasks and/or to symbolic models of completed tasks. Social Cognitive Theory, developed by Albert Bandura, states that learning occurs

through observation, imitation, and interaction between personal, behavioural, and environmental factors. The theory highlights the importance of modelling and self-efficacy in the learning process.

Vanderburg (2006), in his review of writing research informed by Vygotskyian thinking, pointed to many benefits for learners when teachers make purposeful and deliberate modelling decisions in relation to learners' zones of proximal development; namely, that demonstrating strategically and purposefully evokes a greater understanding of the writing process amongst learners, a more intrinsic desire to produce text that is reader focused, and a deeper understanding of what He also argued that learners become more metacognitive about text formation as they progress from dependency to independence by gradually release teacher scaffolding. He demonstrates that deliberate teacher modelling helps students develop their writing abilities. Strategic direction and incremental instructor support assist students in better understanding the writing process, becoming more aware of how texts are constructed, and developing independence and reader-focused writing.

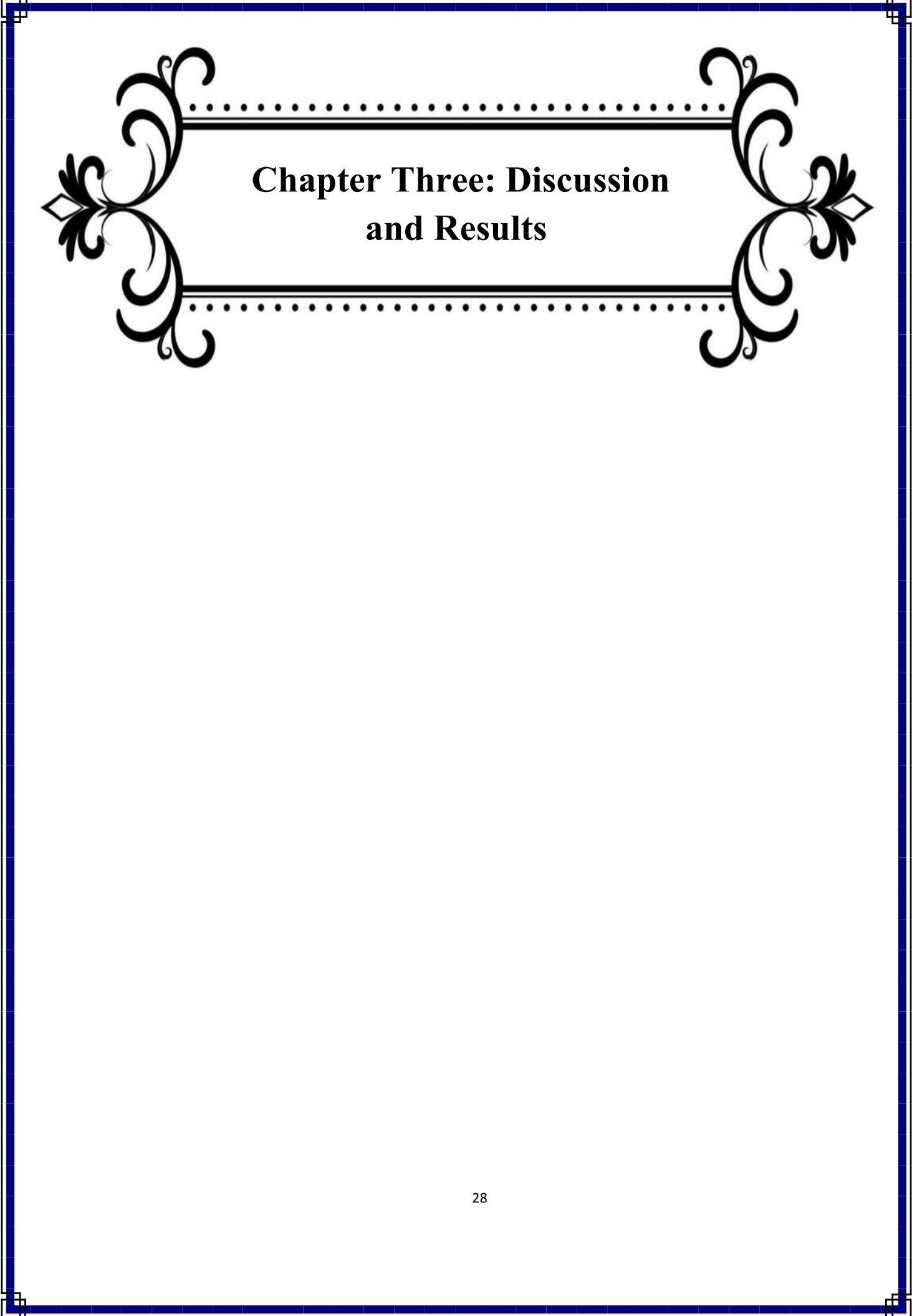
2.7 Ethical considerations

This research was done following the ethics of research for the safety and well-being of the participants. Before the data collection, all students were informed about the aim and procedures of the study, and their participation was fully voluntary. They were informed that participation was voluntary and that they could withdraw at any time without any consequences on their academic status. In addition, confidentiality and anonymity were strictly maintained, as no personally identifiable information was collected; codes were used to identify participants. Permission to carry out the study was obtained from the classroom teacher. Also, the research activities were designed to be

consistent with the standard classroom procedures and to ensure that no physical or psychological harm would be caused to the students. The data obtained were used only for academic purposes, and the results were presented in a fair and transparent manner without any manipulation. During the entire study process, researchers showed respect and encouragement to all subjects.

2.8 Conclusion

This part of the chapter presented the way the data were collected and analysed. The data came from the questionnaire and from the students' pre-test and post-test writing sheets. The questionnaire was sent to the 14 students who attended the session, but only 7 of them returned it. Some of the returned questionnaires were also incomplete because some students skipped some questions. From the writing sheets, it is clear that students' paragraph-writing abilities are at different levels. Some students made several mistakes in structure, coherence, cohesion, and grammar. On the other hand, some of the students demonstrated a certain level of progress after the treatment.



Chapter Three: Discussion and Results

3.1 Introduction

In this chapter the result obtained from the implementation of the study are presented. A detailed analysis of the collected data is given. The focus is on the investigation of learners' writing performance, especially the coherence and cohesion as evidenced by the questionnaire and the experimental teaching intervention. The findings are presented and discussed in the context of the research questions, with particular attention to the identification of trends, improvements and challenges arising from the research. The chapter also considers the extent to which the Direct Instruction and Modelling helped in the development of students' writing skills. The analysis provides insights into the effectiveness of the approach used and important implications for teaching writing in an EFL setting.

3.2 Pre-Test Analysis

This test helped the researchers to find the main problems that EFL students at Ghardaïa University have when writing paragraphs. The participants of the Experimental Group (N= 14) were required to write a paragraph about flight attendants' responsibilities in 30 minutes. The pre-test occurred in a single session lasted one and a half hours, with the researcher serving as the writing instructor for the academic year 2025/2026. Without giving them any instructions or details about the strategies used.

Most learners demonstrate limited ability in organising their paragraphs, with weaknesses in constructing clear topic sentence, developing supporting ideas, and related concluding sentence, maintaining coherence and cohesion as well. Their writing lacked logical progression, and the use of cohesive devices was either minimal or inaccurate. Moreover, learners are found to face difficulties that include linguistic and organisational issues such as: misuse of capitalisation, spelling, punctuation, and grammar mistakes; which

affect the overall clarity of the paragraph. In addition, some students handed their paragraphs incomplete which affected the readability of the paragraphs. This may be due to time constraints, low proficiency, or difficulty of generating ideas.

Pre-Test

- Flight attendant plays an important in ensuring a safe and pleasant journey.

- First they welcome passengers and help them find their seats. Then they explain safety instructions before takeoff.

Also, they serve food and drinks during the flight.

Finally, they help passengers if there are any problems. In conclusion flight attendants play an important role every flight.

- pre-test.

- Paragraph of flight attendants

~~Flight attendants play an important role in our travel.~~

Traveling is not only about pilots but also about flight attendants who ensure safety and comfort.

