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**Exploring Teachers's and Students' Perceptions on Guided Essay Writing
Instructions**

The Case of Third Year University Students at Mohammed El Bachir El Ibrahimy.

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وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

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المطلوبة في إنجاز البحث المذكور أعلاه .

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Abstract

Life is a leading process and without unambiguous directions, there cannot be a path to follow. In this regard, our research is about to understand how teacher-guided instructions affects students essay writing in Third Year License in English language Department at Bordj Bou Arreridj University. The main aim of this study is to investigate the influence of teacher guided-instructions on students writing essays from the perspectives of both teachers and students. It will contribute to a deeper comprehension of instructional strategies in this academic setting already have a certain skill or piece of information, it is assumed that they will acquire it through some type of interaction or process in class to implement in writing essays. The research process was anchored in a mix method approach, incorporating both questionnaire and interview. A large sample of 75 students of third year students and 4 teachers contributed their experiences. The findings show that teacher guidance has a range of effects on students' writing essays, including organization, coherence, the use of information and topic knowledge. The analysis emphasizes the significance of instructor feedback, instructional strategies, and student perspectives in determining writing development. The study provides subtle insights into effective pedagogical strategies for essay writing training, which has important implications for instructors seeking to improve their students' writing essays.

Keywords: guided-instructions, writing essays, perceptions, mix method approach, instructor feedback.

General Introduction

Background of The Study

Teachers' instructions are the way teachers communicate with their students, the way they engage is critical to both successful learning and teaching. Instructions, in general, direct or steer students. The manner in which instructions are given to students is maybe the most significant component in determining how well they will learn, and sometimes this factor alone is what separates very effective teachers from terrible ones. According to Arthur et al. (2015), successful teachers should be motivated to teach, educated for good character, always function as role models, and perform the abilities and qualities that they wish to cultivate in their students.

Good teachers' instructions are one of the qualifications required to succeed in classroom teaching and learning. Many students in universities still struggle with using English for writing production. According to observations, this is due to a variety of variables. One of them is a failure to comprehend the instructions offered by teachers during the teaching learning process.

These instructions include the guided instruction that typically provides clear explanations, examples and feedback to help students grasp new concepts or skills. There was several theories that emphasize guided instruction among them the sociocultural theory, Vygotsky understood the ZPD to describe the learner's current or actual degree of development, as well as the next level reachable through the application of mediating semiotic and environmental tools, as well as skilled adult or peer facilitation. Individuals learn best when they collaborate with others, and it is via such collaborative endeavours with more skilled individuals that learners learn

and internalise new concepts, psychological tools, and abilities. According to Roosevelt (2008), the primary purpose of education from a Vygotsky standpoint is to keep learners in their own ZPDs as much as possible by providing them with fascinating and culturally meaningful learning and problem-solving tasks that are slightly more difficult than what they do alone. As a result, they will need to collaborate with another, more capable peer, or with a teacher or adult to complete the activity. The theory is that after completing the task collaboratively, the learner will likely be able to do the same task independently the next time, raising the learner's ZPD for that specific task in the process. This procedure is then repeated at the higher degree of task difficulty required by the learner's new ZPD.

Scaffolding also considered as a key component of guided instruction. It has its origins in the building firms. Jerome Bruner developed the concept of scaffolding, which he defines as "a process of 'setting up the situation to make the child's entry easy and successful, and then gradually pulling back and handing over the role to the child as he becomes skilled enough to manage it" (Bruner., 1983; Walqui,A., 2006). Scaffolding is a continuous interactive process involving the gradual removal of help and task adjustments by an expert. Students can improve their higher order thinking skills and build cognitive development like a pyramid by scaffolding problems from lower to higher levels.

Learning the English language necessitates mastery of four skills, which are further subdivided into receptive skills (reading and listening) and productive skills (speaking and writing), writing, like other language skills, is essential for success in most vocations and fields today, thus students are expected to enhance their writing abilities. It is widely acknowledged to be a challenging skill for English as foreign language students to master. Writing is regarded as one of the most important

yet difficult, abilities for EFL students to master. It is more than just a tool for expressing one's own thoughts and ideas on paper; it is an effective way to communicate with large audiences with greater clarity and ease, it improves language accuracy because it is based on the use of grammar, punctuation, and spelling, it fosters creativity, imagination, and critical thinking, and it increases knowledge because writing requires reading, and the more you read, the wider and richer your knowledge will be. According to Creme and Lea (2008: 1), when you learn to write in a specific way for a specific subject, you are learning how to make sense of that subject. Writing develops a learner's ability to establish a purpose, generate and shape ideas, and polish expression (White, 1995). This means that learners generate ideas through a problem-solving process that employs a variety of cognitive and verbal skills.

Because of the significance of writing teachers must pay special attention to evaluate students writing production. In fact, clear and specific instructions help students understand what is expected of them. When providing writing prompts or assignments, teacher should be explicit about the requirements, guidelines, and expectations. This clarity enables students to focus their efforts and produce writing that aligns with the given instructions. These instructions are a guiding force that shapes students' writing production. By being clear, supportive, and responsive to their needs, teacher can foster a positive and productive writing environment in classroom. In a study developed by different researchers (Yulia Vonna, Nur Mukminatien, Ekaning Dewanti Laksmi), Scaffolding techniques, according to Laksmi (2006), enable educators to create a positive learning environment by providing continuous support that gradually diminishes as students become more

independent. The study focused on dividing writing activities into collaborative and individual tasks. Collaborative activities, as highlighted by Santoso (2010), allow students to engage in social interaction, sharing knowledge with peers.

The collaborative writing pairs consisted of both knowledgeable and novice students, aligning with Schwieter's (2010) notion that scaffolding involves experts assisting novices in developing advanced writing skills.

Statement of The Problem

There is a need to explore the specific influence of teacher-guided instruction on the development of students writing essays in Third Year License in English language Department at Bordj Bou Arreridj University. With the complex linguistic demands of English, the purpose of this study is to fill a gap in understanding about how tailored teacher-guided instruction can improve the essay writing abilities of third-year License in English Department at Bordj Bou Arreridj University, contributing to a more nuanced understanding of instructional strategies in this specific academic setting.

Aim

The main aim of this study is to investigate the influence of teacher guided-instructions on students writing essays from the perspectives of both teachers and students.

Objectives

a) Explore teacher's perceptions about guided instructions, seeking insights into their instructional strategies, preferences, and challenges.

b) Examine students' perceptions on how specific teacher-guided instructions impact their writing essays.

c) Identify the influence of teacher-guided instruction on the development and enhancement of students writing essays.

Research Questions

- a) How does teacher-guided instruction contribute to the improvement of students writing essays?
- b) What specific aspect of writing instructions do teachers provide in the writing stages?
- c) To what extent do students perceive and evaluate teacher-guided instruction as beneficial in developing their writing essays?

Research Methodology

Research Design

This research study use exploratory mix method research design whereby data are gathered through a questionnaire delivered to students and an interview to teachers of third year license in English Department to see their perceptions about the effectiveness of teacher-guided instructions on students writing essays.

Population/Sample

In this research the population consists of Third Year Licence English language students and teachers. This research will depend on random selection of participants for the questionnaire and interview.

Structure of the Dissertation:

The current dissertation will be consisted of a general introduction, three chapters, and a general conclusion.

The first chapter will be divided into two sections, the first one provides an overview about teacher-guided instructions various definitions, its strategies and principles. For the second section, it includes the significance of writing as a skill, its process, the main aspects of writing and the different types of essay. Furthermore, it tackles the effectiveness of writing instructions on student writing essays.

The second chapter is about the field of investigation and methodology used to investigate the study. It will introduce the population/sample chosen and why it was chosen, it will describe the data collection tools, questionnaire and interview, in addition to the aim behind each one.

Moreover, the third chapter will provide data discussions and presentation i.e. Interpretation and analysis of the findings. The data will be presented in qualitative method.

Chapter One: Literature Review

Introduction

The main aim of our study is to explore the teachers and students perceptions about the impact of teacher's guided-instructions to enhance student's writing essays. Therefore, this chapter is divided into two sections, the first section provides an overview about teacher instructions in order to grant the reader with a clear picture of teacher guidance and the main types of instructions including guided instructions, its significant principles and the strategies followed by teacher to guide their students. On the other hand, the second section presents what the writing is as a skill and its process. Some instructors stress the importance of writing essays by university students and taking into consideration the types of essays used by learners. Finally, the chapter is concluded with the significant teacher writing instructions used to promote the students capacities to write essays.

1. Section One: Guided-Instructions

1.1 Definitions of Guided-Instructions

Guided-instructions are mean to what happen in the classroom. Specifically, if the learners do not already have a certain skill or piece of information, it is assumed that they will acquire it through some type of "interaction" or process in class. Teaching is defined as the interaction or activity of transmitting skills or information. It may be camouflaged as a "learning activity" and set such that the instructor does not directly transfer a certain skill or knowledge but rather performs something that is intended to influence the learner(Engelmann & Carnine, 1983). According to Scott

Thornbury (2006, as cited in Angulo, 2023), he defines guiding instructions as verbal or written orders that belong to the strategies of classroom management. They will typically include a frame that indicates the end of a previous activity and the commencement of a new one, a summary of the task, and its aim. The organization, which refers to peer or group work, the procedure, which basically means what the learners need to do, the mode which can be understood as when to-do activity is oral or written, the outcome, which is the result students will obtain after task performance, Strategy, which can be exemplified as a gift or detailed task, timing, which has to do with the time to be taken during the activity, and last , the cue, which is a sign for learners to begin doing their activity. Guided instruction is not a classroom structure or routine, but rather a set of teacher behaviours that ensure student learning. Having said that, it is important to note that needs-based small-group instruction is one of the more effective tools teachers have to facilitate student learning. In fact, we would go so far as to say that the absence of small-group guided instruction that is based on student needs as determined by formative assessment places students at risk for school failure we like think that guided instruction as the moves of an expert teacher, because saying the right thing is hard to plan in advance. Scott Thornbury (2006, as cited in Angulo, 2023) added that guided instruction requires knowledge of the learner and the expectations for thinking at a given grade or age level. That's not to say that there aren't guided instructional materials available for sale, there are, but it's really teacher expertise that matters, as the teacher has to know when to use questions, direct explanations, or modelling to get the learner to learn.

Sowell (2017), argued that giving instructions have a direct effect on learning, a lesson or activity becomes chaotic and fails when students do not understand what

they are supposed to do. Nonetheless, good instruction-giving is a challenge for both native and non-native language teachers, as well as for both seasoned and novice teachers. However, instruction-giving is a skill that is sometimes neglected for pre-service and in-service teachers in teacher-training programs. New teachers might assume that it is a skill that will be naturally mastered. More experienced teachers might assume that it is a skill they have already mastered. For all language teachers, however, instruction-giving is an area that deserves attention and practice, as it has a major impact on how well students are able to carry out activities and, as a result, how well they learn.

1.2 The Aspects of Guided-Instructions

Puntambekar and Hübscher (2005, as cited in Fisher and Frey, 2010) conducted a unique examination of the essential aspects of instructional scaffolding. The study identified four fundamental properties of guide using a theoretical framework. These characteristics influence our approach to guided instruction, whether for whole-class, small-group, or individualised coaching.

1.2.1 Inter-Subjectivity

Effective instructional scaffolding requires collaborative ownership of the work by both students and teachers. The work should be stated and redefined by both the student and the instructor to help the learner grasp it from the perspective of a more informed person. According to Wood et al. (1976, as cited in Fisher and Frey, 2010), this requires motivating learners to take risks.

1.2.2. Ongoing Diagnosis

It emphasises on the need for teachers to stay aware of their students' understanding and areas for improvement. To master a task, it's important to have a thorough awareness of its subtasks and a strong comprehension of the individual learner.

As Wood and colleagues noted (1976, as cited in Fisher and Frey, 2010).

The effective tutor must have at least two theoretical models to which He must attend. One is a theory of the task or problem and how it may Be completed. The other is a theory of performance characteristics of the tutee. Without both of these, he can neither generate feedback nor devise situations in which his feedback will be more appropriate for this tutee, in this task at this point in task mastering. The actual pattern of effective instruction, then, will be both task and tutee dependent, the requirements of the tutorial being generated by the interaction of the Tutor's two theories.

1.2.3. Dialogic and Interactive

The third aspect of learning scaffolds is the interaction between students and teachers during the learning process. This is not the time for a monologue, but rather a discussion in which the teacher assesses student comprehension and development. A robust feedback system is necessary, with teachers routinely testing for comprehension and collecting assessment data.

1.1.4. Fading

The last theoretical aspect requires the teacher to reduce the support given to the learner(s). In Vygotsky words, this occurs when the learner has achieved

internalisation. According to Vygotsky's (1978, as cited in Fisher and Frey, 2010) theory, cognition happens first between others (inter-psychological) and then inside oneself. Internalisation cannot occur without fading, resulting in students being "prompt-dependent" rather than autonomous. Educators refer to this as achieving autonomy (LaBerge & Samuels, 1974), which frees up working memory to focus on comprehension.

1.3. Principles of Instructions from Educational and Psychological Research

There are several instructional principles which are presented from educational and psychological study which should help teachers to improve the quality of their instruction.

"Principles" are general standards or guidelines for acting which were created by generalizations of research results and which educational practitioners should keep in mind when they want to design effective instructional methods and processes. Focusing on such principles only increases the success of instruction when instructional methods are continuously planned, implemented, evaluated, and adapted based on these principles (Astleitner, 2005). To adapt means that instructional methods are calibrated to given characteristics of students, teachers, and subject matters. However, when integrating these principles during planning, implementing, and evaluating instructional methods - together with a diagnosis of problems consuming students and subject matters. Then it can be expected that general guidelines have a specific influence on the design of instructional methods. Furthermore, it is important to mention that not all principles have to be implemented in order to produce effective instruction. However, it should be the aim of instructional designers to reflect these principles periodically as general

instructional standards when planning and evaluating instructional activities these principles are:

- **Principle One:** Supporting and assessing fundamental knowledge and higher-order skills

In terms of research outcomes and instruction as mentioned by Astleitner(2005), education should promote both fundamental information acquisition and higher-order thinking for problem-solving. During instruction, provide basic information using illustrative examples, problems, and solutions. Students can develop analytical thinking skills by breaking down information items, comparing, evaluating, and explaining them. Students can build creative thinking skills by imagining and creating their own learning products. To develop analytical and creative thinking skills, problem-solving, and a problem solving approach allocating resources (what is required for the process) involves fixing the problem and evaluating its success. Achievement evaluations should incorporate knowledge, reasoning, and problem-solving skills. To gain a thorough understanding of students' knowledge, thinking, and problem-solving behaviour, a variety of accomplished evaluation methods, such as exams, observations, and portfolios, should be employed. Phases should include identifying the problem, characterising it, and determining its components.

