

## The Effectiveness of a Program Based on Form-Focused Instruction in Developing Prospective Teachers' EFL Coherence Skills

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### ABSTRACT

**Background:** This study aims to investigate the efficacy of form-focused training in enhancing the EFL coherence abilities of 60 third-year students from the English Section at the Faculty of Education, Banha University, who were evenly divided into an experimental group and a control group. The researcher employed a quasi-experimental design involving two groups. To fulfill the objective of the article, the Coherence Skills Test was developed and preliminarily administered to both groups. Form-focused instruction was implemented to enhance the coherence abilities of the experimental group, whereas the control group underwent standard instruction. The findings demonstrated that the experimental group surpassed the control group in the post-test assessment as a result of employing form-focused education. A t-test was employed to compare the mean scores before and after administration. Consequently, it can be inferred that form-focused instruction positively influences the development of coherence abilities in third-year English Section students at the Faculty of Education, Banha University.

**Keywords:** *coherence skills, form-focused instruction, Egypt*

### INTRODUCTION

Language is a potent instrument that enables individuals to articulate thoughts, disseminate ideas, and establish connections with others. Effective communication relies not just on the vocabulary employed but also on the logical and coherent arrangement of those words. Language facilitates the exchange of ideas and fosters mutual comprehension. For coherence, our expressions must be lucid and cohesive. This phenomenon is referred to as coherence. Coherence in writing or speaking facilitates the orderly progression of ideas, enabling others to comprehend effortlessly. Proficient language and coherence enhance the clarity and efficacy of communication.

Coherence guarantees that concepts progress clearly and consistently, aiding readers or listeners in comprehending the intended message. In the absence of coherence, even meticulously selected words may become perplexing or devoid of meaning. Consequently, proficiency in both language and

coherence is vital for effective and meaningful communication.

Coherence refers to the connection of ideas at the conceptual level, while cohesion pertains to the relationship of concepts at the phrase level. Coherence pertains to the rhetorical elements of writing, encompassing the formulation and substantiation of arguments (e.g., thesis statement development), the synthesis and integration of readings, organizing, and elucidation of ideas. The coherence of writing emphasizes the "grammatical" components of learning (Min, 2010). Hyland (2006) posits that coherence pertains to the intelligibility of a book to readers, stemming from the significance and applicability of its meaning, ideas, and theoretical structure. To enhance reader comprehension, Hinkel (2004) asserts that the sentences inside each paragraph must be logically ordered in a coherent sequence that reflects the intended meaning. Coherence is vital in writing within this paradigm, as it entails articulating consistent and comprehensible ideas in a document. Castro (2004) defines coherence as the connection within a text that unifies concepts, facilitating a purposeful and unambiguous progression of the reader's thoughts. Lee (2002), as a teacher and researcher, posited that the notion of coherence was ambiguous, resulting in challenges for educators in instructing and assessing students' writing. Consequently, the majority of EFL learners encounter difficulties in generating a logical and cohesive text.

Coherent and cohesive tools are often misapplied or excessively employed by learners attempting to improve their educational progress. The majority appear to possess a nebulous comprehension of coherent and cohesive devices and lack comprehensive ways to enhance their writing (Aguieb & Bouaziz, 2017).

Cohesion and coherence are essential elements that influence the quality of academic writing. Proficient academic writing requires knowledge of cohesion and coherence techniques (Abdul Rahman, 2013). Cohesion denotes the connection of sentences via linguistic elements like conjunctions, references, and synonyms, hence enhancing the writer's capacity to create a coherent and comprehensible work.

Readers can readily grasp the essence of the text when it employs effective cohesiveness, enhancing the writing's efficacy and communication clarity (Rokhaniyah et al., 2022; Rahman et al., 2019; Prihandoko et al., 2022). Coherence pertains to the connection of concepts inside paragraphs, facilitating a logical structure that enables the reader to comprehend the subject matter addressed in the text. This entails effective structuring of concepts and seamless transitions between paragraphs. The presence of cohesion and coherence in a text is essential for facilitating comprehension of the content.

In their absence, academic writing may become perplexing and diminish its efficacy (Dashela & Mustika, 2021; Weda et al., 2022; Youngsun et al., 2024). The implementation of cohesion and

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coherence devices in academic writing appears challenging for numerous students, particularly for EFL learners, according to various research investigations. Some students encounter difficulties in sustaining cohesion and coherence during the writing process (Faradhibah & Nur, 2017; Rahman & Widyastuti, 2023; Junaid et al., 2025). The primary challenge students have in academic writing is the cohesive and coherent construction of ideas (Leli, 2020). Consequently, it might be inferred that certain pupils continue to generate substandard academic writing.