A flight attendant takes care of passengers and ensures their safety during the flight. They explain safety instructions, and providing the first aids.

In conclusion, being a flight attendant is ~~and~~ an interesting and responsible job.

Pre-test

A flight attendant plays a very important role in insuring the safety and comfort of the passengers.

There ^{are} a lot of responsibilities of this role. First providing the first aids when a medical situation happens. Second they serve foods and drinks. Finally, in emergency situations, they provide instruction while keeping a calm, professional attitude.

To conclude, their role is required to insure a pleasant experience in travelling.

No details

No smooth transition between sentences

No logical order of ideas

Simply

Pre-Test : Flight Attendant's
✗ The flight attendant's duties

✗ Every airplane has its own staff dedicated to serving passengers, these staff members are the flight attendant's.

✗ Today we are going to talk about these members and what is their duties. First, they serve food and drinks to the passengers. Second, these flight attendant's provide the first aid for those passengers who need it. Finally, they provide emergency instruction to every one in the ~~pts~~ airplane to make them

No concluding sentence
No explanation

Pre-test

Flight attendant have many important duties.

First, they welcome passengers on board. Then, they explain safety instruction. Also they serve food and drinks during the flight.

Finally, they help Passengers who needed. In conclusion, they play an important role in every flight.

3.3 Evaluating of Students' Pre-Test Paragraphs

In the pre-test stage, there were several weaknesses in students' paragraph writing organisation and coherence. Most students did not produce clear topic sentences, so the main idea of their paragraphs was hard to know. This is demonstrated in the following extract of student (1) "Flight attendant plays an important role in ensuring a safe and pleasant journey", student (2) wrote "Flying is not only about pilots but also about flight attendants who ensure a safety and comfort". These topic sentences do not tell what the paragraphs would discuss. There are many topic sentences written in the same way. Another problem was that a lot of responses strayed from the intended topic, which is the flight attendants' responsibilities/duties, demonstrating a lack of concentration and task comprehension. The paragraphs "Flight attendants have three major characteristics in their job" by student (3) and "Flight attendants have three characteristics" by student (4) both reflect this.

Because students tended to write in the form of isolated bullet points rather than completely developed sentences, supporting sentences were typically weak. The student's (1) writing serves as an example of this: "First they welcome passengers and help them find their seats before take-off. Then they explain safety instruction before take-off. Also, they serve food and drinks during the flight". Another example from student (2) that uses bullet points to reinforce phrases is "A flight attendant takes care of passengers and ensures their safety during the flight. They explain safety instructions and providing the first aids".

In addition, concerning the use of linking words, students showed a limited range of cohesive devices, relying mainly on basic sequencing markers such as *first*, *then*, and *finally*. These were the most frequently used linking words; however, their use was often repetitive

and did not contribute effectively to the development or logical connection of ideas.

Moreover, several students omitted a concluding sentence altogether; when present, it was often unrelated to the main idea of the paragraph, which do not effectively summarize the paragraph. This is exemplified in students' writing, where student (1) wrote " in conclusion, flight attendants play an important role in every flight" student (2) stated " In conclusion, being a flight attendant is an interesting and responsible job". Overall, these issues indicate difficulties in structuring well-organised, coherent and cohesive paragraphs during the initial stage of instruction.

Along with the problems with organisation and coherence that were seen during the pre-test stage, students also had several writing problems at the language level. These included frequent mistakes in punctuation, capitalisation, spelling, and grammar, which affected their paragraphs' quality. These kinds of mistakes were clear in all of the students' writing and showed that they have limited control over basic writing skills.

3.4 Post -Test Analysis

The researcher conducted a period of direct training on paragraph writing and the usage of cohesive devices after the students finished the pre-test paragraphs. Students received detailed explanations of paragraph form during this phase, including the roles of topic, supporting, and ending sentences. The researcher also included an example paragraph to show how concepts should be integrated and arranged rationally. The teaching of linking words received specific emphasis. The researcher described the many types of connectors, particularly coordinators and subordinators, and made clear how they contribute to the coherence and cohesion of a paragraph. Additionally, examples demonstrating the proper application of these linking devices in context were presented.

In order to assess the efficacy of the direct instruction and modelling strategies the degree of change in their writing performance, students were required to compose paragraphs on the same subject once more after the instructional phase. The organization, coherence, cohesion, and usage of linking words of the post-test paragraphs were then examined and contrasted with those of the pre-test outputs.

3.5 Evaluating of Post-Test Students' Paragraphs

students' paragraphs at the post-test phase demonstrated both improvement and ongoing challenges. Regarding topic sentences and concluding sentences, no significance change was observed compared to the pre-test, as their quality remained the same. Students started using a greater variety of cohesive devices when using linking words, while their use was still restricted in some situations. Additionally, compared to the pre-test stage, supporting sentences demonstrated a stronger logical relationship between ideas, even if they were still often given in a bullet-point format. This indicates that although students have not fully mastered paragraph development, there is evidence of improved organization and better awareness of logical sequencing between ideas.

Nevertheless, some students continued to struggle to achieve complete coherence and accurately use a variety of cohesive devices despite the general progress. This suggests that in order to solidify these abilities, further practice and continuous reinforcement are required.

The table below shows the difference of students' supporting sentences between pre and post-test

The Student	Pre-Test Student's Supporting Sentences	Post-Test Student's Supporting Sentences
Student-1-	"First, they welcome passengers and help them find their seats. Then, they explain safety instructions before take-off. Also, they serve food and drinks during the flight".	"First of all, they Wormley welcome passengers and help them find their seats. Then, they clearly explain safety instruction before take-off. Moreover, they serve food and drinks during the flight. In addition, they assist passengers if there is any problem".
Student-4-	"Today we are going to talk about these members and what is there duties. First, they serve food and drinks to the passengers. Second, the flight attendants provide the first aids for those passengers who need it. Finally, they provide emergency instruction to everyone in the airplane to make them...."	"First, flight attendants have to push heavy carts everyday all this to serve food and drinks to the passengers. Second, flight attendants always provide
Student-5-	"First, they welcome passengers on board. Then, they explain safety instruction. Also, they serve food and drinks during the flight. Finally, they help passengers when needed".	"First, they welcome passengers on board in order to avoid noise then, they explain safety instruction because some passengers really don't know. Finally, they help passengers when needed due to some passengers suffering from diseases".

Table 3.1: Comparison between Students' Pre and Post-Test Supporting Sentences

Post-test

A flight attendant plays an important role in ensuring a safe and pleasant journey.

First of all, they warmly welcome passengers and help them find their seats. Then they clearly explain safety instructions before takeoff. Moreover, they serve food and drinks during the flight. In addition, they assist passengers if there are any problems. Finally, they make sure that everyone feels comfortable and safe. In conclusion, flight attendants play an important role in every flight.

- Post-test :-

Flight attendants have an essential characteristic.

First, flight attendants are friendly because they create a comfortable zone. Second, flight attendants are self-confident, they must be firm enough so that passengers obey them. Finally, flight attendants are physically strong, they open and close the heavy doors of airplanes.

In conclusion, they are confident and responsible.

Post-Test

The flight attendant have an important role in insuring the comfort of the passengers. There are some responsibilities for them such as providing foods and drinks, Second, keeping a professional and calm attitude while solving the passengers conflicts. Third, they provide emergency instructions.

To conclude, flight attendants are required to insure a pleasant travel experience.

incomplete paragraph

No cohesive devices

No smooth flow of ideas

No smooth transition between sentences

Post-test :

Flight attendant's have three major characteristics in their job .

devices

First, flight attendant's have to push heavy carts of food and drinks every day all this to serve food and drinks to the passengers. Second, flight attendant's always provides emergency instruction to the passengers, to make them aware from any problem ~~can~~ they might face so they will have the solution to solve it. Third, they provide the first aids to any passenger needs it ~~to~~ to make him feel better and healthy. To conclude, with these characteristics you can be a good flight attendant.

X Cohesive devices are used
Paragraph's structure is correct
No details provided
Connective in general!

Post-test

Flight attendant have many important duties.

First, they welcome passengers on board in order to avoid noise then they explain Safety instruction because some passengers really don't know. Finally, they help passengers when needed due to some passengers suffering from diseases. In conclusion, they play an important role in every flight.