- **Principle Two:** Generating and Maintaining Interest.

Interest in a subject may motivate you to pursue it. Using numerous methods of instruction, Students become more involved when they think they play an important part in the growth of a group. The development and group should be consistent with principles ("We do good things!"), displayed openly, and give aid to others (Astleitner,2005). Students are more likely to be engaged in a topic when they feel

competent, can set their own goals, and are not compared to others. It is critical to emphasise the importance of instructional content for students' aspirations and lifestyles. Educating students on the information they lack and how to get it may pique their interest. Incorporating idols, interactive worksheets, learning games, or narratives into instruction can increase student involvement.

➤ **Principle Three** : Increasing good emotions

Sympathy and pleasure indicate student's good sentiments. Instructional strategies can boost student empathy. According to Astleitner (2005) , to improve student behaviour, teachers can use strategies such as building relationships, promoting sensitive interactions, fostering cooperative learning structures, and allowing students to "adopt" children in need. To increase pleasure in the classroom, consider enhancing students' well-being (e.g., illustrating a probabilistic view of the future), creating open learning opportunities (e.g., using self-instructional materials), using jokes (e.g., creating funny comics with students), and implementing play-like activities (e.g., simulation-based instructional games).

➤ **Principle Four** : Reduce negative sentiments

Fear, jealousy, and rage are among the bad emotions that frequently arise during instruction. There are several methods of instruction. To reduce these feelings, use proven motivational and cognitive instructional strategies, accept mistakes as learning opportunities, and induce relaxation through techniques such as muscle relaxation, visual imagery, autogenic, and meditation. Be critical while maintaining a good attitude (for example, teach learners critical thinking). To reduce fear, emphasise the beauty of things, encourage comparison with autobiographical and criterion reference points, show students' individual learning histories, and implement

consistent and transparent evaluation and grading To foster a positive learning environment, teachers should provide detailed information about grading guidelines, promote authenticity and openness through "personal information boards," avoid unequal distribution of privileges (e.g., granting all students access to private matters to reduce envy), and teach students how to control their anger (e.g., counting backwards). Additionally, they should present multiple perspectives (Astleitner, 2005).

➤ **Principle Five :** Consider the learner's strengths

Instruction and performance evaluation they are most effective when they assist students in identifying and developing their own strengths, as well as offering guidance to overcome weaknesses. As stated by Astleitner (2005), students learn better when education is matched to their particular talents. Preferences take into account the learning style (for example, self-regulated versus teacher-regulated). Instructional resources, such as texts or lectures, and achievement evaluations, whether oral or written (written examinations), Instruction and evaluation should be based on individual and criteria referenced standards rather than socially-referenced standards (for example, "You have improved since last week" or "You have achieved 80 percent of all teaching goals" rather than "40 percent of the students had better achievements than you!"). Achievement evaluations should give useful suggestions on how to improve achievement, not only if it meets the requirement

➤ **Principle Six:** Multiple supports for cognitive, motivational, and emotional characteristics

Effective education involves using many strategies to target certain student traits. Effective teaching not only promotes critical thinking and learning but also fosters motivation and emotional well-being (Astleitner,2005). Effective instruction

involves stating goals, activating pre-knowledge, presenting engaging information, guiding learning processes, providing feedback, assessing progress, and ensuring knowledge transfer. Instruction may encourage students by engaging their attention, demonstrating the relevance of the subject, boosting self-confidence, and ensuring satisfaction with learning outcomes.

1.4. Stages of Effective Instruction

1.4.1. The Preparation Stage

Effective instruction starts with proper planning. Although teachers may feel they can easily improvise instructions. According to Ur (1996, 16, as cited in Sowell, 2017), teachers have the ability to improvise, and their instructions may not be as clear to students as they are to themselves. To provide clear and concise directions for activities, write them down as part of your lesson plan (Woodberry and Aldrich, 2000 as cited in Sowell, 2017). Scrivener (2011 as cited in Sowell, 2017) recommends using language that students are comfortable with, writing one phrase for each important argument, and removing unnecessary words while maintaining the original meaning. Depending on your students' competence level, what is allowed may vary. Ensure instructions are basic and clear for all learners (Ur, 1996, as cited in Sowell, 2017). Scrivener (2011, as cited in Sowell, 2017) recommends planning instructions ahead of time until you are confident in your ability to give them without it. Even with practice, it may still be necessary to plan instructions for difficult or multistep jobs, particularly for novices.

Consider using assistance mechanisms such as gestures, photographs, or drawings during the preparation stage to improve comprehension or written

directions. Take into account your context, students competency levels, and backgrounds while making your choice, cupping your hand behind your ear and saying "listen" or using graphics and words to convey instructions to lower-level of the learners (Gardner and Gardner, 2000; Scrivener, 2012, as cited in Sowell, 2017).

To instruct students to arrange their desks in a U shape, you can draw a U in the air or on the board. For learners who prefer written texts over oral input (e.g., false beginners in English as a foreign language). You may display instructions on an overhead projector, PowerPoint presentation, or flip board while reading them. This allows for simultaneous oral and textual feedback and gives additional help until learners understand your directions. Consider when to distribute documents and information. In general, you shouldn't hand out Prepare worksheets or other materials before providing instructions. When students get resources, they tend to focus on them, making it challenging to refocus their attention (Scrivener 2012; Ur 1996 ,as cited in Sowell, 2017). Some activities require students to have specific resources to grasp instructions (Scrivener,2012 as cited in Sowell, 2017).

1.4.2. The Delivery Stage

Arrange student groups and furnishings before providing lessons. According to Proctor (2014, as cited in Sowell, 2017), giving instructions before assembling pairs and groups might lead to students forgetting them while moving about. Before delivering directions for an activity, students should form groups and arrange classroom furniture as needed. Ensure students understand their assigned groups and seating arrangements. To save time and prevent unpleasant social situations, do not

let students choose their partners or group members. Random selection methods include having students count by numbers or assigning a fruit name and allowing them to locate their group members.

□ **Get Your Learners Attention**

Before beginning instructions, ensure your students' attention is focused. According to Scrivener (2012) and Ur (1996, as cited in Sowell, 2017), the quality of directives is immaterial if they are not followed. There are several techniques to capture their interest. Options include ringing a bell, blowing a whistle, clapping hands, playing music, or just standing still. Inform students that raising your right hand indicates a request for silence. Raise your right hand and encourage others to do the same until everyone is silent and focused on the instructor. You can use a hint phrase or change your voice, such as "Time to start."

□ **Use Extra-Linguistic Devices to Aid Meaning**

When giving directions, ensure that your students understand them. Simplified language, such as imperatives and brief phrases, can effectively convey instructions. Doff (1988, 227, as cited in Sowell, 2017) suggests that concise statements that may be employed repeatedly are essential for class organization. Avoid using difficult colloquial language, unfamiliar grammatical structures, or sophisticated jargon. Keep away from using overly polite and sophisticated wording, such as "it would be fantastic if you could open your books now, if you don't mind." Avoid using foreign talk when communicating with non-native speakers, as "all learners talking to partners make conversation" (Thayne 2010, 11, as cited in Sowell, 2017). According to Brown and Larson-Hall (2012, as cited in Sowell, 2017), using unnatural language

can confuse students and model incorrect speech structures. To ensure effective education, aim for a level or two below your students' present level (Scrivener 2012, as cited in Sowell, 2017) and stop after each lesson to allow for comprehension (Gardner and Gardner 2000 Proctor 2014; Scrivener 2012, as cited in Sowell, 2017).

□ Use Extra-Linguistic Methods to Assist Understanding

Extra-linguistic devices, such as gestures, facial expressions, voice, and images, help prompt communication. (I understand your directions.) These extra-linguistic devices may be planned during the preparation stage or used during instruction delivery.

Scrivener

(2012, as cited in Sowell, 2017) recommends creating a repertoire of consistent motions and facial expressions. When speaking, emphasize essential words with pauses. For instance,

«Write down three questions.»

Scrivener (2012, as cited in Sowell, 2017) suggests writing essential concepts on the board and including visuals

□ Break down the instructions when there are several steps

Offer Provide instructions at each stage, rather than all at once. Consider these instructions: Take out a piece of paper and jot down five things you did last weekend. Next, discover additional students who have done the same thing and write their names next to the sentences (Sowell, 2017). After identifying students who have participated in similar activities from the previous weekend, you can take a seat. Although the process is simple, giving directions all at once might be confusing and time-consuming. Sowell add (2017), to avoid confusion, it's best to

provide instructions in sections. Announce the next step once students have completed each phase of the exercise. Breaking down instructions step by step improves comprehension and provides an opportunity to show what is required. Give students a time limit Before you start an activity students know how much time they will have. This helps students stay focused on the task and manage their time.

□ Avoid providing ambiguous directions

Instructions should be concise but not ambiguous. Instructions can be as perplexing as those that are overly comprehensive or convoluted. Telling students to "write an essay" or "get into groups and have a discussion" often leads to confusion and inquiries. Teachers can give students specific tasks and directions (Woodberry and Aldrich, 2000; Scrivener, 2012. as cited in Sowell, 2017). Instructions like "Find three hobbies you have in common with your partner," "Interview your partner using the questions in Exercise A on page 22," and "Listen and draw what I say" provide learners with clear tasks. When creating a lesson plan, it's important to clearly outline the tasks and directions for your students.

□ Model your directions

Demonstrations help to clarify meaning, after giving directions, wherever possible, Scrivener (2012) and Ur (1996, as cited in Sowell, 2017) suggest modelling desired behaviours for students. This can be done alone, with a student, a pair, a group, or the entire class. Your option will depend on the activity and the learners. For simple question/answer activities, pretend to be two people, A and B, and model one or two sets of questions at the front of the classroom.

You might also use as Scrivener (2012, as cited in Sowell, 2017), who advises performing the task as a think-aloud monologue to show the method. For instance, "First, I will write five sentences to describe the picture." Then I'll swap paper work with my companion. Next, I plan to read my part paper practice an activity, you may either model it with a student (e.g., a dialogue) or have a pair of students play the roles of A and B.

□ **For group activities**

Sowell (2017), suggested to invite volunteers to gather at the front of the room and demonstrate part of the exercise for the entire class. To play charades in groups, have one student do an action and the others guess what it is. To demonstrate a whole class action, choose an example that involves the entire class. During a "Find Someone Who..." game, when students search for classmates based on supplied information (e.g., "who likes horror movies"), you may pretend to be a student and interact with the class and tell your class, "Do you like horror movies?" Until one responds, «Yes." Ask for the student's name and record it on paper, using the approach you want your pupils to employ.

□ **Modelling an action in two phases**

First with oneself and then with students, it can be effective to conduct a question/answer pair-work exercise where one student demonstrates first, followed by two others. Sowell (2017), proposed to begin the charade group exercise, inform the students that you will be miming an action and asking them to guess it. Then, invite the volunteer group to the front and have one student mimic while the others guess. Modelling one or two instances is usually enough to ensure

students comprehend the task at hand. For new or inexperienced students, it may be necessary to provide additional examples and guidance for working in pairs or groups during interactive classroom activities.

1.4.3. The Post-Delivery Stage

During the post-delivery step, teachers ensure that every student understands the instructions. When students begin an activity, circulate around the room to ensure proper execution and offer assistance as required (Scrivener 2011, as cited in Sowell, 2017). Even with clear instructions, students may still struggle or be confused about certain aspects. Scrivener (2012, as cited in Sowell, 2017) recommends stopping an activity and re-instructing the entire class if students become disoriented. If a few students want assistance, you can help them individually or in groups. Monitor students and offer support as needed throughout activities. According to Woodberry and Aldrich (2000, as cited in Sowell, 2017), it's important to be present and participate in students' activities without appearing imitating.

Avoid being aggressive or defensive if your students don't understand, assigning responsibility to students who have not failure to comprehend might make you appear inept and students feel inadequate. If your students don't understand, take a step back and make the necessary repairs. The method of accomplishing this depends on several elements, including the activity, the learners, and the time of day. Reiterating previously given instructions or using alternative language may be effective solutions. You may need to provide additional examples or replicate the behaviour again. Consider breaking down the exercise into steps and requiring students to complete them sequentially, or using a mixture of tactics. Patience and thoughtfulness can help students stay on track.

1.5. Feedback

Feedback may be available throughout a well-designed curriculum, including guided readings, staff interactions, self-reflection during lectures, and group discussions during tutorials." Feedback is essential for educational and training activities. It improves learners' potential and elevates their awareness throughout the training process. Identify your strengths and areas for growth, and then apply performance-enhancing activities .Feedback is an essential part of learning in any context. Timely, detailed feedback, whether delivered formally or informally, helps people learn more effectively by providing a clear sense of where they are and what they have to do to improve. In the university context, feedback assists students in developing mastery of their disciplines and more general graduate attributes. It helps them understand what is expected of them and how to reach that standard. Providing high quality feedback is, quite simply, one of the most important things you can do to help your students learn (Krause et al 2005, as cited in Naylor et al, 2014).

In education, feedback is information provided by an agent on one's performance or knowledge, and is described as "the mechanism by which a student may measure at each stage of the course how he or she is doing in terms of the information, comprehension, and abilities that will decide his or her course result. Ended(1983, as cited in Jonas-Dwyer, Jonas, & Siddiqui,2006 defines this as "information describing students' performance in a given activity that is intended to guide their future performance in the same or a related activity assessment." Black and William (1998, as cited in Jonas Dwyer, Jonas, & Siddiqui,2006), defined it as "any information that is provided to the performer of any action about that performance."

Ramsden(2003, as cited in Naylor et al, 2014) shows that the question most clearly differentiates the best and worst courses is: “Teaching staff here normally give helpful feedback on how you are going.” In other words, there is a correlation between students’ perceptions of the amount of feedback they receive and how effective they think the course is overall. Providing helpful, timely feedback is therefore essential for increasing student satisfaction and the effectiveness of their learning (Ramsden 2003; Hattie and Timperley 2007; Shute 2008, as cited in Naylor et al, 2014). There is also a clear link between not providing feedback and student failure. Without any commentary on their progress, many students do not realise they are in danger of failing until after their examinations. Even then, they may not be given enough information to enable them to improve (Entwistle et al. 1989; Ramsden 2003, as cited in Naylor et al, 2014). Indeed, fewer than one third of over two thousand Australian first year students surveyed in 2005 (Krause et al. 2005, as cited in Naylor et al, 2014) indicated they received helpful feedback on a regular basis, showing that this issue is not peculiar to any particular discipline or university but is sector-wide. To some extent this perception maybe the result of undergraduate students still adjusting to the more self-directed nature of university education however, research – and subject survey results – indicates that it is also a matter of concern for postgraduates (Ferguson 2011, as cited in Naylor et al, 2014).