Numerous studies reference various applications of form-focused instruction in language education. Chen and Li (2022) contend that FFI functions as an umbrella word encompassing analytic instruction, FonF, FonFs, corrective feedback/error correction, and negotiation of form. Chen and Li (2022) assert that FFI can assist second language (L2) learners in recognizing linguistic forms, hence facilitating the acquisition of these forms.

Other scholars, including Spada (2011), assert that Focus on Form Instruction (FFI) is advantageous for second language acquisition, facilitating learners' awareness of linguistic structures and enhancing the acquisition of language forms. Saito and Wu (2014) contend that form-focused instruction (FFI) encourages learners to redirect their attention from vocabulary acquisition to sound learning, hence aiding in the assimilation of new phonetic and phonological categories. Ellis (2001), as referenced by Hojjat and Hasim (2022), posits that Focus on Form Instruction (FFI) is necessary to tackle L2 characteristics that (a) diverge in non-obvious or unexpected manners from the L1; (b) are irregular, infrequent, or otherwise deficient in perceptual prominence within the L2 input; and (c) do not convey significant communicative weight.

Hojjat and Hasim (2022) note that the primary aim of FFI is to enable subject teachers to offer students activities that focus their attention on particular elements of the target language. Form-focused instruction (FFI) is regarded as a comprehensive term for any deliberate or incidental educational action aimed at prompting language learners to focus on linguistic form (Arslan & Doğan, 2020). The phrase encompasses both methodologies centered on artificial syllabi and more communicative strategies, wherein attention to form emerges from predominantly meaning-oriented activities (Arslan & Doğan, 2020). FFI entails an instructional approach that directs students' focus towards linguistic structures inside meaning-oriented teaching.

Takano (2019) characterizes Focus on Form Instruction (FFI) from an educational perspective, indicating that it encompasses any instructional endeavor aimed at directing learners' attention to linguistic form, whether implicitly or overtly, within relevant communicative contexts. Collins (2012), used in Kellem & Halvorsen (2018), defines Focus on Form Instruction (FFI) as “any pedagogical practice employed by second language (L2) educators aimed at directing students’ attention to language form.”

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Lloyd (2020) and Peng & Barrot (2023) establish a robust framework for subsequent research on FFI. FFI is said to have originated in the realm of grammar acquisition; however, it can also be applied to vocabulary enhancement (Gümüş, 2021). For instance, when we read a document or participate in a group discussion, we may encounter unfamiliar words and consult a dictionary. This represents focus-on-form teaching, as the words emphasized are essential instruments for task execution. When learners concentrate on words in noncommunicative, inauthentic language tasks, such as matching taught words from column A to their definitions in column B or inserting these words into provided sentences, one per sentence, these activities represent focus-on-form instruction. This is due to their focus on instructing and rehearsing individual lexical items, which are regarded as subjects of examination rather than instruments for language application.

Mart (2019) indicates that SLA researchers have contested the necessity of focusing on linguistic forms. Some contend that language acquisition is a mostly independent process that transpires organically when training offers ample opportunity to engage with the target language. Some assert that proficient second language training necessitates the explicit teaching of the target language's rules. Mart (2019) asserts that following extensive discourse regarding the merits and drawbacks of form-focused instruction (FFI) versus meaning-focused instruction during the late 1980s and early 1990s, a consensus emerged within the mainstream perspective suggesting that second language pedagogy, predominantly centered on meaning, could benefit from incorporating a degree of focus on forms.

Peng and Barrot (2023) assert that a strategy emphasizing grammatical form and a significant concern in language learning is the function of Focus on Form Instruction (FFI) in language instruction. Another disagreement exists on the extent to which educators should draw students' attention to comprehending grammar while still maintaining an emphasis on communication. Azaz (2023) supports uninterrupted communication, whilst Jahangard (2023) promotes distinct focus on grammar followed by the integration of this knowledge into progressively communicative activities.

## **Literature Review**

### **Coherence**

Numerous prior studies have examined cohesiveness and coherence in writing, revealing insights pertinent to the present investigation. Gunas et al. (2020) analyzed the writing of senior high school students in descriptive and narrative texts, revealing that the majority exhibited inadequate cohesiveness and coherence, hence highlighting the necessity for enhanced writing education. In a similar vein, Priyatmojo (2021) examined recount texts authored by high school students in Central Java and discovered that, although the texts exhibited cohesion, they were deficient in coherence due to the presence of irrelevant sentences that interrupted the theme flow.