Document 3.10: Post-Test Student-5-

3.6 Students' Writing Errors Analysis

Writing Mechanics	Frequency and Occurrence in Paragraphs	
	Pre-test	Post-test
Misuse of Full Stop	24	23
Misuse of Comma	23	18
Misuse of Capitalisation	35	26
Misuse of Punctuation in Total	80	67

Table 3.2: Students' Writing Mechanics Errors During Pre and Post-Test Stage

The table above shows that there are a number of weaknesses with writing mechanics, especially with punctuation and capitalisation. Two (2) common errors of punctuation were identified and classified as misuse of full stops and commas. The data showed that there were 24 instances of full stop misuse in the pre-test and 23 in the post-test, only a small improvement. Moreover, the post-test identified 18 comma misuses relative to 23 in the pre-test. Students appeared to struggle with the use of commas, particularly following introductory and transitional words and phrases such as 'first', 'second', 'in conclusion' and 'then'. Moreover, there were relatively frequent capitalisation errors, 35 in the pre-test and 26 in the post-test, with a lot of improvement after the intervention, which shows that students still have little control of the capitalisation rules.

The following examples are from students' paragraphs:

"First they welcome passengers and help them find their seats."

"First providing the first aids when a medical situation...."

"in conclusion flight attendants play an important role in every flight

"in conclusion the Flight attendants duty is"

"Also, they serve food and drinks during the Flight."

"one of their main responsibilities is serving Food and drinks..."

Cohesive Devices	Frequency and Occurrence in Paragraphs	
	Pre-test	Post-test
Coordinators	41	35
Subordinators	32	41
The Use of Cohesive Devices in Total	30	32

Table3.3: Students' Use of Cohesive Devices During Pre and Post-Test Stage

Table (3-3) shows that in both tests, students' use of coordinators and subordinators depended on a narrow range of linking devices. In the post-test there were 35 cases as against 41 in the pre-test regarding coordinators. "And" was the coordinator students used most often, but coordinators like "for" and "so" were seldom used. This means the range of coordinating conjunctions that learners used in their writing was limited. Subordinators showed an increase after the intervention. There were 30 cases found in the pre-test and 41 cases in the post-test. The most frequent subordinator and transition phrases were 'first', 'second', 'third' and 'in conclusion'. It indicates that sequencing and concluding strategies were mostly used by students to organize their ideas and to develop paragraph coherence.

Grammatical Errors	Frequency and Occurrences in Paragraphs	
	Pre-test	Post-test
Subject-Verb Agreement	11	13
Misuse of Pronouns	9	10
Grammatical Errors in Total	20	23

Table 3.4: Students' Grammatical Errors During Pre and Post-Test Stage

Table 3-4 shows that the two major types of errors in students' paragraphs were subject-verb agreement and pronoun misuse. Regarding subject-verb agreement, learners usually use "is" for plural subjects and "have" for singular subjects, and they add "S" to

verbs with plural subjects. These errors show that students have difficulties in correctly applying the basic grammar rules still. In addition, we found a number of instances of incorrect pronoun usage. Students tended to use pronouns inconsistently within paragraphs. In other words, in the supporting sentences, some students used the pronoun “they” after referring to a flight attendant as singular in the topic sentence, but they used the pronoun “she” or “he” after referring to flight attendants as plural. This inconsistency in their writing affected the coherence and clarity. As it appears in the following examples:

"A flight attendants has many important duties."

"Flight attendant have an important role....."

"Flight attendants takes care of passengers....."

"Flight attendants works within cabin crew of an airplane...."

"Flight attendants is the most important job....."

"Flight attendant has many important duties. First, they welcome passengers...."

"Flight attendants have one of the hardest job...First, he has a very big responsibility...."

3.7 Quantitative Instrument: Rationale and Design of the Student's Questionnaire

The online questionnaire was administrated to first year licence students. At Department of English Language, University of Ghardaïa. Nevertheless, the response rate was limited, as only 7 out of 14 students completed the questionnaire. The questionnaire consists of six sections and 17 questions.

3.7.1 Description of The Questionnaire

The questionnaire was administrated to the participants in order to gather quantitative data about their attitude toward writing, their difficulties in paragraph construction, and their perceptions of the effectiveness of direct instruction and modelling in improving paragraph writing, precisely, coherence and cohesion. It consists of 17 closed-ended questions divided into six sections. The questionnaire consists of a combination of yes/no questions, multiple choice questions, and open-ended questions and Likert Scale questions. They are about the students' opinions toward the impact of learning paragraph writing through direct instruction and modelling on their writing performance.

3.7.1.1 Section One: Background Information

The first section was about general information and includes only two questions. The first one is about the students' gender, and the second question aims to know how would they rate their level in writing. The purpose of this section is to provide contextual data that helps in understanding the individual differences among participants.

3.7.1.2 Section Two: Paragraph Writing Skills

The second section consists of three questions. It investigates the challenges that EFL learners face when writing paragraph. In question three (Q3), participants were asked if they find paragraph writing difficult, then, they are to select what difficulties do they face when writing a paragraph (Q4). The next question is about how often do they practice writing paragraph at home (Q5).

3.7.1.3 Section Three: Direct Instruction

This section explores EFL learners' perceptions of direct instruction as a teaching

approach. It includes items that investigate whether explicit explanation of paragraph structure and writing rules helps learners understand how to construct coherent and cohesive paragraphs. Question six (Q6) explores whether their teacher explain clearly the steps of writing paragraph. Question (Q7) asked if direct instruction of paragraph structure helps them write better, additionally, question (Q8) investigates which aspects of direct instruction that helped them the most.

3.7.1.4 Section Four: Modelling Strategy

This section examines the role of modelling in improving students' writing skills. It includes questions about the effectiveness of teacher demonstrations, sample paragraphs, and guided practice. This section seeks to determine whether observing models help students imitate correct paragraph structure, improve coherence, and apply cohesive devices. In question nine (Q9) aims to determine whether their teacher provides them with model paragraphs before they write. The followed question (Q10) explores whether model paragraphs help students organise their ideas. Then, participants are asked about what element do students focus on when analysing a model paragraph(Q11). Likewise, the next is yes/no question in which learners are asked if they feel better after studying a model paragraph (Q12).

3.7.1.5 Section Five: Coherence and Cohesion

Section five measures students' self-perceived improvement in writing after exposure to direct instruction and modelling. The next three questions in these sections are Likert Scale questions. (Q13) requires learners to rate the extent of whether model texts improve their coherence of their writing, notably, (Q14) requests if model texts help use cohesive devices (linking words) correctly. Accordingly, (Q15) examines whether the model texts

assist learning how sentences are connected in a paragraph.

3.7.1.6 Section Six: Effectiveness

Section six, which is the last one, examines to which extent does direct instruction and modelling are effective in improving paragraph coherence and cohesion. (Q16) explores the effectiveness of combining both strategies in enhancing paragraph's coherence and cohesion. In the last question, students are asked to choose which strategy helped them the most.

3.8 Analysis of the Questionnaire:

The questionnaire responses provided useful information about first-year students' views on paragraph writing and the two teaching methods used in this study. The class consisted of 4 males and 10 females. Out of all 14 students who were present in the class and took part in the writing activity, only 7 completed the questionnaire, giving a response rate of 50%. This limited response rate means that the questionnaire findings represent the views of only half the group. In addition, not all 7 respondents answered every question. some questions got 7 responses, some 6, some 5. This incomplete response pattern could be due to question fatigue, time constraints, question difficulty, lack of interest or students choosing to skip questions they were unsure about. While this is common in classroom research, the results should be taken with a grain of salt because they don't represent the opinions of all participants.

Question Group	Distributed	Responses	Response Rate
Q1 (Gender)	14	6	42.9%
Q2–Q12	14	7	50.0%
Q13	14	6	42.9%
Q14	14	5	35.7%
Q15–Q17	14	6	42.9%

Table 3.5: Detailed Questionnaire Response Rates

3.8.1 Section One: Background Information

Q1. Gender

All six respondents (100%) were female. One response was missing, possibly skipped by the anonymous respondent since the maximum replies received was 7. This result means that the data collected reflected only female students participated in the questionnaire, which may reflect the generalisation of the result.