After reviewing 87 meta-analyses of research on student accomplishment, Hattie (1997, as cited in Jonas-Dwyer ,Jonas, & Siddiqui,2006), discovered that the most potent single influence on achievement for student learning was feedback. Carless (2006, as cited in Jonas-Dwyer ,Jonas, & Siddiqui,2006), conducted a comprehensive study spanning eight publicly funded institutions in Hong Kong, the survey revealed that the views of teachers and students regarding the relevance and degree of depth

of the feedback offered varied. Tutors thought their input was more valuable and more in-depth than that of students, and they gave it in more detail. Feedback's efficacy is heavily dependent on several things, these include the setting itself, the readiness of students to accept and act upon criticism, and the talents and capacities of faculty members to provide it. The efficacy of feedback can also be affected by when it is given and right away, later or again.

Brinko (1993, as cited in Jonas-Dwyer, Jonas, & Siddiqui, 2006), claims that offering feedback as soon as possible after a performance and seeing it as a process rather than a one-time quick fix increases its efficacy. Gibbs and Simpson (2004, as cited in Naylor et al, 2014), identified ten conditions required for assessment to facilitate student learning, seven of which include feedback: Feedback must be offered frequently and in sufficient depth to be really formative. Feedback should be focused on students' performance rather than their traits, and it should be delivered in a timely manner so that students may utilize it to improve their learning, feedback should be acceptable in terms of what the assessment is actually aimed to achieve, it should connect to students' comprehension of what they are supposed to be doing, and must be received by the student and acted upon by the student, while academic staff cannot always exert control over the last.

According to Naylor et al. (2014), the majority of individuals in when discussing reviews, it is hard to avoid mentioning assessment. When it comes to assessment, giving students meaningful and timely feedback is critical for creating a well-designed test since it allows them to reflect on their learning, identify areas for improvement, and begin making those adjustments. It is possible that students, in particular, may not receive adequate feedback because they assume it consists

entirely of written comments on assessment items. Making students aware that feedback is a tool they may use to improve their learning is an important first step in solving the problem. Innovative approaches to ensure students are aware of and receive timely, detailed feedback on their learning are aware of what they are receiving feedback on-may be necessary (Krause et al., 2005, as cited in Naylor et al, 2014).

When addressing feedback, there is a vital distinction between summative and formative feedback. The majority of individuals associate feedback with formative feedback. It is positive and is constructive and used to improve learning and teaching. It occurs during learning so that students may act on it, and it is not punitive. Students' progress their understanding by making errors and then learning to remedy or avoid them (Naylor et al, 2014).

Naylor et al. (2014) summative feedback is the final judgment of student achievement. At university, present as an end-of-semester test or essay. It is a judgment that is used to assess learning at the conclusion of a teaching session. A mark, or grade, is commonly used to evaluate and rank students. It may or may not include formative input. Formative feedback provides the greatest learning gains. Summative feedback without formative feedback can be detrimental to student learning since they demotivate and generate anxiety (Fritz et al., 2000; Paulo's and Mahoney, 2008, as cited in Naylor et al. 2014). This is not to say that summative evaluation is not significant or beneficial in higher education it is required for professional certification and the awarding of honor placements and scholarships. Sufficient formative feedback is necessary to prepare students for their final evaluation (Biggs and Tang, 2011, as cited in Naylor et al. 2014). Most university assessments consist

of both formative and summative feedback, such as comments and final grades. However, numerous types of assessment at different points throughout the semester may tilt the scales even more in favour of formative or summative purposes, so it is crucial to remember your primary goal while developing an exam. Is the primary purpose to help students increase their skills and knowledge, or to assess what they've learned.

1.6. Scaffolding

Scaffolding is an approach that draws on Vygotsky's notion of assisted learning (Slaving, 1994:231, as cited in Ningrum, 2012). Vygotsky's concept of scaffolding is similar to Bruner's method. According to Bruner (in Amends, 2001:335, as cited in Ningrum, 2012), scaffolding happens when a teacher or more experienced individual aids a learners in completing a task that is beyond their own capacity. Scaffold education is based on studies of individual learning styles.

Support in scaffold education requires more than just modelling and teaching techniques and abilities. Students are supported in a variety of ways, including theme-based selections, prior knowledge activation, literary reading, and encouraged responses.

This technique involves providing initial help to students by modelling and coaching them through each stage of the writing process. Gradually, this support is removed, allowing students to practice independence. If children are unable to reach independence, the instructor provides additional support to help them succeed until they can. Students receive varying levels of scaffolding and help during the writing process, based on their requirements.

1.6.1. Scaffolding Characteristics

The scaffolding has at least eight characteristics (McKenzie, 1999, as cited in Ningrum, 2012). First, scaffolding provides specific directions. This strategy gives step-by-step directions that outline exactly what students must accomplish to meet the learning activity's objectives. Next, scaffolding describes the goal. The scaffolded lesson tries to deliver both value and meaning. Acting helps to improve cognition, discover meaning, and achieve comprehension. Third, scaffolding enables students to stay on track. Instead of just delivering clear instructions, this strategy acts as a doorway to the learner's learning experience. Fourth, scaffolding helps to clarify expectations. Scaffolded teachings start with examples of other people's good work. Students are taught the rubrics and standards for defining brilliance from the beginning. Fifth, scaffolding guides students to helpful resources. The instructor chooses sources to ensure students get the most the instructor picks sources to ensure that students obtain the most relevant information. As a consequence, students can complete their learning objectives. Sixth, scaffolding reduces ambiguity, surprise, and disappointment. The operating design idea for scaffold teachings is the "Teflon lesson": no stick, no burn, and no issue. Teachers should review each step of the lesson to detect any problems. After a lesson is ready for trial with students, it is revised at least once more based on new insights gained from monitoring their actual activities. Seventh, scaffolding improves efficiency. Finally, scaffolding creates momentum.

1.7. Instructions Strategies

1.7.1 Daily Review

The daily review is a vital part of education. A review can enhance our understanding of previously studied content. Recalling previously learned terms,

concepts, and processes can aid in problem-solving and understanding new information (Rosenshine, 2010).

Developing skills involves thousands of hours of practice, including regular reviews. Effective classroom teachers prioritised practice and began classes with a five- to eight minute review of previous content. Some teachers review terminology, formulas, events, and previously taught ideas. Teachers provided additional practice to help students recall knowledge and abilities automatically, having students correct each other's papers, identifying areas of difficulty or error, and providing additional practice on facts and skills that need to be learned again. These reviews guaranteed that the students understood the skills and ideas necessary for the day's lesson. Daily review is essential for teaching content that will be used in future learning. Examples include reading sight words and grammar. Teachers should plan for review by identifying which words, and concepts need to become automatic, as well as which terms, vocabulary, or ideas should be revisited prior to the session. They may consider the following during their daily review

- Correct homework

- Review homework ideas and skills

- Ask students about challenges or errors

- Review material with errors

- Review content that needs improvement.

1.7.2 Ask Questions

Teacher-led questions and student discussions provide valuable practice opportunities.

The most effective teachers spent more than half of their class time teaching, demonstrating, and asking questions. These questions let teachers assess student comprehension and identify areas for further education. Effective teachers also encourage students to clarify their method for answering questions, including how they arrived at their answers. Less-successful teachers ask fewer questions, particularly about the process. In an experiment done by Good and Grouws (1979, as cited in Rosenshine,2010), teachers were instructed to often ask questions throughout the presentation of new content. During guided practice, teachers were instructed to ask more questions and process them thoroughly. The experimental group's teachers asked more factual and process questions, resulting in greater post-test arithmetic results for their students compared to the control group. Imaginative instructors engage all students in responding to questions for examples:

Include each student's:

1. Tell your neighbour the answer.
2. Summarise the essential concept in one or two phrases. Write it on paper and share it with a neighbour, or repeat the procedure.
3. Write the answer on a card and hold it up.
4. Raise your hand if you know the answer, allowing the instructor to check the whole class.
5. Raise your hand if you agree with someone else's response.

The goal of these processes (cards, raising hands, and writing responses) was to encourage student engagement while simultaneously allowing the teacher to assess confidence levels. Some teachers used choral responses to reinforce new vocabulary

or lists of items. This made practice seem more like a game. To be effective, every student must start together on a signal. When learners did not begin together, only the fastest learners responded. Effective teachers not only asked questions but also provided explanations, examples, and supervision to help students practice new material. King (1994 as cited in Rosenshine,2010) created a set of question stems for instructors to use while teaching. Examples of Questions How are _____ and _____ alike?

What is the main idea of _____?

What are the strengths and weaknesses of _____?

In what way is _____ related to _____?

Compare _____ and _____ with regard to_____.

What do you think causes _____?

How does _____ tie in with what we have learned before?

Which one is the best, and why?

What are some possible solutions for the problem of _____?

Do you agree or disagree with this statement: _____?

What do you still not understand about _____?

What do you do with the responses?

Ms. Wainwright illustrated, using questions to assess knowledge should do more than just distinguish correct from incorrect responses. Fisher and Frey (2009) propose that questions designed to assess student understanding should be used to inform future education. This is part of a more comprehensive approach to formative evaluation that involves feeding and feedback. Feeding up begins with well-defined learning objectives, such as content and language targets. These objectives are specific to each class, rather than generic needs that require several contacts. For instance, in an 8th grade social studies lesson, the content objective is to identify examples of religion and class discrimination against Irish labourers in the first half of the 19th century, while the language purpose is to provide three pieces of evidence in a written summary. The second component of a formative assessment approach is feedback, which entails reacting to students' work. Although feedback is typically written, it may also be delivered vocally. The quality of a student's answer influences their future talents. The omnipresent Writing "ask" in the margin of an essay does not provide useful feedback but instead criticises phrases or concept formulation as "awkward." Unhelpful words like this cause dissatisfaction and misunderstanding among students and teachers. Research suggests that feedback might be more effective.

- Be descriptive instead of evaluative.
- Focused on the work rather than the student.
- Prioritised improvement above goal achievement (Hattie & Kimberley, 2007).

1.7.3 Provide Models

Students require cognitive support as they learn to solve problems. Cognitive help includes prompts, modelling, and teachers thinking aloud while demonstrating problem solving techniques.

Rosenshine (2010), suggested worked-out examples are another type of model established by Australian academics. It helps students focus on specific problem-solving procedures, reducing the cognitive burden on working memory. Modelling and working examples effectively teach students problem-solving skills, writing, and reading comprehension.

Inside the classroom, many of the skills taught in classrooms may be imparted by offering prompts, having the instructor illustrate how to apply the suggestion, and then coaching students as they build independence. To teach skills in the classroom, teachers can provide prompts, model how to utilise them, and guide students towards independence. When teaching, teachers gave learners opportunities to ask themselves questions about brief passages. To start a question, provide students with prompts, Fisher and Frey, (2010) defined prompts as statements made by teachers to help students focus on the cognitive and metacognitive processes required for a learning activity. They can be framed as a question nevertheless, prompts differ from questioning approaches in terms of aim. Using questions to assess a student's knowledge and understanding gives teachers a starting point for future instruction. The goal is to assess the student's current level and prepare appropriate teaching, including suggestions (Rosenshine,2010). Prompting, requiring students to fulfil cognitive and metacognitive tasks. Questioning is about assessing, whereas urging is about acting. To teach classroom skills, teachers used prompts to promote reading comprehension, encouraging students to ask themselves questions about a brief

paragraph. The first stage is to provide them with cues to start their questions. Students were given terms like "who," "where," "why," and "how" to help them start a query. After reading a text, the teacher demonstrated how to use certain terms to ask questions. Then everyone read a passage, and the teacher modelled how to use these words to ask questions. Several instances were provided. To teach students how to write an essay, the instructor first models each paragraph, then students and teacher collaborate on two or more essays, and lastly, students work independently with teacher supervision. «Worked-out examples" are a modelling technique used to teach students problem-solving skills. A worked-out example is a detailed illustration of how to complete a task or solve a problem. To offer worked-out examples, teachers demonstrate and explain the methods needed to address a specific problem. The teacher also discusses the basic rationale behind these actions. Students usually receive independent practice tasks to complete at their desks, sometimes known as "seatwork." However, in the Australian study, students were given a combination of common issues and workedout examples. Worked-out examples were problems with all stages finished for learners. During independent practice, students went through a worked-out example, a conventional problem, and another worked-out example before moving on to another issue. Students might use worked-out examples to focus on key aspects of the topic. Of course, not all students examined the completed instances. To address this issue, the Australian researchers provided half-finished tasks, requiring students to complete the missing stages. When partially solved tasks are given, learners focus more on the worked-out example (Rosenshine,2010).

1.7.4 Check for Student Understanding.

The more-effective teachers constantly check to determine if all the students are learning the new content. According to Rosenshine (2010), this check provides some of the processing required to transfer new information into long-term memory. This assessment helps teachers see if students are acquiring misunderstandings. Effective professors often spend time in the classroom, making sure their students understand. They measured understanding by asking students to summarise the presentation up to that point, repeat directions or processes, or indicate if they agreed or disagreed with other students' comments. This checking serves two purposes: (a) answering the questions may prompt students to elaborate on the material they learned and reinforce connections to other learning in their long-term memory, and (b) checking for understanding can alert the teacher to when parts of the material need to be re-taught. In contrast, poor educators merely inquired, «Are there any questions?" If there were no questions, they presumed that the students had understood the topic and passed out worksheets for them to complete on their own. To check for comprehension, encourage students to think aloud while completing tasks such as essay planning or identifying important ideas. A further check is to have learners explain or defend their stance to others. Explaining a position can help students expand their knowledge in new ways. To get high success rates, it's important to educate in tiny increments, guide practice, and assess for understanding. This is because knowledge is constructed and reconstructed. We cannot just regurgitate what we hear word-for-word (Rosenhine, 2010).

Instead, we link our comprehension of the new information to Checking for student understanding at each phase can improve learning outcomes and reduce mistakes. We use our current "schema" to create a mental summary of what we've heard.

While students are left to their own devices, they frequently make mistakes while creating mental summaries (Rosenshine,2010).

Rosenshine (2010)adds errors are more likely when new material is presented to a learner who lacks appropriate previous knowledge. These constructs are not faults but rather students attempts to be rational in areas where they lack underlying knowledge. There is literature on addressing and correcting student misunderstandings in writing essays. Providing guided practice after teaching tiny amounts of new information and assessing student knowledge helps prevent misunderstandings.

1.7.5Provide Scaffolding for Difficult Tasks

According to Rosenshine (2010), Investigators have successfully employed scaffolds, or teaching aids, to help students grasp difficult tasks. A scaffold is a temporary support used to assist a learner. They are gradually eliminated as students gain expertise. However, they can still be employed to solve difficult problems. Teachers may use scaffolds to repeat procedures or think aloud while problem solving. There can also be tools (such as cue cards or checklists) to help students complete a task or a model to measure their performance against. The term "cognitive apprenticeship" refers to the practice of modelling and scaffolding to assist students in solving complex problems. This apprenticeship helps students improve their writing, and problem-solving skills. A master helps students by providing direction, coaching, and scaffolding as they develop independence. The teacher's scaffolding involves thinking aloud. Teachers may think aloud when summarising a text. They demonstrate their cognitive processes for selecting a paragraph's theme and creating a summary statement based on it. A teacher may think aloud while writing an essay. Rosenshine

(2010), emphasize that thinking aloud by the teacher allows beginner learners to witness "expert thinking" that is typically hidden from students. Teachers might analyse students' mental processes by asking them to think aloud during problem-solving and writing sessions. Experienced teachers anticipate and warn students about common mistakes. For example, a teacher may have students read a chapter and then display to the class a badly written topic phrase and ask them to improve it. In several experiments, students received a checklist to evaluate their work. One of the questions on the list was: "Have I found the most important information that tells me more about the main idea?" or "Does every sentence start with a capital letter?" the teacher demonstrated the use of the checklist.

Some research allowed students to compare their work to expert models. For instance, when students were trained to produce questions, they might compare them against those generated by the teacher. To improve summarising skills, students can compare their own summaries to those of experts.

1.7.6 Independent Practice

In a typical teacher led classroom, guided practice is followed by independent practice, in which students work alone to practice new material. Independent practice is crucial for gaining fluency and automaticity in a skill, which involves significant overlearning. Overlearning enables automatic recollection while freeing up working memory space. It also enables students to master a skill by allowing for additional review and progress (Rosenshine 2010).

Fluency in facts, concepts, and discriminations is critical for future learning. Fluency is needed for actions such as conjugating verbs. If they learn a skill, they may become more focused on understanding and implementing it.

Inside the classroom, as mentioned by Rosenshine (2010), the most effective teachers promoted extensive and successful practice in the classroom and beyond class. Independent practice should use the same resources as guided practice. If guided practice focuses on recognising sentence types, individual practice may address the same issue or produce more complex sentences. This guided practice should not contain independent practice assignments such as "Write a paragraph using two compound and two complex sentences." Because students may be unprepared for such challenges, they must be prepared for their individual practice.

Before students begin independent practice, a teacher may choose to practice some of the seatwork problems with the entire class. Students were more engaged when their teacher walked about the room and checked their seatwork. The ideal duration for these encounters was thirty seconds or fewer. Classrooms where teachers stopped at students' desks and provided extensive explanations during seatwork resulted in mistakes.

Rosenshine (2010), argued that insufficient guided practice prevented students from engaging in constructive individual practice, resulting in mistakes. This outcome highlights the necessity of effectively preparing students for autonomous practice.

Slaving (1996 as cited in Rosenshine,2010) proposes co-operative learning, in which students assist one another while studying. Research indicates that every student does better in these environments compared to traditional ones. Some students may benefit from having someone else explain the content to them, as opposed to only

the teacher. Cooperative learning allows students to get feedback from their peers on both correct and wrong replies, promoting engagement and learning. Cooperative or competitive environments might benefit slower children by providing additional education in the classroom.

1.7.7 Weekly and Monthly Reviews

Rosenshine (2010), proposed to establish well-connected networks of concepts in long-term memory, students must engage in significant reading and writing practice. A big and well-connected knowledge base facilitates learning new material and makes past knowledge more accessible. Rehearsing and reviewing material strengthens these links. Having a diverse and interconnected body of knowledge makes it easier to tackle new difficulties. Education aims to provide students with comprehensive background information. Patterned knowledge requires only a small amount of working memory. Having broader and more related patterns frees up room in our working memory. Use this place to reflect on new knowledge and solve problems. Experts in a subject generate well-connected patterns (known as "unitization" or "chunking") and free up space in their working memory. Research on cognitive processing suggests that teachers should help students by facilitating extensive reading, frequent review, discussion, and application activities. Research indicates that classroom activities, including reading, debate, and review, enhance students' long-term memory and organisation skills.

The more one practices and studies knowledge, the stronger the links between the topics grow. Rosenshine (2010), advised to review new knowledge that helps learners form patterns and enhance the automatic memory of earlier learning. The best way to become an expert is to practice for thousands of hours.

Rosenshine (2010), suggested that successful elementary education curricula often include periodic reviews. In a successful experiment, instructors reviewed the previous week's work for instance on Mondays and the preceding month's work on the fourth Monday. These evaluations and assessments helped students improve their performance and apply their knowledge in new areas. Several effective projects allowed for a comprehensive examination. One approach to accomplishing this aim is to evaluate works as the process of reviewing. Some teachers also administered exams following these reviews. Weekly quizzes at the secondary level resulted in higher final test scores compared to classrooms with fewer quizzes. These reviews and assessments help students improve their performance and apply their knowledge to new areas. Teachers struggle to cover extensive content without enough review. However, research shows (and we know from personal experience) that content that is not sufficiently rehearsed and reviewed is readily forgotten.

2. Section Two: Writing Process

2.1 Writing

Writing is considered as the most complex language skills even more than speaking in this regard, Hilton and Hider (1992, p. 7) stated that writing demands more accuracy and perfection rather than speech, considering that written pieces are more formal. Vincent Ryan Ruggiero (1981:2) defined writing as the reflection of a writer's thoughts, insights, and feelings in a form of composition about a specific topic. As we mentioned before, writing requires the other various language skills, as being writing is the last skill to be acquired by learners in which they face difficulties in terms of cohesion, coherence, fluency, and word choice.

Considering writing covers all the language skills hence it plays a crucial role in the English teaching syllabus, Harmer (2006) emphasised that writing fosters students to enhance their use of language as they apply the grammar rules in their writings and practice what they learn in the classroom by writing paragraphs or even essays.

2.2 Writing Process

Because of the great importance of writing and taking into consideration the complexity of this skill, the writer follows several stages in order to prepare an accurate piece of writing, starting with planning, drafting, editing, and ending with the final draft (Harmer, 2006).

2.2.1 Planning

The planning or what is called the pre-writing phase in which the writer decides about the subject he/she is going to write, in the classroom students are

free to choose a topic they are interested in. During planning step, writers focus on the objectives behind choosing such a topic, the audience to whom they address their productions and the structure in which they are going to organize their thoughts and ideas.

2.2.2 Drafting

After planning the subject, the writer moves to the next stage, which is preparing the first draft of a writing piece that may contain mistakes and errors to correct after editing. In this phase, the writer emphasize on putting his/her thoughts and ideas in the form of sentences and paragraphs rather than correcting mistakes.

2.2.3 Editing

While the first draft is prepared, students start to revise and enhance their writing level by correcting errors for instance, altering words or changing the structure of sentences (Tompkins, 1994, p.83 as cited in Farad, 2015). It is important to refine the general idea rather than focusing on the details. In this step, the writer or student needs the assistance of the reader, for example, teachers or instructors, in order to suggest modifications and revise the draft.

2.2.4 Final Version (draft)

When the writers finish editing the draft and modifying what needs to be, they present their final writing, which may seem different from the preceding ones because they changed their minds after revising and editing. Now the final version is ready to be handed to the audience where teachers play the roles of reader and editor (Harmer, 2006).

2.3 Aspects of Writing

Brown (2010, p. 261) identified five parts of the writing process: organisation, content, vocabulary, grammar, and mechanics.

2.3.1 Organisation

According to Baker (2014, p. 3, as cited in Firdani & Fitriani, 2017), organisation teaches students to understand paragraph structure and order. According to Brown (2000, p. 357), successful organisation involves a clear introduction, logical succession of ideas, conclusion, and suitable length. According to Oshima and Houge (2010, p. 21, as cited in Firdani & Fitriani, 2017), a well-written paragraph should be coherent and include related sentences. Bailey (2011, p. 77) suggests that separating the argument from each portion of a paragraph improves its organisation and helps readers grasp the issue. Yohana (2005, p. 21, as cited in Firdani & Fitriani, 2017) found that 32% of Kiswahili students struggle to write well-organised and sequential paragraphs. Another issue was that students made their paragraphs unclear and unorganised.

2.3.2. Content

According to Brown (2000, p. 357, as cited in Firdani & Fitriani, 2017), content includes thesis statements, linked ideas, personal experiences, illustrations, facts, and opinions. Ontario Education (2005, p.15, as cited in Firdani & Fitriani, 2017) defines content as the topic and purpose of writing. Effective writing necessitates clear expression, attentiveness, and adequate description. According to Huy's research (2015, p. 62, as cited in Firdani & Fitriani, 2017), producing content may be difficult. Students' lack of ideas is responsible for 15% of all other writing issues. Approximately 3% of children write about

inappropriate things. 5% of students consider a lack of instructional materials and insufficient teacher assistance to be key problems in writing.

2.3.3. The Vocabulary

According to the Oxford Dictionary (2008, p. 495, as cited in Firdani & Fitriani, 2017), vocabulary refers to the words that individuals understand and use, as well as their significance. Alqahtani (2015, p. 21, as cited in Firdani & Fitriani, 2017) emphasises the importance of vocabulary in foreign language acquisition and teaching. Writing requires a strong vocabulary, which can be challenging. Huy (2015, p. 61, as cited in Firdani & Fitriani, 2017) found that 50% of Dong Thap University students struggle with their vocabulary.

2.3.4 Language Usage (Grammar)

Brown (2000, p. 362, as cited in Firdani & Fitriani, 2017) defined grammar as the structure of language that provides meaning and purpose to words. Harmer (2007, p. 32) argues that grammar encompasses not only syntax but also word formation, which may vary to convey multiple meanings. Gerson (2005, p. 7, as cited in Firdani & Fitriani, 2017) emphasised the importance of grammar in composition. To demonstrate the relevance of grammar, he conducted a poll with 700 technical writers. The survey found that 98% of authors believed proper grammar was crucial to their writing success. Gerson emphasised the importance of grammar not only for English teachers but also for writers and business professionals. Grammar is one of the most challenging components of writing skills, as evidenced by the findings of Yohana's research (2005, p. 22, as cited in Firdani & Fitriani, 2017). In Tanzania, 14% of college students struggle with proper English sentence form.

2.3.4 Mechanics

Brown (2000, p. 357, as cited in Firdani & Fitriani, 2017) defines mechanics as "spelling, punctuation, citation of references (if applicable), neatness, and appearance." Kane (2000, p.15) defines mechanics as "the appearance of words" and how they are composed in writing.

Then, Harmer (2004, p. 49, as cited in Firdani & Fitriani, 2017) stated, "If capital letters, spelling, commas, full-stop, etc. are not used correctly, this will not only make a negative impression but also make a text difficult to understand." According to the author, measuring writing quality involves more than just content, language, and handwriting.

Proper punctuation is also crucial.

2.4 Writing in The High School (university)

Taking into consideration the significance of writing, the students have to focus on the writing skills as we mentioned above that they use more writing in their assignments and exams, therefore; students are required to make efforts to develop their writing skills in order to write accurate and fluent essays. EFL students consider writing in English as L2 is a difficult skill to acquire even than speaking in which they face challenges in producing their works in terms of lexis and language structures. Many studies found that one of the obstacles of student's writing ability is the L1 interference, in which students use the literal translation; transferring words from the mother language to the target one in order write (Hoch, n.d; as cited in Mathew Nalliveetil & Mahasneh, 2017). The native language influence the production of works in the foreign language. Another factor that impact student's writing is the strategy teachers used to deliver feedback, in many cases teacher's destructive feedback might lead students to fail in producing written

essays and demotivates them in which they lose their self-confidence to develop their academic performance (Mathew Nalliveetil & Mahasneh, 2017).

2.5 Essays Writing

Students at university need to write essays in every subject especially who are going to graduate. Essay is a form of academic writing which includes a collection of well-formed paragraphs that flow in specific topic and objective, these paragraphs are related logically in order to achieve the cohesion and coherence in the essay.

The essay is divided into three crucial parts including **introduction**, **body paragraphs** and **conclusion**, each part tackles an element about the topic.

2.5.1 Introduction

In the first paragraph, the writer presents an overview about the subject as a gate to the essay as well as states the thesis statement to be developed in the coming paragraphs. This part should include the main key words of the topic in order to attract the reader's interest (Abdallah, 2015).

2.5.2 Body Paragraphs

Generally the body contains three paragraphs at least, in which it develops the thesis statement which is presented in the introduction including the main aspects and details related to the theme.

2.5.3 Conclusion

The last paragraph in the essay which includes a summary of the main ideas and points developed in the essay in other word, the writer recap all the aspect of

the thesis statement in one paragraph with a hidden message for the writer to remember it.

2.6 Types of Essay

In the process of writing an essay, the writer may write to describe, discuss or analyse a topic. He\She could just provide information or argument about an issue. For this reason the essay is grouped into several types:

2.6.1 Argumentative/Persuasive Essay

A type of essay where the student or writer attempts to convince and persuade his/her point of view to the reader about an issue through a collection of clear and specific arguments and adding supportive illustrations to emphasise the idea (Abdullah, 2015).

2.6.2 Descriptive Essay

The descriptive essay tackles presenting aspects of a topic, including concise details. The writer should make sure the reader feel as he/she is part of this description using imagery this could make the scene vivid.

2.6.3 Narrative Essay

The narrative essay deals with narrating a particular story, in which, the writer describes people and places, presents events and experience so as the reader could take a lesson from the story. Generally the narrative essays are subjective because the writer involves his/her feeling to make the reader imagines the events (Mohammed, 2021).

2.6.4 Expository Essay

In this type of essay, the writer aims at explaining and discussing certain topic, providing instructions and knowledge about a task or presenting facts to the readers. The information that are introduced should be detailed, clear and believable (Sari, 2021).