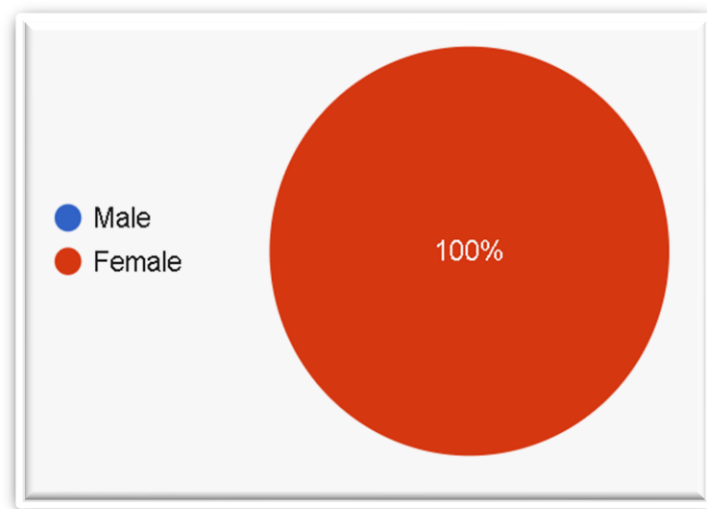


Figure3.1: Gender of Participants

Q2. How would you rate your level in writing?

57.1% four of students rated their writing level as average, while 42.9% three rated their writing level as good. Nobody chose poor or very good. However, most students found their writing skills moderate as compared to being good. This clearly depicts that students have awareness about themselves and know that there is still much left for improvement. (7responses)

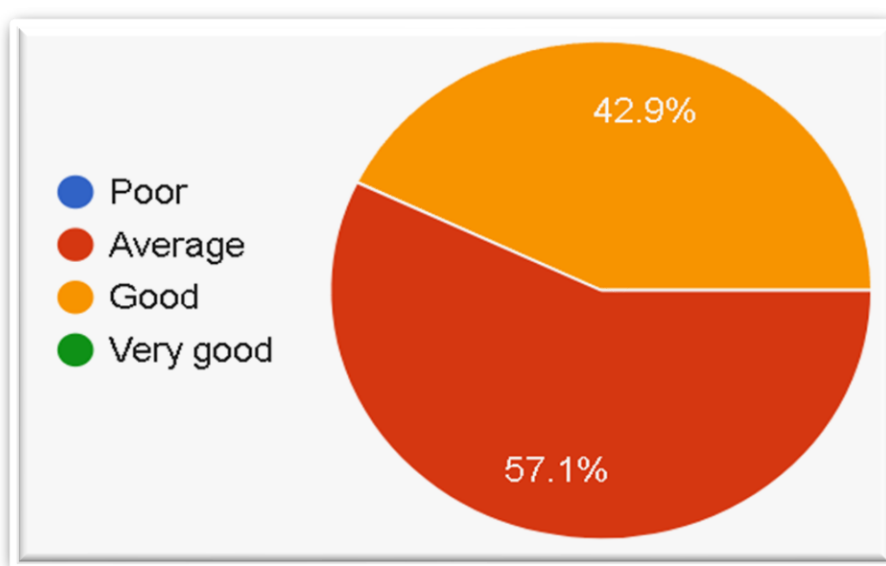


Figure 3.2: Students Self-Rating of Their Writing

3.8.2 Section Two: Paragraph Writing Skills

Q3. Do you find paragraph writing difficult?

Three students (42.9%) answered yes while 4 students (57.1%) answered no. This indicates that students do not think alike in terms of paragraph writing. The differences in responses show that students have different experiences with writing, and that not all students have the same amount of difficulty. (7 responses)

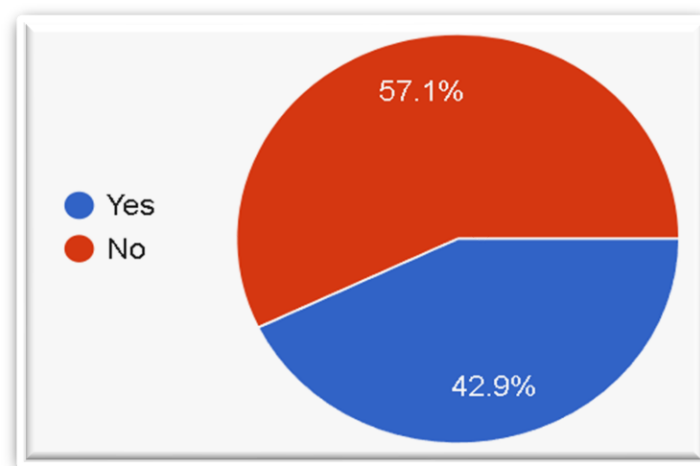


Figure 3.3: Students Attitude Toward Writing

Q4. What difficulties do you face when writing a paragraph?

The most frequent difficulty was generating ideas, chosen by 4 students (57.1%). Vocabulary came next, chosen by 3 students (42.9%). Coherence and cohesion and grammar were each selected by 2 students (28.6%). Organising ideas was chosen by only 1 student (14.3%). This suggests that students have more problems with the generation and expression of ideas than with their organization. (7 responses)

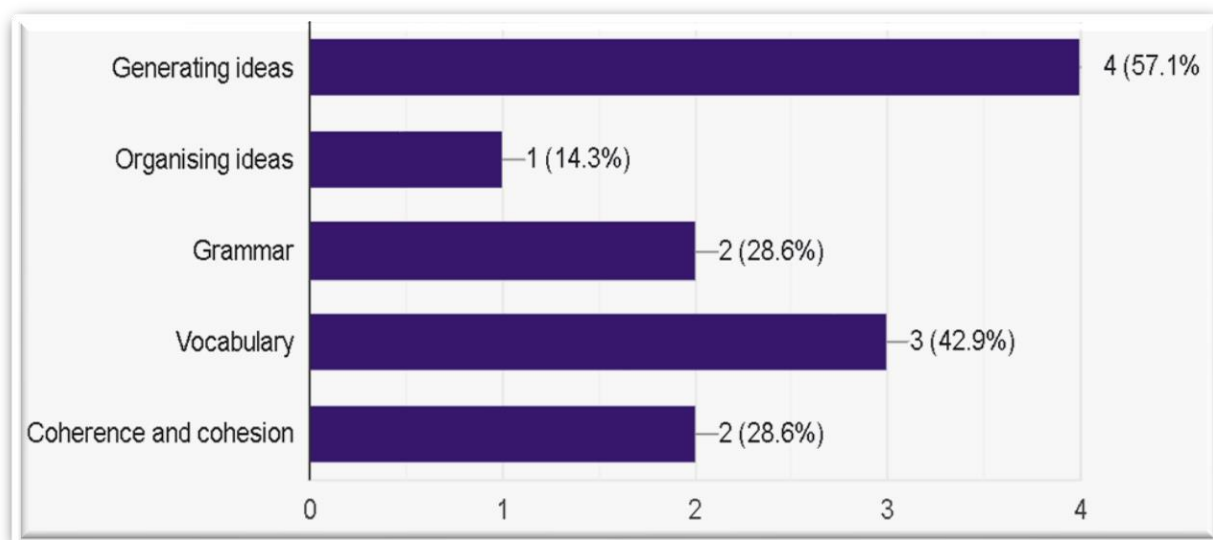


Figure 3.4: Difficulties of Writing

Q5. How often do you practice paragraph writing at home?