2.7 Writing Instructions

Regarding the significance of writing as a skill, teachers bear a great emphasis on the instructions used during teaching writing, in which they establish a variety of strategies to guide students write effective essays as well as provide corrective feedback.

2.7.1 Feedback

Teachers' feedback plays a crucial role in the development of student's writing production, providing effective feedback is not just judging student's work however the teacher act as assistant, evaluator, editor and motivator. As an assistant, the teacher provides their learners with the support they need such as ideas to produce writing pieces and means that allow them carry their work. Mainly the role of teachers appears when they evaluate their students' writings in which evaluators focus on the points the students achieved and points of weaknesses. Students level can be developed if teachers provoke them to write in which they engage learners into enjoyable writing activities where they can foster their mind to write effective pieces (Harmer, 2006).

2.7.2Peer Review

One of the strategies used by instructors to teach writing is the peer review or peer feedback, which fosters students to work collaboratively as well as gets them respond actively. In a study gathered by Lundstrom and Baker (2009, as cited in Baker, K.M, 2016) found that students who provide feedback act with a high performance rather than the ones who just receive, therefore they have the opportunity to improve their self-reliance however they always have to work under their teacher guidance in order to success in writing their pieces.

2.7.3Rubrics

Generally said, the rubrics can be defined as a set of criteria presented by teacher to evaluate the students' performance especially writing (Mertler, 2001, p. 189, as cited in Turgut & Kayaoğlu, 2015). Moreover, Andrade (2000, p. 13), emphasizes that rubrics are widely used in written assignment, essays and long-term projects as an effective teaching instruments. Recent studies shows that the use of rubrics by EFL teachers is elevated in the last years, in this regard, Andrade and Du (2005, as cited in Turgot & Kayaoğlu, 2015) explored a study on the use of rubrics with 14 undergraduate teachers and found that rubrics are effective in helping students know what they are expected to do as well as determine their weaknesses and strengths during learning process. Teachers use the instructional rubrics during teaching writing since they notice that students effective essays when they include the criteria provided by their instructors (Soles, 2001, p. 4, as cited in Turgut & Kayaoğlu, 2015).

2.7.4 Scaffolding

During writing process teachers need to support students with different aids in order to assist them produce an effective piece of writing for instance, exposing students to an essay model which lead them build insights and improve their capacities in academic writing (Sicker, 2017, as cited in Chatraporn Piamsai, 2020). In the other hand, Peters (2019, as cited in Chatraporn Piamsai, 2020) argued that scaffolding results are not always effective, in which, teachers expend much time to apply scaffolding technics to train students.

2.3 Conclusion

In conclusion, the literature analysis on the impact of teacher-guided instructions on students' essay writing emphasises educators' crucial role in moulding and improving students' writing abilities. The present study focuses on many components of teacher assistance, such as clear instructions, scaffolding, feedback, and modelling, all of which have a substantial influence on students' writing abilities and academic achievement. Research has repeatedly shown that excellent teacher assistance improves students' writing skills, confidence, and participation in the writing process. Teachers that provide detailed teaching help students gain a deeper awareness of writing rules, organisation, and subject development, which leads to better essay results. Furthermore, teacher direction creates a supportive learning atmosphere in which students feel free to express themselves creatively and critically. With personalised feedback and targeted adjustments. Furthermore, the findings of this study may provide significant suggestions for establishing effective strategies for directing instructions. The study methodology will be provided in the next chapter, with an emphasis on overcoming deficiencies in sample size and population, resulting

in a more full understanding of guiding instruction techniques and views at Mohammed Elbachir Ibrahimi University.

CHAPTER TWO: Methodology

Introduction

This chapter centers on examining the impact of teacher guidance on student essay writing. Leveraging insights from prior literature, which substantiates the chosen approach, this chapter delineates the research methodology utilized to explore both teachers' and students' perspectives on essay writing instruction. The principal objective of this study is to acquire valuable insights into how teachers' guidance influences students' essay writing skills, offering vital information to refine future instructional practices. To achieve this objective, two key research questions steer the investigation:

- What are the perceptions of teachers and students regarding teacher guidance in essay writing?
- How did teachers provide guidance on essay writing?

By delving into the viewpoints of both teachers and students, this study offers valuable insights to enhance essay writing instruction. The employed methodology ensures the reliability and validity of findings through systematic data collection, analysis, and interpretation. This chapter delineates the research design, data collection methods, analysis techniques, limitations, and ethical considerations, enabling readers to assess the rigor and credibility of the findings. Examining the impact of teacher guidance on student essay writing holds significance for refining instructional approaches and informing future research in the field.

1. Research Paradigm

Within the context of research methodology the chosen paradigm is an interpretive paradigm which is appropriate choice for this study, in which it understands people's ideas, and insights that are relevant to the theme through interpreting and analysing their perceptions in the context, A. Bryman (2015) explains that interpretivism recognises the subjective character of human experiences and seeks to elicit the subjective meanings and interpretations that people ascribe to their social environments. This paradigm emphasises the role of environment, culture, and language in affecting human behaviour, and it advocates for mix method approaches such as interview and questionnaire. We adopt for our study the interpretive paradigm in order to analyse and interpret the participants' experiences in relation with the effect of teacher's guided-instructions on the students writing production, this study acknowledges that individuals' perspectives and encounters with writing instruction are socially shaped and influenced by their distinct contexts, cultural backgrounds, and personal beliefs. It ratifies the importance of uncovering the underlying meanings and interpretations that participants associate with their experiences of receiving guidance on essay writing. This philosophical approach enables a comprehensive examination of the intricate and nuanced ways in which teacher-guided instructions impact students' essay writing at Mohammed El-Bachir El-Ibrahimi University. The methods employed in this investigation align with the interpretivist paradigm, mix method approaches, such as questionnaire and interview, facilitate the elicitation of participants' opinions, experiences, and subjective understandings of teacher-guided instructions for students writing essays.

2. Research Design

An integral aspect of conducting research is the selection of an appropriate research design which the mix method design which allows us to assess and analyse the

individuals' experience and interactions related to the context we study. Given its emphasis on understanding perspectives, mix method research is best suited for investigating how professors deliver and students perceive guiding directions at Mohammed Elbachir Ibrahimi University. This methodology enables a full examination of the issue, capturing the nuanced intricacies of participants' perspectives (Creswell, J. W., 2013). Mix method research, which stresses context and the social production of knowledge, can expose the various elements affecting participants' perceptions, providing useful insights to enhance educational practices and policies at Mohammed Elbachir Ibrahimi University.

3. Sample /Population

3.1Population

The study population comprises of 10 university teachers and 250 third-year students in the field of English as a Foreign Language (EFL) in the department of English language and Literature at Mohammed El-Bachir El-Ibrahimi University.

3.2Sample

The sampling strategy in this research has been tailored to address the specific focus on the effects of teacher guidance on students' writing essays, specifically within the context of third-year students at Mohammed El-Bachir El-Ibrahimi University. To ensure an adequate sample size, the research focuses on selecting 75 third-year students and four teachers.

4. Sampling Techniques

Adopting a purposive sample technique, participants were chosen based on factors directly connected to the study aims, including their personal experiences with teacher-guided instructions for students composing essays. The sample approach stressed transparency, with selection criteria concentrating specifically on those who have received guiding instructions.

The deliberate sampling technique used in this study is appropriate for various reasons. For starters, it is consistent with the qualitative nature of the study, allowing the researcher to get extensive and comprehensive information from participants who exhibit the required qualities and experiences (Creswell & Poth, 2018). This technique allows for a complete analysis of the research issue, gathering a varied variety of perspectives and experiences about the impact of teacher support on students' writing skills at Mohammed El-Bachir El-Ibrahimi University. Third-year university students are exposed to write essays in the exams for the first time during our journey in the third year at university and teachers always provide them with guided-instructions, feedbacks and rubrics to draw a clear path for students to write successfully. However, it's crucial to acknowledge that purposeful sampling may have limitations. The findings should be interpreted cautiously, as they may not be generalizable to the entire population of EFL teachers and students at Algerian universities. Moreover, there may be potential biases introduced by the selective nature of purposeful sampling. These limitations will be addressed and discussed in subsequent sections of the research.

The following section will detail the methods employed to gather insights from teachers and third-year students regarding the effects of teacher guidance on students'

writing skills within the context of guiding instructions at Mohammed El-Bachir El-Ibrahimi University.

5. Data Collection Procedures

The data was collected between March 5th and April 23rd, 2024. To obtain this information, we conducted online interviews with instructors using Google Forms and sent emails to the participants; moreover, a Google Form questionnaire was created for the third-year students and distributed via their Facebook group. Aligning with the study's objectives, the interviews with instructors were done to learn about their experiences, viewpoints, and impressions about guided-instruction. Interviews provide valuable qualitative data by allowing for an in-depth study of participants' perspectives (Creswell & Poth, 2018). Questionnaire was used with third-year students to better understand their perspectives and experiences with guiding directions. This questionnaire provides an orderly method for gathering statistical information.

6. Data Collection Tools

6.1 The Interview

Interviews are a type of conversation that is arguably the most source of qualitative data for academics. In essence, an interview is a discourse that is geared towards the researcher's specific data requirements. One dimension by which research prevalent interviews can be classified is how far the researcher guides the interview in determining the subjects covered and how they are discussed. The individual experience of the participant is mainly the emphasis of interview research, which is viewed as relevant for understanding the experience of individuals in comparable situations. According to Kvale (2007), the interview setting is frequently viewed as a knowledge construction site. In

interviews, we find an interaction regarding a problem that is part of the knowledge produced in this context, not just a replication or representation of existing knowledge (which can be appraised for its truth).

6.2.1 Administration of Teachers' Interview

As a second data instrument, we have chosen an interview for four EFL teachers at Bordj Bou Arreridj University, to collect their insights and opinion about the effectiveness of teacher guided-instructions on the students capacities to write essays, due to the time restriction the interview was designed in google form and sent to teachers via e-mail to respond and express their view points towards the topic. This interview composed of six open-ended questions to allow teachers share their ideas and experiences freely, the first question and second one were about the type of pre and during writing instructions and its significance in students' essays.

6.3 Questionnaire

A questionnaire is a collection of written questions organized to be answered from respondents to gather information about their experience or insights toward a specific topic or issue, it is crucial that the questions are straightforward and easy to comprehend. A questionnaire that has been properly organized should be easy to understand, visually appealing, and have a clear question order. Questions should be designed in an interactive approach (Kumar, 2010).

6.3.1 Administration of Students' Questionnaire

We adopted for this research a google form questionnaire to 75 EFL students of thirdyear licence in Bordj Bou Arreridj University in order to collect their perceptions

towards the effect of teachers' guided-instructions in their writing essays, it was distributed in the third year Facebook group to be easier for them to answer. The questionnaire was clear however some participants found difficulties to access the form and fill it due to the instability of internet as a result they took a long time to respond and some others did not understand the questions. It tackled topics such as the importance of writing-instructions and its impact on students' performance. This questionnaire contains 10 questions that are not divided into sections, the first six questions were about the use of teacher writing-instructions as well as the students' opinion about the effect of instructions. Whereas the last questions tackled the nature of rubrics provided by teachers.

7. Research Limitations

While the research approach was carefully designed, it is important to identify potential limits and biases. Implementation of guided instructions for students writing essays. Research on teacher-guided instructions for students writing essays may face several limitations, which could impact the generalizability and reliability of the findings. Here are some limitations:

- Time constraints were a significant limitation in this study, particularly with regards to data collection. The timeframe allocated for data gathering limits the amount of data that could be collected. Moreover, nearing the holiday season and Ramadan, it took a long time to collect the data, potentially influencing the participation and availability of participants. Despite efforts to gather diverse perspectives, it is important to acknowledge that the experiences and perceptions of teachers and students have been taking a lot of time.

- **Contextual Specificity:** The effectiveness of teacher-guided instructions may vary depending on the context, such as the subject area or cultural background of the students. Therefore, findings from one context may not be applicable to others.

- **Teacher Variability:** Experience, instructional approach, and pedagogical attitudes can greatly impact the quality of teacher-guided instruction. Studies may not sufficiently account for these differences among teachers.

- **Limited access to literature.** Limited access to literature impacted the review and synthesis of current information. Time restrictions, limited library resources, and limited access to academic databases all impeded progress retrieve all relevant scientific publications and studies on guided directions for students composing essays.

- **The difficulties of conducting a face-to-face interview.** We were unable to reach the teachers for an in-person interview. Everyone we approached stated that didn't have time for it, so we opt to do it using Google Form.

8. Ethical Considerations

When conducting a research on teacher-guided instructions for student essay writing, several ethical considerations arise here are some important points to discuss:

- **Informed Consent:** We make sure all participants, including instructors and students, are aware of the study's purpose, methodology, risks, and benefits. All participants should give their informed consent.

- **Confidentiality:** anonymize data and ensure that sensitive information is not released without their explicit consent.

- **Voluntary Participation:** Research participants can resign at any time without experiencing any negative consequences. This is especially important in educational settings, as power dynamics between instructors and students may influence engagement.

- **Avoiding risk:** We take precautions to minimise any potential danger or discomfort to participants. This includes ensuring that the study methodology and questions are appropriate for the students.

- **Beneficence:** We attempt to optimise the study's benefits while limiting dangers. The findings should contribute to greater knowledge in the field of education, benefiting teachers, students, and educational practices.

- **Avoiding Bias:** We strive to be conscious of any potential biases in research design, data collection, analysis, and interpretation.

- **Respect for variety** means acknowledging and appreciating each participant's distinct cultural background, experiences, and perspectives. We ensure that the study is conducted in a culturally appropriate manner, including the findings.

- **Publication and dissemination:** we ensure that the study findings are accurately and honestly reported, with no distortion or selective reporting.

9. Conclusion

This chapter discussed the methods used to investigate the influence of teacher-guided teaching on students' essay writing. We aimed to get deep insights into the dynamics of teacher supervision and its effect on student writing results by using mixed method research methods such as interview with teachers and questionnaire with students. We chose these approaches to capture the various perspectives and experiences of both instructors and students, providing a thorough knowledge of the topic under investigation.

The next chapter will dive into the findings of these techniques, providing light on the consequences for instruction.