Four students (57.1%) stated they sometimes practise at home whereas 3 students (42.9%) said they rarely practise. No student selected always. This means that most students are not accustomed to writing paragraphs. This could be why some students still struggle with writing because they do not have the regular practice. (7 responses)

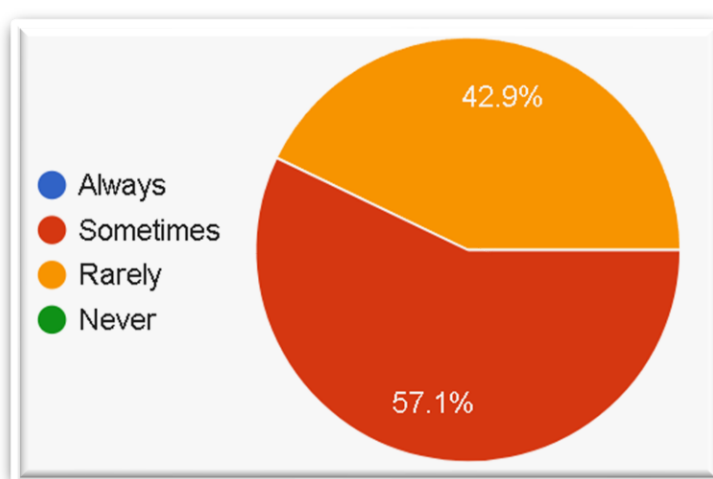


Figure 3.5: Paragraphs Writing Frequency

3.8.3 Section Three: Direct Instruction

Q6. Does your teacher clearly explain the steps of writing a paragraph?

Five students (71.4%) said always and 2 students (28.6%) said sometimes. None of the students chose rarely or never. This indicates that the use of direct instruction is common in the classroom. (7 responses)

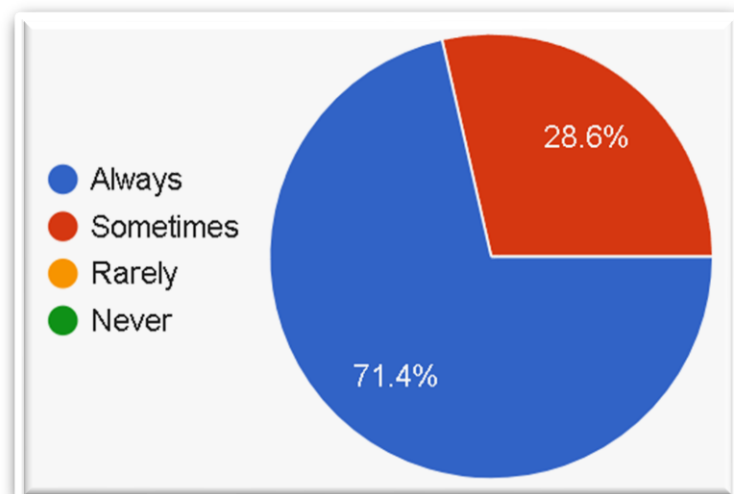


Figure 3.6: Students' Opinion About Their Teacher of Writing

Q7. Does direct instruction of paragraph structure help you write better?

Yes, was answered by six students (85.7%) and no was answered by 1 student (14.3%). This indicates that most students find direct instruction helpful for improving there writing skills. (7 responses)

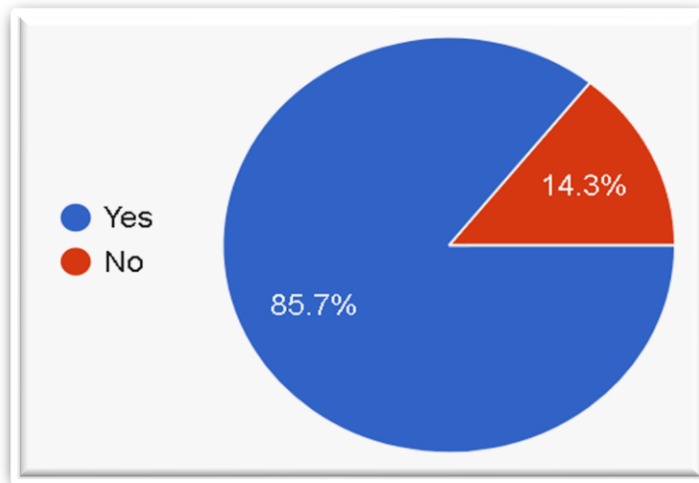


Figure 3.7: Students' Opinion About Direct Instruction

Q8. What aspect of direct instruction helps you most?

Four students (57.1%) selected step-by-step guidance and 3 students (42.9%) selected practice exercises. No student chose clear explanation or feedback. This suggests that students prefer to follow when they are learning how to write. This may imply that even though these aspects appear in teaching, the students do not consider them the most useful. (7 responses)

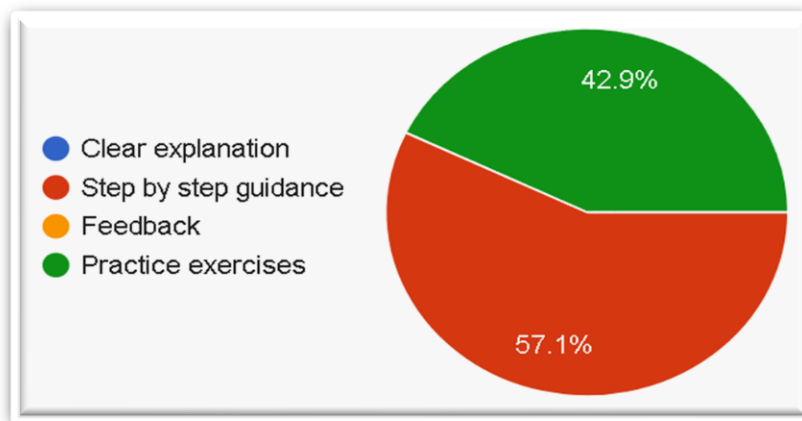


Figure 3.8: Aspects of Direct Instruction That Helped the Students Most

3.8.4 Section Four: Modelling Strategy

Q9. Does your teacher provide model paragraphs before you write?

Five students (71.4%) responded “always”, 1 student (14.3%) responded “sometimes”, and 1 student (14.3%) responded “never”. This means that modelling is used, but not necessarily consistently. (7 responses)

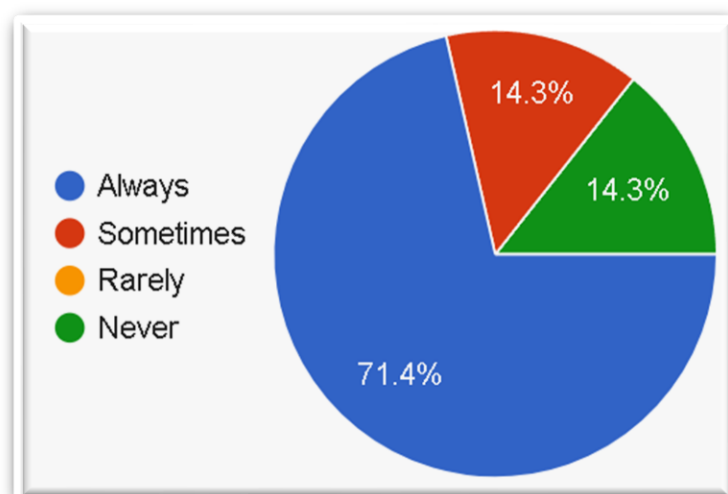


Figure 3.9: Students' Opinion About Teachers Providing Model Paragraphs

Q10. Do model paragraphs help you organise your ideas?

57.1% (4 students) agreed and 42.9% (3 students) strongly agreed. No student chose a neutral or negative option. This shows a very positive attitude towards model paragraphs. (7 responses)

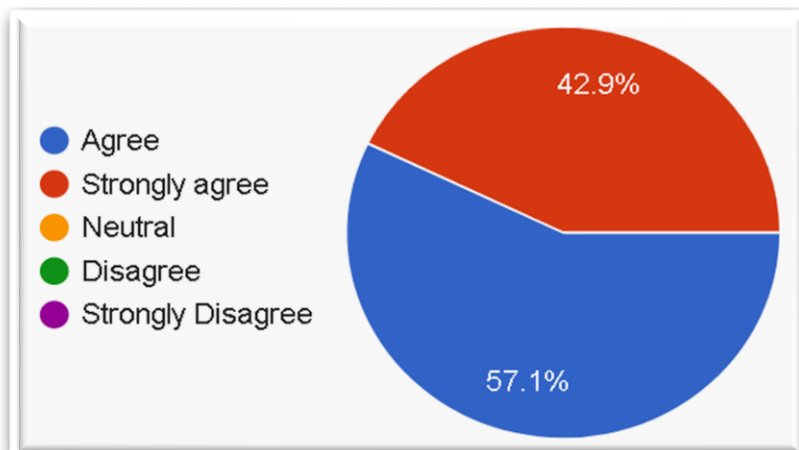


Figure3.10: The Impact of Model Paragraph In Organising Ideas

Q11. When analysing a model paragraph, what do you focus on?

4 students (57.1%) each chose structure and vocabulary. 3 students (42.9%) chose coherence and cohesion and 1 student (14.3%) chose linking words. This indicates that students pay attention to form and content when analysing models. (7 responses)

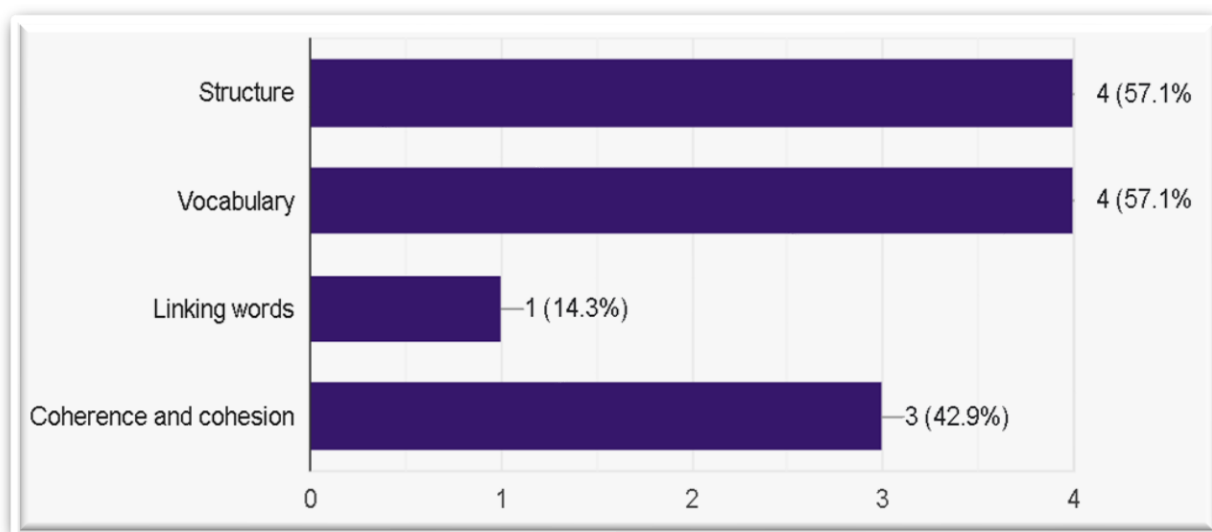


Figure 3.11: What Students Focused on When Analysing Model Paragraph

Q12. Do you feel more confident writing after studying a model paragraph?

100% of the seven students gave a positive response. This indicates that modelling assists in raising students' confidence in writing. (7 responses)

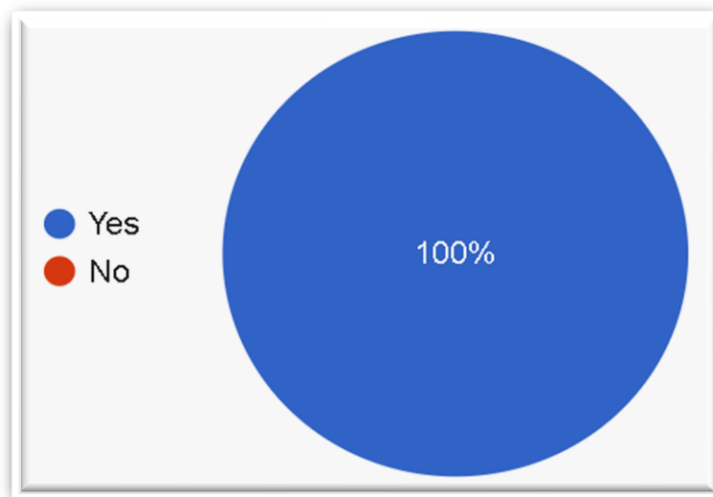


Figure 3.12: Students' Confident After Using Model Paragraph

3.8.5 Section Five: Coherence and Cohesion

Q13. Model texts help you improve the coherence of your writing?

Four students (66.7%) agreed, 1 student (16.7%) strongly agreed, and 1 student (16.7%) was neutral. 6 responses – one missing, possibly due to question fatigue disinterest. This indicates that model texts have positive influence on coherence improvement.

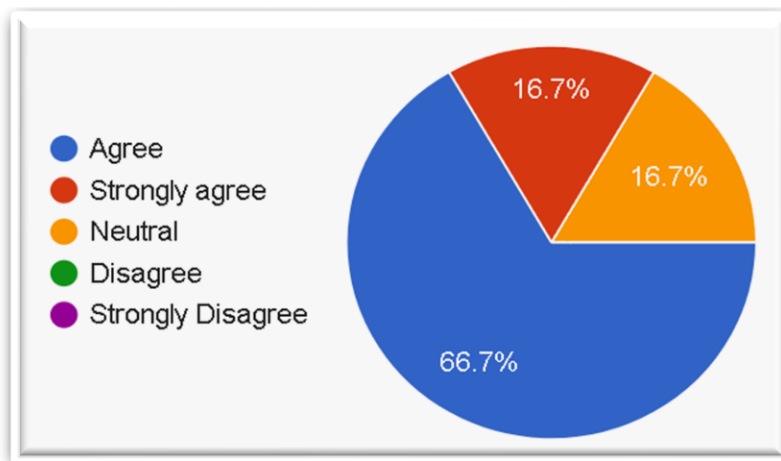


Figure 3.13: Improving Coherence Through Model Paragraph

Q14. Model texts help you use cohesive devices correctly?

Four out of five respondents 80% agreed, while one respondent 20% gave a neutral response. 5 responses – 2 missing, possibly skipped by respondents who felt unsure. It could be concluded that the use of model texts is helpful in teaching linking words.

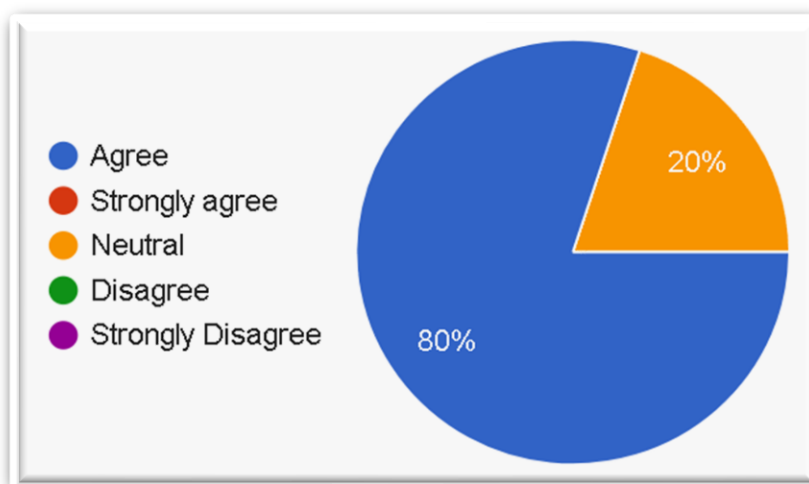


Figure 3.14: Using Cohesive Devices Correctly Through Model Paragraph

Q15. Model texts help you learn how sentences are connected in a paragraph?