CHAPTER THREE: Analysis and Interpretation

Introduction

The previous chapters provided the groundwork for a comprehensive study of how teacher-guided instruction impacts students' essay writing abilities. This chapter is a pivotal time in our inquiry, revealing valuable insights from the data acquired. Using surveys and interviews. Qualitative approaches will explore the complex dynamics of teacher-student relationships, instructional practices, and their influence on students' writing outcomes. This chapter provides a comprehensive assessment of data acquired through questionnaire and interview, allowing for detailed analysis and interpretation. Our goal is to use thematic analysis and triangulation to identify patterns, insights, and emergent themes that might shed light on the effectiveness of teacher-guided instruction in developing student writing skills.

Data Analysis

1. Questionnaire Analysis

Question 1

Before starting to write the essay, I received clear instructions from my teacher. The pre-writing instructions I received focused primarily on improving: (circle all that apply)

75 réponses

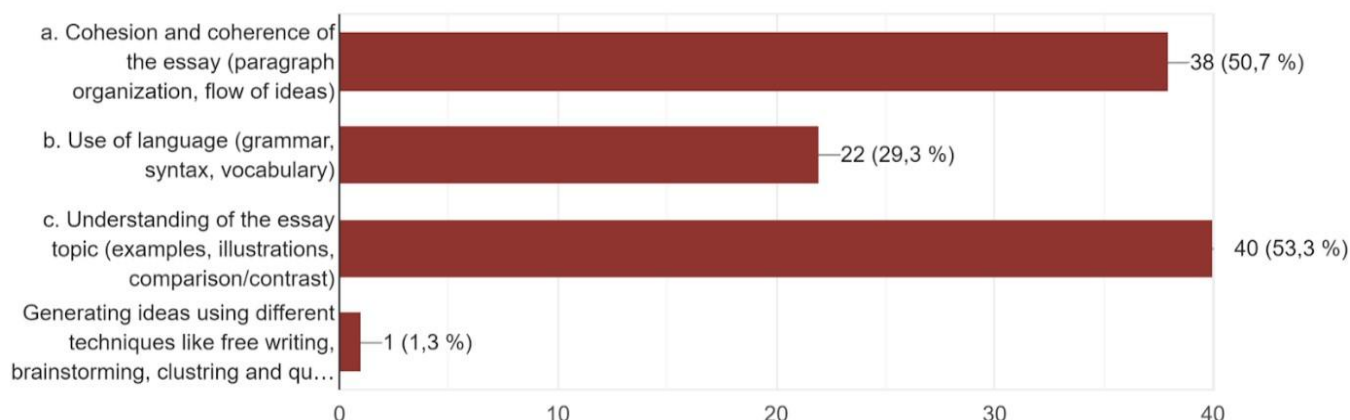


Figure 1: Pre-writing instructions

The first question aimed to explore students perceptions on pre-writing instructions from their teachers, in which the majority of students received instructions that emphasize on understanding of the essay topic (53,3%) this means to enclose the student to develop the ideas in the same topic. While, 50, 7% of participants reported that their teachers instructions focus more on cohesion and coherence of the essay. A few percentage (29, 3%) of students responses revealed that some teachers provide instructions on language use. Whereas smaller participants percentage (1, 3 %) reported that in teachers views generating ideas using different techniques like free writing and brainstorming are important as pre-writing instructions.

Question 2)

I found the pre-writing instructions to be:

75 réponses

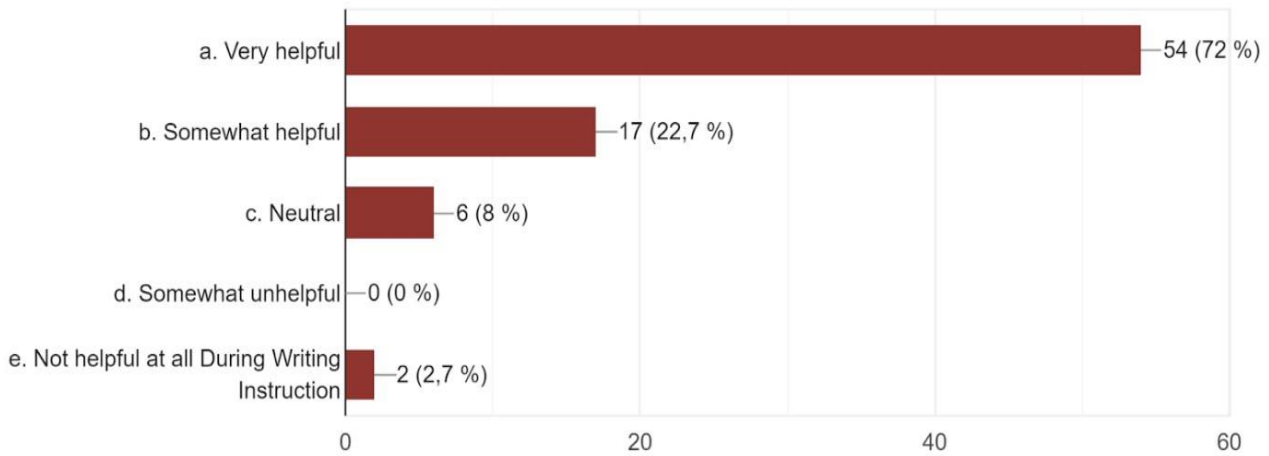


Figure 2: The usefulness of pre-writing instructions

The second questions aimed to find out how the viewpoints of students towards the effectiveness of pre-writing instructions. The Bar chart indicates that almost all participants believed that the teachers pre-writing instructions are very helpful (72%), because of good instructions giving is a path for students to support them start writing effectively, whereas, 22, 7 % of participants thought that these instructions are somewhat helpful. Only 8% took neutral position, while two participants viewed pre-instructions as not helpful at all during writing instructions which might not improve their writing.

Question 3

While writing the essay, my teacher provided additional instructions or feedback The additional instructions or feedback I received during writing focused primarily on: (circle all that apply)

75 réponses

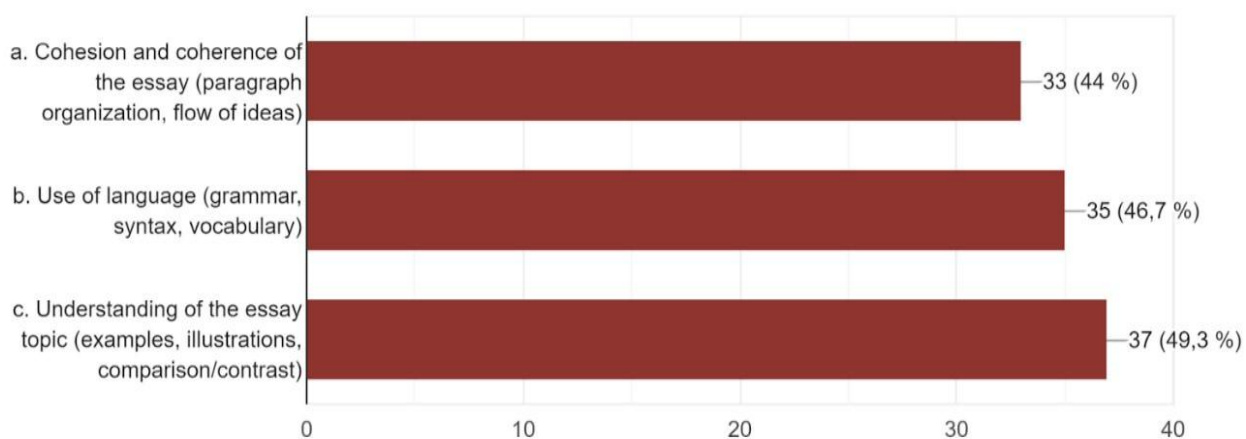


Figure 3: The nature of additional instructions

The third question, the percentages are much closed in which the majority of participants (49, 3%) claimed that the instructions provided by their teachers during writing are focusing on understanding the topic of essays mainly examples and illustrations. While (46,7%) of students claimed that the main interest of teachers instructions is the language use in term of applying grammar rules and using suitable vocabulary, for the remaining responses (44%) said that teachers emphasized more on cohesion and coherence of the essay to be sure that students write in well structure.

Question 4

I found the additional instructions or feedback I received:

75 réponses

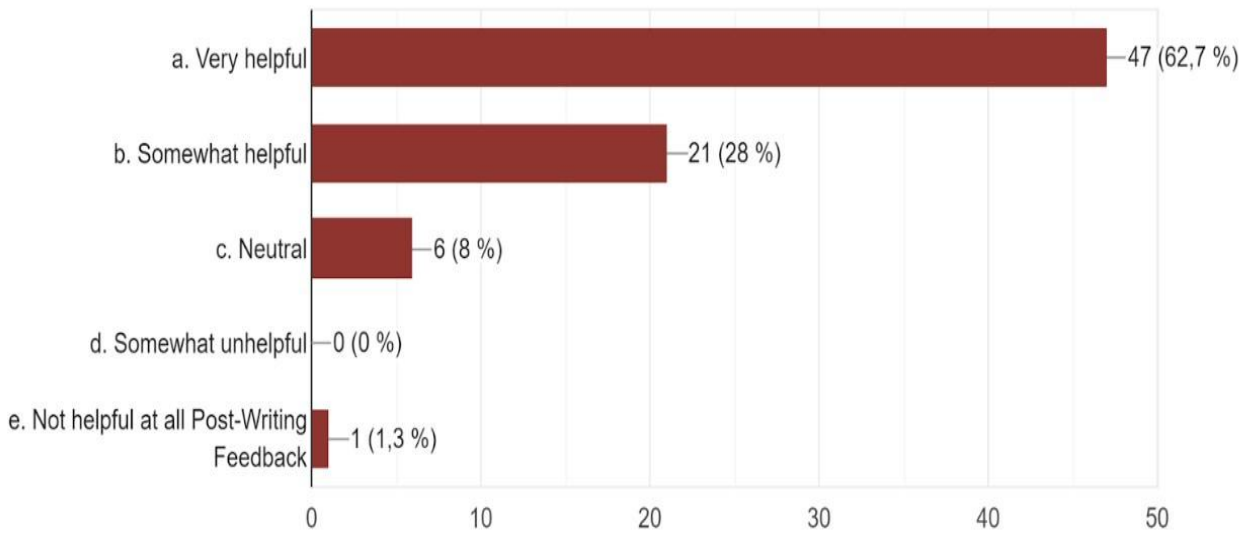


Figure 4: Effectiveness of additional feedback

The majority of students (62, 7%) evaluated the additional feedback helped them a lot in which these instructions could enhance their essays. Whereas (28%) of learners considered the additional instructions as partially helpful. A small percentage (8%) were not aligned with additional feedback. Only one participant (1, 3%) evaluated the instructions added by teacher as not helpful at all.

Question 5

After writing the essay, I received feedback from my teacher. The feedback I received helped me to improve: (circle all that apply)

75 réponses

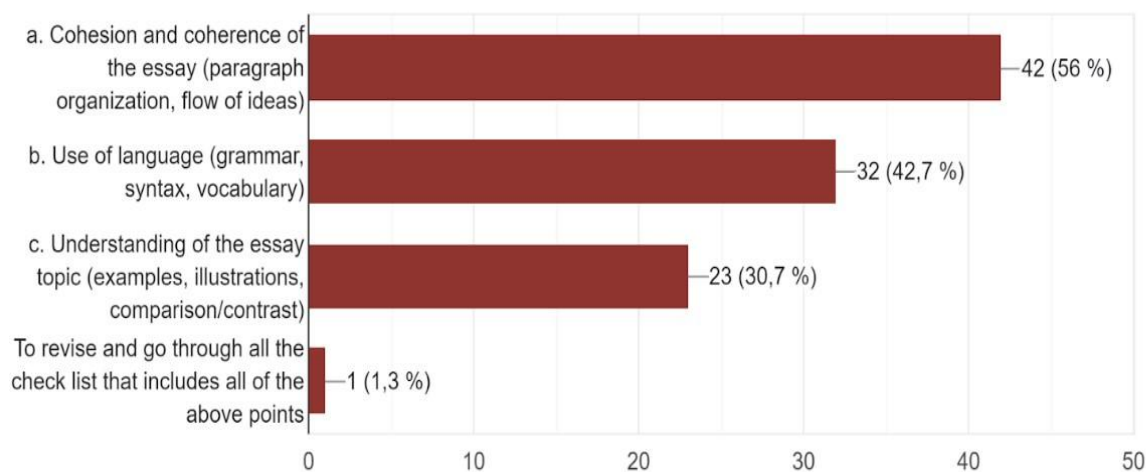


Figure 5: Pre-writing instructions

More than half of students (56%) claimed that the post-writing feedbacks they received are approximately emphasized on the paragraph organization and flow of ideas. Whereas, (42,7%) of learners argued that teachers focused on delivering instructions on the use of language for instance syntax and grammar and (30,7%) of participants said that teachers feedbacks were for understanding of the essay topic. The smaller percentage (1,3%) considered that feedbacks were about the whole points we tackled before and revising.

Question 6

In the **Sixth question**, students were asked to describe significance of teacher's guided instructions in enhancing their essays, in which the majority of students claimed that teacher's instructions were very useful to help them improve their writing capacities. Most of students agreed that teachers delivered instructions in the sake of emphasising coherence and cohesion of essay in which students could write well-structured

compositions. Whereas others clarified that they received instructions focusing on the comprehension of essay topic. Few participants said that their teacher’s guidance helped them to fix their mistakes.

Question 7

Did you know what is the nature of the mark allocated to your writing?

75 responses

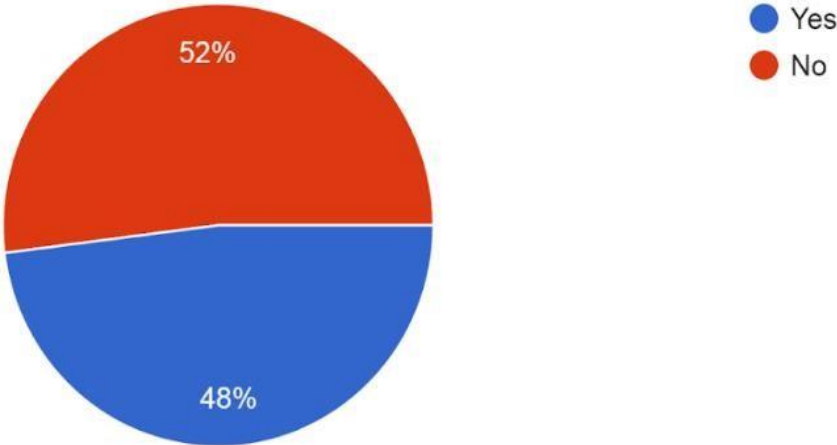


Figure 6: Nature of allocated mark

In the 7 questions, we asked the respondents whether they were aware of the nature of the mark allocated to their writing, and the results showed that 48% of respondents answered "yes" while 52% answered "no." This suggests that a slight majority of respondents were not aware of the nature of the mark assigned to their writing.