2 students (66.7%) agreed, 2 students (33.3%) were neutral. This means that students benefit from models in understanding the connection of sentences. (6 responses)

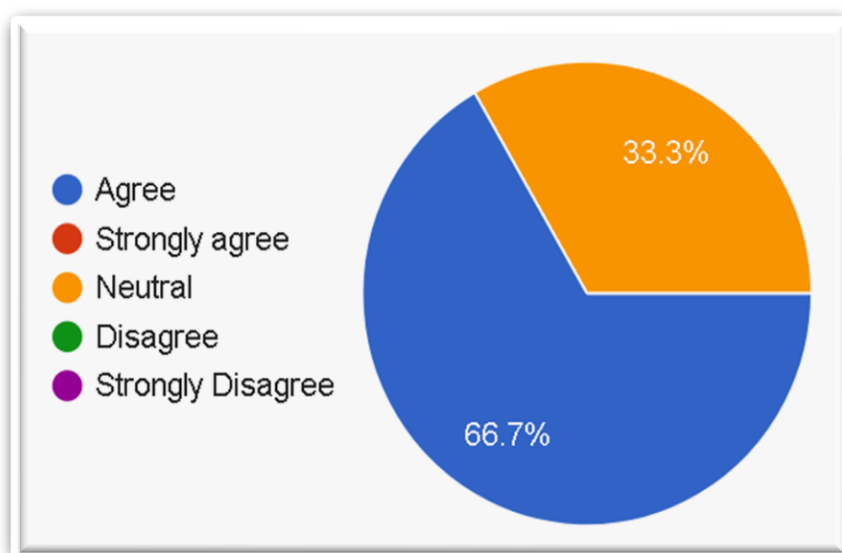


Figure 3.15: Improvement of Sentence Connectedness Through Model Paragraph

Figure 3-15: Improvement of Sentence Connectedness Through Model Paragraph

3.8.6 Section Six: Combined Strategies

Q16. Do you think combining direct instruction and modelling improves coherence and cohesion?

Five students (83.3%) agreed and 1 student (16.7%) strongly agreed. 6 responses and one is missing. This confirms that the combination of the two strategies is perceived as more effective than one.

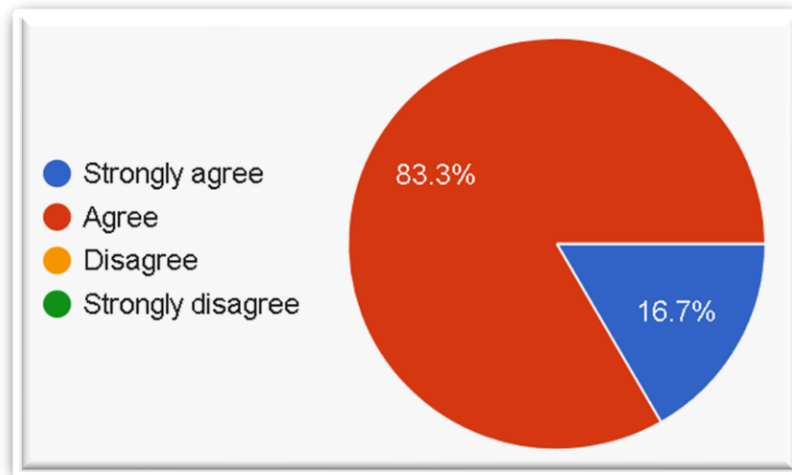


Figure 3.16: Combining Direct Instruction and Modelling in Improving Paragraph's Coherence and Cohesion

Q17. Which method do you find more helpful?

Five students (83.3%) had selected both methods, whilst 1 student (16.7%) had selected modelling. 6 responses – 1 missing No student selected direct instruction only. This shows a strong preference of combining the two methods. There were just 6 responses.

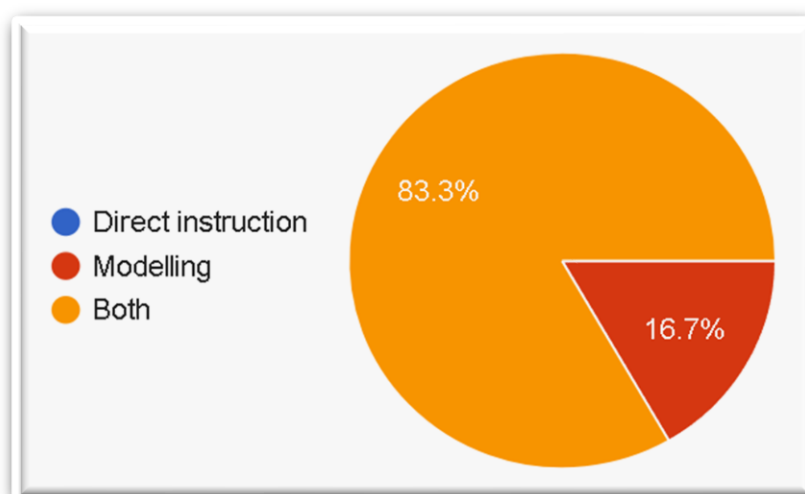


Figure 3.17: The Effectiveness of The Strategies

3.9 Discussion of The Findings

3.9.1 Discussion of Pre and Post-Test Findings

From the results of the pre-test and post-test, it was found that students had significant problems in writing coherent and cohesive paragraph in the beginning. Most learners were unable to construct clear topic sentences, strayed from the assigned topic and used under-developed supporting ideas, mostly written in bullet points during the pre-test stage. In addition, there were only a few basic linking words used such as first, then and finally. Students also struggled with punctuation, capitalisation, spelling, and grammatical errors that impacted the overall clarity and organization of their writing.

Following the implementation of the Direct Instruction and presentation of the model paragraphs, the post-test productions of the students showed slight improvement. The results showed that students were able to establish better logical connection between ideas and use linking words and cohesive devices somewhat better. The supporting sentences were still often in bullet-point form, but better organised and sequenced than at the pre-test stage. However, topic sentences and concluding sentences seemed to be less affected. It implied that the students still had problems with the mastery of paragraph structure. clarity and organization of their writing.

In conclusion, the comparison of pre-test and post-test results shows that the direct instruction and modelling had positive effect on students' awareness and use of coherence and cohesion devices especially linking words. However, the persistence of structural and language-related problems suggests that students may need more practice, guidance, and continued exposure to model paragraphs to see substantial improvement in their paragraph writing.

3.9.2 Discussion of the Questionnaire's Findings

The major problems in writing were identified as idea generation (57.1%) and vocabulary limitations (42.9%) over organisational problems (14.3%). This means that Arabic L1 interference affects EFL learners' content creation and not structural awareness. This is in line with the contrastive rhetoric theory, which states that the patterns of semantic organisation from the Arabic rhetorical traditions constrain the topic-appropriate development of ideas and lexical precision in paragraph writing in English.

The data reveal that 57.1% of participants practise paragraph writing at home "sometimes" and 42.9% "rarely", which suggests that they depend too much on classroom practice, a common issue in EFL contexts. The lack of independent practice accounts for the persistent difficulties despite exposure to intervention, which supports Vygotsky's scaffolding requirements—classroom support should move to autonomous application for skill internalisation.

Direct instruction is effective (71.4% "always" get clear explanations, 85.7% find it helpful), supporting explicit instruction in paragraph structure. The students' preference for step-by-step instructions (57.1%) indicates a decrease in cognitive load when the information is presented in an organised way. The only negative response (14.3%) indicates variation in individual cognition, perhaps because of differences in working memory or prior schema.

It is important to interpret the 100% increase in confidence from modelling with caution because of social desirability bias. Students just receiving researcher-delivered intervention may respond positively to please instructors. But consistent Q10-Q15 (80-100%) agreement that models help organisation, coherence and cohesion suggests real cognitive load reduction. Modelling externalises the writing process to allow concentration on relevant load (schema construction) rather than relevant processing overload.

Students focused their analysis on structure (57.1%) and vocabulary (57.1%) rather than cohesion (42.9%), indicating that they actively extracted form and content features from models, confirming Bandura's observational learning processes of attention and retention.

Pedagogical synergy is shown by the decisive preference for combined direct instruction + modelling (83.3%). Direct instruction gives declarative knowledge ("What" is the structure of a paragraph?), and modelling gives procedural demonstration ("How" to use the structure). This takes care of the knowing-doing gap that is critical for EFL writers going from understanding rules to fluent production.

Interpretation is constrained by methodological limitations. Gender responses are female only (100% of 6 respondents) and may reflect participation rather than ability. Delivery by researcher-administered partial item completion (35.7-50%) raises demand characteristics concerns. So, the findings are optimistic views of highly motivated respondents and not of class attitudes universally.