Question 8

How your writing divided and what does it reflect (language use, language knowledge or topic knowledge)?

75 responses

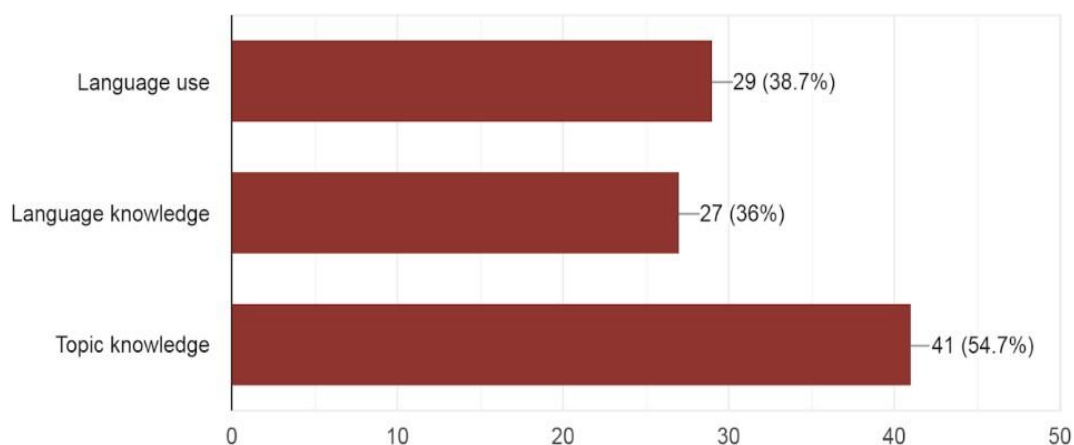


Figure 7: Writing reflection

Question 8 focuses on how participants view their writing and what qualities they believe it conveys. According to the findings, (38.7%) of respondents feel that their writing represents their use of language, with their knowledge of language coming in second at (36%). However, the majority (54.7%) believe that their writing shows their knowledge of the topic.

It indicates that when evaluating their work, participants place a high weight on their language abilities and issue comprehension. It is worth noting that topic knowledge received the highest score, showing that participants believe it is vital for good writing. This might indicate that they prioritize providing correct information and exhibiting knowledge in their writing.

Question 9

Teacher provide with criteria "grading rubric" used to evaluate your works befor and after writing exam or test ?

75 responses

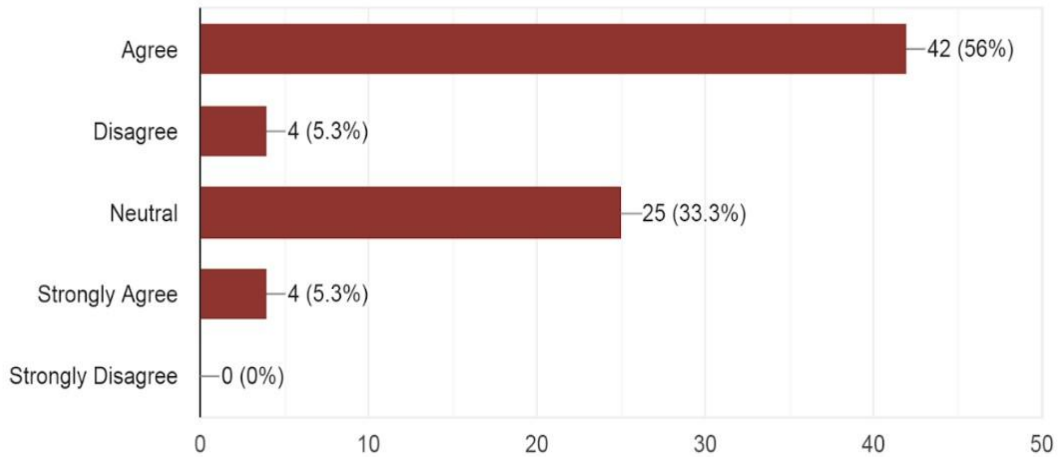


Figure 8: Grading Rubric

Based on the results of question 9, it is reassuring to see that the majority of participants (56%) stated that a grading rubric was used to evaluate their work prior to and following examinations or tests. This suggests that there is an organized and consistent strategy for evaluating student work, which may help promote clarity and transparency in the grading procedure. It is also important to note that neither of the participants significantly objected to the use of a grading rubric, indicating that general satisfaction with this evaluation approach is excellent. However, (33.3%) of the participants were ambivalent or disagreed with the use of a grading rubric. Educators would benefit from further communicating the benefits of utilising a grading rubric, as well as addressing any student concerns or misconceptions.

Overall, the answers to this questionnaire indicate that using a grading rubric to evaluate student work before and after examinations or tests is typically well-accepted by participants.

Continued communication and education about the significance and efficacy of this evaluation approach can improve student knowledge and satisfaction.

Question 10

The teacher's instructions (pre-writing, during writing, and post-writing) were:

75 responses

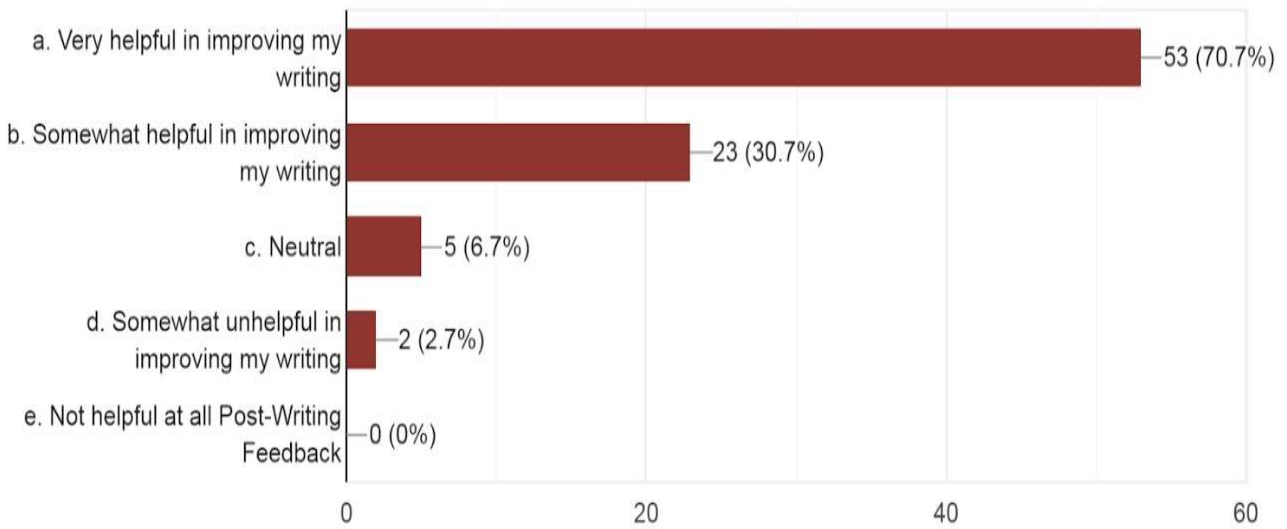


Figure 9: Teachers instructions effectiveness

According to the results of question 10, the majority of respondents felt the instructions given by the instructor to be extremely useful in developing their writing, with 70.7% choosing this choice. This demonstrates that the teacher's coaching was beneficial in helping students improve their writing abilities. It's also comforting to observe that just a small percentage of respondents thought the directions were neutral (6.7%) or unhelpful (2.7%). Overall, it appears that the teacher's pre-writing, during-writing, and post-writing instructions benefited the majority of students.

2. Teachers' Interview Analysis

❖ Teacher 1

The interview questions presented revolve around the scaffolding strategies employed by a teacher to enhance students' writing competencies, emphasizing the significance of prewriting, writing, and post-writing stages. Initially, the teacher underscores the importance of understanding the essay's purpose, audience, and topic, followed by brainstorming and planning, which are crucial for organizing thoughts and structuring the essay. During writing, the teacher's role shifts to reminding students about their audience, thereby fostering idea generation and maintaining focus. Post-writing feedback concentrates on idea development and rhetorical elements, ensuring that students reflect on their reader's perspective. The teacher assesses the effectiveness of their pedagogy through iterative writing assignments and feedback, observing improvements in students' writing. To ensure comprehension of evaluation criteria, the teacher meticulously aligns the planning and drafting phases. A shift from theory-centric to practice-oriented teaching, characterized by collaborative writing sessions and immediate feedback, culminates in a success story of enhanced student performance and satisfaction, illustrating the teacher's adaptive and student-centered approach. This narrative encapsulates the dynamic and responsive nature of effective writing instruction, where the teacher's guidance is tailored to the students' evolving needs throughout the writing process.

❖ **Teacher 2**

Teacher 2's approach to writing instruction is methodical and detail-oriented, emphasizing the importance of subject focus, paragraph organization, and appropriate terminology, particularly for historical essays. The pre-writing guidance aims to streamline students' thought processes and align their writing with the assignment's

demands. During the writing phase, the teacher reiterates the need for subject adherence, formal language, and clarity in expression, which are essential for producing coherent and academically sound essays. Post writing feedback targets the structural and content accuracy, encouraging students to express their analysis in their own words, which reflects their understanding and originality. The teacher gauges the effectiveness of their instructions through the improvement observed in subsequent essays and tests, reinforcing the notion that practice is pivotal in skill enhancement. To ensure students grasp the evaluation criteria, the teacher focuses on the essay's structure and methodology. Despite being new to university teaching, Teacher 2 believes in the power of regular writing practice to bolster students' abilities, suggesting a commitment to continuous learning and adaptation in their teaching methods.

❖ **Teacher 3**

Teacher 3's instructional strategy for essay writing is interactive and student-centered, beginning with a collaborative brainstorming session to generate and map out ideas. This initial engagement not only aids in topic comprehension but also in the organization of the essay's structure. As students' progress through the writing process, the teacher emphasizes the importance of form, including sentence brevity, connectors, punctuation, and spelling, which are fundamental for clarity and readability. Post-writing, the teacher employs peer assessment, leveraging a checklist to identify and discuss common errors, thereby fostering a supportive learning environment that focuses on positive reinforcement. The effectiveness of these instructions is measured by the students' ability to articulate refined ideas and logically sequence them according to the writing genre. Understanding of the grading criteria is ensured through group discussions and collaborative learning, which also serve to deepen the students' comprehension of the

content. To enhance writing skills, Teacher 3 incorporates current events to engage students' interests and offers incentives for excellence, creating a dynamic classroom atmosphere that encourages continuous improvement and celebrates student achievements.

❖ **Teacher 4**

Teacher 4's pedagogical approach is tailored to the specific requirements of the courses taught, such as Literary Texts and Ethics and Deontology. The pre-writing phase involves a structured analysis of literary texts or ethical dilemmas, with instructions that encourage close reading and critical thinking, preparing students for essay writing that reflects deep analytical skills. The teacher provides templates and resources to guide essay structure and content, fostering students' ability to organize their thoughts and present coherent arguments. During the writing process, additional guidance is offered through Moodle, emphasizing the importance of understanding the assignment's requirements and evaluation criteria. Post writing feedback has shifted from detailed individual comments to general revision sessions due to the rise of AI-generated essays, with a focus on improving critical thinking and essay organization. The teacher assesses the effectiveness of their instructions by observing improvements in essay quality, although the reliance on AI tools complicates this evaluation. To ensure students understand the grading scheme, the teacher uses Google Forms for feedback and provides annotated essay samples for self-assessment. The teaching methods are adapted to course objectives, with an emphasis on clarity and additional support from writing instructors. While there is no singular success story, the teacher notes improvement in master students who receive extra guidance and the opportunity for essay resubmission.

2.1 Summary of The Interview Results

The teachers' responses indicate a comprehensive approach to providing feedback that encompasses language knowledge, language use, and topic knowledge across the three stages of the writing process. In the **pre-writing** stage, they focus on topic selection, audience awareness, and essay organization, which are foundational for language and topic knowledge. During the **writing** phase, the emphasis shifts to maintaining subject focus, using appropriate vocabulary, and ensuring structural coherence, which directly addresses language use. In the **post-writing** stage, feedback is given on idea development, argument clarity, and essay coherence, further reinforcing language use and topic knowledge.

However, the success of these strategies in providing holistic feedback seems to vary. While some teachers employ collaborative and interactive methods like peer assessment and group discussions, others rely on structured templates and direct instruction. The use of current events, additional grades, and iterative writing assignments with feedback suggests a dynamic and responsive teaching environment.

Yet, the reliance on AI tools for essay writing, as mentioned by one teacher, poses a challenge in assessing the genuine improvement of students' skills. This indicates a potential gap in ensuring that the feedback provided is internalized and applied by the students independently.

Overall, the teachers' methods appear to be comprehensive, but the effectiveness of their feedback in enhancing all aspects of language knowledge, use, and topic knowledge might be more accurately gauged through direct observation of students' independent writing progress over time.

While the teachers' responses demonstrate a commitment to enhancing their students' writing skills, there are areas that could be improved:

- **Teacher 1** seems to have a well-structured approach to prewriting and drafting, but there is no mention of revising or editing strategies post-writing, which are crucial for refining essays and improving language use.
- **Teacher 2** provides detailed pre-writing instructions, but during the writing process, the feedback appears to be more about adherence to the subject rather than developing critical thinking or creativity. Additionally, the reliance on formal language might stifle students' expressive capabilities.
- **Teacher 3** employs interactive techniques like brainstorming and peer assessment, which are positive, but there's a lack of emphasis on the depth of content analysis and the development of a strong argument, which are essential for higher-level writing.
- **Teacher 4** offers a structured approach with templates and examples, but the absence of writing workshops in tutorials may limit students' opportunities for immediate feedback and in-person guidance. Moreover, the challenge of AI-generated essays and the teacher's response to it might not adequately address the individual learning needs of students.

In all cases, while the teachers' strategies cover various aspects of the writing process, there seems to be a gap in addressing the individuality of students' writing styles and fostering independent critical thinking. The feedback provided, while structured, may not fully encourage students to develop their unique voice and may not sufficiently challenge them to think beyond the templates and examples provided. Additionally, the

effectiveness of feedback is harder to measure with the increasing use of AI tools, as mentioned by Teacher 4, which could lead to a superficial improvement in writing skills.

3. Discussion of The Finding

This section is devoted to discuss the interpretations and analysis of the questionnaire and interview finding as well as focuses on the three research questions that were raised in the study.

The impact of teacher-guided teaching on students' essay writing is a critical issue in education. Teachers have an important role in developing students' writing abilities, and their teaching approaches may have a considerable influence on the quality and growth of students' writing. This debate will look at how teacher-guided education affects students' essay writing abilities, taking into account a variety of elements such as teaching tactics, feedback systems, and student participation.

3.4 Discussing Research Questions

Research Question One

How does teacher-guided instructions contribute to the improvement of students writing skills?

The majority of teachers claimed that their guided-instruction has a positive impact on student's writing abilities, in which it improves students' writing essays such as organisation, coherence, clarity, and depth of analysis. While most of students argued that these instructions are beneficial to improve their level to write effective essays.

Research Question Two

Which specific teacher-guided instructional strategies are most effective in enhancing students writing production?

Teachers employed a variety of guided-instructions strategies that improve the quality of pre, during and post writing essays. These strategies emphasize more on brainstorming approaches, choosing suitable topic, essay structure (cohesion and coherence) in addition to corrective feedback. Teachers can successfully assist students with essay writing by offering clear rules and structuring the writing process.

Research Question Three

To what extent do students evaluate and perceive teacher-guided instruction as beneficial in developing their writing essays?

The majority of responders (70.7%) found the instructor's guidance to be quite helpful in developing their writing. This suggests that the teacher's tutoring was effective in helping learners enhance their writing proficiency. Teachers may increase student involvement by fostering a supportive and collaborative writing atmosphere, assigning meaningful writing projects that are relevant to students' interests and experiences, and allowing for choice and autonomy in writing themes and techniques.

3.5 The Interrelation between the Questionnaire Findings and The Interview Findings

The data analysis indicates that the teacher guided-instructions are effective in improving students writing essays quality. The investigation showed that guided-instructions ameliorate the students' capacities to write efficient essays. According to the findings, the instructor's primary role in delivering guided-instructions has a significant effect on students writing abilities.

3.6 The Relationship of The Previous Studies with The Findings

Based on the findings and literature review on the impact of teacher-guided instruction on Students' writing and guiding instructions support instructors in organising their work in order to achieve their goals. Scott Thornbury (2006) describes guiding instructions as verbal or written directions that fall under a group of classroom management strategies, these strategies are mainly used in the writing stages which we could discuss as following.

✓ Pre-Writing Instructions

As depicted in the literature review and revealed data teachers in this stage focus more on using brainstorming to select topic. This early involvement not only benefits in topic understanding, but it also helps to organise the essay's structure. As highlighted by Rosenshine, (2010), daily review (brainstorming) is a significant component of education. A review can help us identify previously studied objects. Recalling previously taught phrases, concepts, and procedures can help students to solve problems and understand new information. Developing skills requires thousands hours of practice, including frequent evaluations. From the revealed finding which can support this idea, most of teachers use brainstorming session to design an ideas map. Brown (2000, p. 357) defines good organisation as a clear introduction, logical sequence of ideas, conclusion, and appropriate length. According to Oshima and Houge (2010, p. 21), a well-written paragraph should be logical and contain connected phrases, which are fundamental to language and topic understanding. Similar to our finding, the first question of the questionnaire aimed to explore student's perceptions of pre-writing instructions from their teachers, in which the majority of students received instructions that emphasise understanding of the essay topic (53, 3%). This means to encourage the student to develop ideas on the same topic, audience awareness, and essay organization

However, students require cognitive help while learning to solve difficulties to write their essays. Cognitive assistance includes examples, modelling, and teachers scaffolding, as mentioned by Bruner (in Amends, 2001:335), a scaffold is a temporary support used to help a student. They are eventually removed as students acquire experience.

According to the data results, we found that teachers offers students models and examples to help students plan and write essays, improving their ability to organise their thoughts and deliver clear arguments.

✓ **During Writing Instructions**

During the writing phase, the emphasis becomes on keeping the subject focused and employing proper terminology. Alqahtani (2015, p. 21) emphasises the significance of vocabulary in foreign language learning and instruction and establishing structural coherence, which deals directly with language use. Brown (2000, p. 362) described grammar as the linguistic framework that gives words meaning and purpose. Harmer (2007, p. 32) contends that grammar includes not just syntax but also word structure, which can vary to express numerous meanings. Gerson (2005, p. 7) emphasised the significance of grammar in composition. Similarly, our result revealed that most of teachers writing instructions emphasis moves to topic focus, proper vocabulary usage, and structural coherence, all of which address language use directly, Students generally reported high satisfaction with this idea in which they claimed that their teachers instruct them on understanding the topic of essays which is mostly done through examples and illustrations in addition to language usage in terms of applying grammatical rules and utilising appropriate vocabulary.

✓ **Post Writing Instructions**

According to Ramsden (2003), Hattie and Timperley (2007), and Shute (2008), providing timely feedback throughout the post-writing step is crucial for improving student satisfaction and learning outcomes. In addition, after evaluating 87 meta-analyses of literature on student success, Hattie determined that feedback had the most powerful single impact on student learning performance. The teacher may also provide feedback on concept growth, argument clarity, and essay coherence, encouraging language use and topic understanding.

In education, feedback is information provided by an agent on one's performance or knowledge, and it is described as the mechanism by which a student can measure how he or she is doing at each stage of the course in terms of the information, comprehension, and abilities that will decide his or her course result. Parallel to our findings, the effectiveness of different strategies in delivering full feedback appears to differ. Some teachers use collaborative and participatory approaches, such as peer evaluation and group discussions, while others prefer organised templates and direct teaching. The incorporation of current events, extra grades, and iterative writing assignments with feedback indicates a dynamic and responsive teaching environment. One teacher stated that using AI tools for essay writing might make it difficult to judge students' accurate skill growth. This highlights a possible weakness in helping students internalise and use feedback independently. Although the instructors' strategies look thorough, their feedback may not be successful in improving all elements of language understanding, use, and topic knowledge, which might be more accurately evaluated through direct observation of students' independent writing progress over time. Moreover, students need to comprehend the grading rubric in order to evaluate their work prior to and following examinations or tests. Rubrics are a collection of criteria used by teachers to evaluate student performance,

particularly writing (Mertler, 2001, p. 189, as referenced in Turgut & Kayaolu, 2015). Furthermore, Andrade (2000, p. 13) emphasises the widespread use of rubrics in written assignments, essays, and long-term projects as useful teaching tools. Based on the results of question 9, it is reassuring to see that the majority of participants (56%) stated that a grading rubric was used to evaluate their work prior to and following examinations or tests.

4. Suggestions and Recommendation

In this exploratory study we aim to investigate the teachers and learners perceptions towards teacher guided-instructions in enhancing students writing essays, we come up with some practical recommendations and suggestions to promote teaching learning process:

- Teachers should take into consideration all writing stages to ensure the effectiveness of written pieces.
- Teacher might provide learners with instructions that promote critical thinking and creativity such as: Socratic Questioning and Problem-Based Learning.
- Organizing writing workshops to offer opportunities to students receive immediate feedback and in-person guidance.

General Conclusion

The research entitled “Exploring the Teachers and Students Perceptions on the Teacher Guided-Instruction in Enhancing Students Writing Essays: Case Study of Third Year Licence in English Department at Bordj Bou Arreridj University”. The main aim of this study is to explore the perceptions of both teachers and students regarding the effects of teacher’s guided-instruction on enhancing students’ essay writing skills.

This study is divided into three chapters. The first one is dealt with the theoretical part of research in which it consists of two sections, the first one is devoted for the main concepts of guided-instruction, stages and the various strategies of guided-instructions such as scaffolding, feedback and questioning. The second section tackles writing skill in general, its use in university, the different stages to write a piece and the types of essays. The second chapter is the research methodology which serves to present the research design in which the qualitative design applied to gather deep insights from participants using an interview for lecturers and a questionnaire for students.

The third chapter deals with analysis, interpretation and discussion of the findings, in which they showed that guided instructions improve students' abilities to produce effective essays and the teachers major function in providing guided instructions has a considerable impact on students' writing ability. At the end we suggested solutions and recommendations aiming to promote better learning & teaching process in EFL classes.

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المخلص

الحياة عملية قيادية وبدون اتجاهات واضحة لا يمكن أن يكون هناك مسار يجب اتباعه. في هذا الصدد، يهدف بحثنا إلى فهم كيف تؤثر التعليمات الموجهة من قبل الأستاذ على كتابة الطلاب للمقالات في السنة الثالثة ليسانس في قسم اللغة الإنجليزية بجامعة برج بوعريريج. الهدف الرئيسي من هذه الدراسة هو التحقيق في تأثير التعليمات الموجهة من قبل الأستاذ على كتابة الطلاب للمقالات من وجهات نظر كل من الطلبة والأساتذة. سيساهم ذلك في فهم أعمق لاستراتيجيات التدريس في هذا الإطار الأكاديمي إذا كان لديه بالفعل مهارة معينة أو قطعة من المعلومات، فمن المفترض أنهم سيكتسبونها من خلال نوع من التفاعل أو العملية في الفصل لتطبيقها في كتابة المقالات. اعتمدت عملية البحث على خليط من المنهج الكمي والكيفي، يضم كل من الاستبيان والمقابلة. ساهمت عينة كبيرة من 75 طالبًا من طلاب السنة الثالثة وأربعة أساتذة بتجاربهم. تظهر النتائج أن إرشادات المعلم لها مجموعة من التأثيرات على كتابة الطلاب للمقالات، بما في ذلك التنظيم والتماسك واستخدام المعلومات ومعرفة الموضوع. يؤكد التحليل على أهمية ملاحظات الأستاذ والاستراتيجيات التعليمية ووجهات نظر الطلاب في تحديد تطور الكتابة. تقدم الدراسة رؤى دقيقة حول الاستراتيجيات التربوية الفعالة لتدريب الطلاب على كتابة المقالات، والتي لها آثار مهمة على الأساتذة الذين يسعون إلى تحسين مهارات كتابة المقالات لدى طلابهم

Appendix A

Consent Form for The Teacher Interview



Exploring Teachers and Students' Perception on Teacher Guided- Instruction in Enhancing Students Writing Essays

Dear

We are conducting a research study on the topic "Teachers Guiding Instruction and Its Effects on Students' Writing Essays" as part of our ongoing efforts to improve teaching approaches and student learning results. Your thoughts and experiences as an educator are vital to our study, and we'd like to welcome you to an interview.

The aim of this interview is to gather your thoughts, techniques, and observations on the importance of instructional support in developing students' essay-writing skills. Your feedback will help us better understand effective teaching approaches in this area.

Participation in this interview is completely optional. Your decision to participate or reject will have no effect on your position or job status at the institution. If you agree to participate, the interview will be organized in a Google form.

During the interview, we will ask you a series of questions about your experiences leading instruction, encouraging essay writing, and observing the effects on students' writing skills. Your replies will only be used for research purposes and will be kept secret. Your name and any identifying information will be anonymized to protect your privacy.

Your participation in this study will give vital insights on methods of teaching and educational policies focused on enhancing student writing outcomes. By sharing your skills, you will help to enhance education and understanding.

If you agree to participate in the interview, please sign and date the consent form provided below. If you have any questions or issues regarding the interview or the research project, please contact us.

Thank you for considering taking part in our study.

I, Mrs/Mr..... have read and understand the information included in this permission form. I willingly consent to engage in an interview for the research topic "Teachers Guiding Instruction and Its Effects on Students' Writing Essays."

Signature: _____

Date: _____

Appendix B

Students' Questionnaire



Exploring Teachers and Students' Perception on Teacher Guided- Instruction in Enhancing Students Writing Essays

Thank you for participating in this survey! Your honest responses will help us understand how teacher instructions affect your writing.

1. Before starting to write the essay, I received clear instructions from my teacher.

The pre-writing instructions I received focused primarily on improving: (circle all that apply)

- a. Cohesion and coherence of the essay (paragraph organization, flow of ideas)
- b. Use of language (grammar, syntax, vocabulary)
- c. Understanding of the essay topic (examples, illustrations, comparison/contrast)
- d. Other (please specify):

2. I found the pre-writing instructions to be:

- a. Very helpful
- b. Somewhat helpful

- c. Neutral
- d. Somewhat unhelpful
- e. Not helpful at all

3. While writing the essay, my teacher provided additional instructions or feedback, the additional instructions or feedback I received during writing focused primarily on:

(circle all that apply)

- a. Cohesion and coherence of the essay (paragraph organization, flow of ideas)
- b. Use of language (grammar, syntax, vocabulary)
- c. Understanding of the essay topic (examples, illustrations, comparison/contrast)
- d. Other (please specify):

4. I found the additional instructions or feedback I received:

- a. Very helpful
- b. Somewhat helpful
- c. Neutral d. Somewhat unhelpful
- e. Not helpful at all

5. After writing the essay, I received feedback from my teacher. The feedback I received helped me to improve: (circle all that apply)

- ✓ a. Cohesion and coherence of the essay (paragraph organization, flow of ideas)
- ✓ b. Use of language (grammar, syntax, vocabulary)
- ✓ c. Understanding of the essay topic (examples, illustrations, comparison/contrast)

✓ d. Other (please specify):

6. In your own words, please describe how teacher-guided instructions have helped

you improve your writing skills:

.....

.....

.....

.....

7. Did you know what is the nature of the mark allocated to your writing?

- Yes
- No

8. How your writing divided and what does it reflect (language use, language knowledge or topic knowledge)?

- Language use
- Language knowledge
- Topic knowledge

9. Teacher provide with criteria "grading rubric" used to evaluate your works before and after writing exam or test?

- Agree
- Disagree
- Neutral
- Strongly agree
- Strongly disagree

10. The teacher's instructions (pre-writing, during writing, and post-writing) were:

- Very helpful in improving my writing
- Somewhat helpful in improving my writing

- Neutral
- Somewhat unhelpful in improving my writing
- Not helpful at all

Appendix C

Teachers' Interview



1. Can you describe the pre-writing instructions you provide to students before they start an essay and how you believe these instructions aid in their understanding and organization of the essay?
2. During the essay writing process, what kind of additional instructions or feedback do you find yourself often giving to students, and why?
3. Reflecting on the feedback you provide after students complete their essays, what areas do you focus on the most to help them improve, and what is your approach?
4. How do you determine the effectiveness of your instructions and feedback in improving students' writing skills?
5. In what ways do you ensure that students understand the criteria and marking scheme for their writing assignments?
6. Overall, how do you tailor your teaching methods to enhance the writing abilities of your students, and could you share a particular success story?