3.10 Results of the research

The result of the pre-test revealed that students' paragraph writing performance improved significantly after the intervention. The most obvious improvement was on use of cohesive devices and overall paragraph structure of students. The results showed that the students were able to logically link ideas by using linking words and transitional expression more than the pre-test. Their paragraphs also showed a better flow of ideas, more unity, and more coherent development of supporting sentences. Students also showed a better understanding of paragraph structure, especially the order of topic sentence, supporting sentences and concluding sentences.

In addition to the post-test results, the questionnaire findings indicated that students

held positive attitudes toward the use of direct instruction and modelling strategies in learning paragraph writing. Wherein **85.7%** of participants answered that Direct Instruction helped them write better. Not only that, **66.7%** of them agreed that model paragraphs helped them improve the coherence of their writing, and **16.7%** strongly agreed on it. Additionally, most participants reported that these strategies helped them better understand paragraph organisation, the use of cohesive devices, and the development of supporting ideas. Students also expressed that observing models and receiving explicit explanations increased their confidence and facilitated the writing process. The questionnaire revealed that implementing both strategies is helpful and effective, wherein **83.3%**, which is the vest majority, answered yes.

Nevertheless, the findings indicate that these instructional strategies could produce even greater improvements if learners were exposed to them over a longer period of time and more frequent practice. Continuous training and the repeated use of Direct Instruction and modelling may help students improve their writing skills and achieve greater mastery of coherence and cohesion in paragraph writing.

3.11 Conclusion

The findings of this study indicate that Direct Instruction and Modelling can improve students' paragraph writing skills. The questionnaire data showed that students hold different views of the difficulty of paragraph writing but some students face some difficulties especially in generating ideas, using vocabulary, and maintaining coherence and cohesion. The results also indicated that Direct Instruction helps students to learn the structure of a paragraph especially if it is presented in a clear step by step format. In addition, Modelling provides students with practical examples of how ideas are structured and how sentences

connect. This combination takes the student from understanding to application. Students reported positively on both methods, especially when they were used together. Most participants agreed that the combination of Direct Instruction and Modelling was more effective than using either method alone. This means that the two strategies complement each other. However, for some students the improvement is limited. Some improved in organisation and linking ideas but others still have problems with grammar and coherence. That is, students learn at different rates and need more time and practice. Finally, the study brings out the need for consistent training and support. One-time training is insufficient, and students require consistent training on both explanations and modelling. By doing this consistently, students will eventually become better writers.

General conclusion

The present study aims to explore to which extent do Direct Instruction and Modelling are effective in enhancing first year students' paragraph coherence and cohesion. At Department of English Language at University of Ghardaïa. The research objective was to examine whether implementing Direct Instruction and Modelling would improve EFL learners' paragraph coherence and cohesion after the researcher intervention. The findings from these investigations revealed a slight improvement in learners' paragraphs, precisely, in supporting sentences and the use of linking words. Moreover, the findings support the hypotheses which presume that students' paragraph coherence and cohesion will increase after implementing those strategies, and most difficulties that students face in writing will decrease. The significance of the study lies in its contribution to demonstrates how explicit teaching methods can help students become more proficient writers, particularly in EFL settings where students frequently struggle with coherence and paragraph order. Finally, the study's small sample size and one-session intervention were its limitations, which could have an impact on how broadly the results can be applied. To get more trustworthy results, it is advised that future studies incorporate more sessions and a bigger student population.

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Appendix: Students' Questionnaire

Dear students, this questionnaire aims to explore your opinions about learning paragraph writing through Direct Instruction and Modelling (model paragraph). Your answers will be used only for research purposes. Please answer honestly.

Questionnaire

Section One: Background Information

1) Gender:

☐ Male ☐ Female

2) How would you rate your level in writing?

☐ Poor ☐ Average ☐ Good ☐ Very good

Section Two: paragraph Writing Skills

3) Do you find paragraph writing difficult?

☐ Yes ☐ No

4) What difficulties do you face when writing a paragraph? (You can choose more than one option)

☐ Generating ideas

☐ Organising ideas

☐ Grammar

☐ Vocabulary

☐ Coherence and cohesion

5) How often do you practice paragraph writing at home?

☐ Always ☐ Sometimes ☐ Rarely ☐ Never

Section Three: Direct Instruction

6) Does your teacher clearly explain the steps of writing paragraph?

☐ Always ☐ Sometimes ☐ Rarely. ☐ Never

7) Does direct instruction of paragraph structure help you write better?

☐ Agree.

☐ Strongly agree.

☐ Neutral

☐ Disagree.

☐ Strongly Disagree

8) What aspect of direct instruction helps you most?

☐ Clear explanation

☐ Step by step guidance

☐ Feedback

☐ Practice exercises

Section Four: Modelling Strategy

9) Does your teacher provide model paragraphs before you write?

☐ Always ☐ Sometimes ☐ Rarely ☐ Never

10) Do model paragraphs help you understand how to organise your ideas?

☐ Agree ☐ Strongly agree ☐ Neutral. ☐ Disagree. ☐ Strongly Disagree

11) When analysing a model paragraph what do you focus on? (You can choose more than one option)

☐ Structure ☐ Vocabulary ☐ Linking words ☐ Coherence and cohesion

12) Do you feel more confident writing after studying a model paragraph?

☐ Yes. ☐ No

Section Five: Coherence and Cohesion

13) Model texts help you improve the coherence of your writing?

☐ Agree.

☐ Strongly agree

☐ Neutral.

☐ Disagree.

☐ Strongly Disagree

14) Model texts help you use cohesive devices (linking words) correctly?

☐ Agree.

☐ Strongly agree.

☐ Neutral.

☐ Disagree.

☐ Strongly Disagree

15) Model texts help you learn how sentences are connected in a paragraph?

- ☐ Agree.
- ☐ Strongly agree.
- ☐ Neutral.
- ☐ Disagree.
- ☐ Strongly Disagree

Section six: Effectiveness

16) Do you think combining direct instruction and modelling improves your paragraph's coherence and cohesion?

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

17) Which method do you find more helpful?

- ☐ Direct instruction
- ☐ Modelling
- ☐ Both

18) Which method do you find more helpful?

- ☐ Direct Instruction
- ☐ Modelling
- ☐ Both

ملخص

يهدف هذا البحث لدراسة تأثير تطبيق إستراتيجيات التوجيهات المباشرة والنمذجة في تعلم

طلاب اللغة الإنجليزية، بوصفها لغة اجنبية، في تعليم اتساق وانسجام الفقرة. منطلقين من فرضية مفادها أن

المباشرة لتوضيح هيكل الفقرة وتقديم نماذج للفقرة لتوضيح كيفية استخدام عندما يوظف الأساتذة التوجيهات

أدوات الانسجام، من شأن ذلك مساعدة طلاب سنة أولى ليسانس على تعزيز كتابة فقرات متسقة ومنسجمة.

لهذا الغرض، تم إعتما على المنهج المختلط. تبنت هذه الدراسة على نهج يجمع بين النهج الكمي والنوعي

من أجل الحصول على فهم شامل لفعالية التوجيهات المباشرة والنمذجة في تحسين مستوى الكتابة لدى طلاب

سنة أولى ليسانس. تم إعتما على النهج الكمي لقياس التصورات والتحسين الملحوظ في الكتابة. بينما قدم النهج

النوعي رؤى متعمقة حول سلوك الطلاب داخل القسم والتقدم الملحوظ في الكتابة. تم توزيع إستبيان ممنهج

على طلاب السنة الأولى في قسم اللغة الإنجليزية، بجامعة غرداية، بصدد جمع بيانات حول مواقفهم تجاه

الكتابة، صعوباتهم في بناء فقرات، وتصوراتهم حول فعالية التوجيهات المباشرة والنمذجة. إضافة الى ذلك، تم

إجراء تدخل في القسم (التدريس التجريبي) في حصة التعبير الكتابي لفحص فعالية هذه الإستراتيجيات على

نتائج كتابة فقرات لدى الطلاب.

على ضوء النتائج المتحصل عليها، وأشارت الى ان الطلاب لهم ردود فعل إيجابية على

توظيف التوجيهات المباشرة والنمذجة كألية فاعلة لتحسين مهاراتهم في الاتساق والانسجام للفقرة.