Finally, Setiawan & Taiman (2021) examined explanation texts produced by medical laboratory students and determined that the students proficiently employed diverse cohesive devices, particularly

reiteration, and utilized numerous coherence relations, including additive and causal, demonstrating adept writing abilities.

Coherence has garnered significant interest from researchers and practitioners in L2 reading and writing due to its influence on readers' perceptions of text difficulty, quality assessment, and overall comprehension of written discourse (Crossley et al., 2008; Halliday & Hasan, 1976; McNamara & Kintsch, 1996; van Silfhout et al., 2015).

A coherent text incorporates several cohesive mechanisms, including anaphoric references, lexical overlaps, and connectives (Crossley & McNamara, 2011). Nonetheless, there is limited understanding of the relationship between coherence and comprehensibility in L2 discourse. Clearly structured L2 speech, often indicated by discourse markers, is deemed more comprehensible than less structured speech (Brown et al., 2005; Tyler, 1992; Tyler & Bro, 1992, 1993; Williams, 1992). Therefore, analyzing spoken discourse for both local features (e.g., cohesive devices at the word and sentence levels) and global features (e.g., signposting, organization of ideas) may enhance clarity.

Coherence is a contentious concept due to its extensive usage, particularly in language learning and assessment, yet it lacks a definitive definition (Delu & Rushan, 2021; Knoch, 2007); in other words, it is a topic of debate among scholars who examine it from varying viewpoints. Efforts to clarify have failed to establish a universally accepted definition or consensus over the specific components that define it, resulting in uneven assessments of coherence across various testing systems.

The British Council, a co-administrator of the IELTS test, defines coherence as “the general sense that a text makes sense through the organization of its content” (British Council, 2024). In contrast, Cambridge University describes coherence as “how well a speaker makes links and expresses relationships between different ideas” (Tsunemoto & Trofimovich, 2024). This is somewhat comprehensible, as the majority of language assessment tools pertain to defined settings (Dontcheva-Navratilova & Povolna, 2009; Tanskanen, 2006), and this context-dependent characteristic of coherence poses difficulties in its definition. The criteria for coherence in academic language differ from those in regular communication. Academic discourse also focuses on the responsibility for establishing coherence in interactions, namely the roles of the text creator and the text receiver (Brown & Yule, 1983; Tanskanen, 2006). A further concern is the distinction between cohesiveness and coherence, as well as the degree to which the former impacts the latter (Delu & Rushan, 2021; Hoey, 1991, 2013).

Coherence is an essential component of a well-structured paragraph, indicating that supporting facts are rationally arranged to guarantee similar material is grouped together. Consequently, a high-quality written work has robust coherence, allowing readers to comprehend the conveyed ideas with clarity and efficacy (Lee, 2024). Furthermore, Crossley (2020) proposed five strategies for attaining coherence in writing:

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- a. Employing repetition to connect concepts, expressions, and sections.
- b. Utilizing transitional terminology to link concepts, phrases, and paragraphs.
- d. Employing pronouns to maintain coherence across sentences.
- d. Utilizing synonyms to link concepts and offer variety.
- f. Employing parallel structures to connect ideas, phrases, and paragraphs.

Lee (2002) delineates five characteristics of a coherent text as follows:

1. The text possesses a macrostructure that aligns with its communicative aims and functions. The macrostructure delineates the primary categories or characteristics of the text.
2. The text possesses a structure that facilitates comprehension of information organization and subject development, prioritizing the presentation of prior information before introducing new information.
3. The language illustrates the interconnectivity of the foundational content, as evidenced by the relationships among the offerings. A text is coherent if its concepts are articulated or illustrated with clarity.
4. The text uses coherent strategies to establish connections between phrases and paragraphs.
5. Five. The book incorporates suitable metadiscourse elements. Text markers in metadiscourse assist readers in organizing, interpreting, and evaluating information.

Coherence in the written compositions of English as a Foreign Language (EFL) students is crucial for effectively delivering messages in the target language. When EFL students can produce coherent writing, it indicates their ability to organize ideas in a structured and logical fashion, enabling readers to clearly follow the progression of thinking. Coherence aids EFL students in articulating material more easily and persuasively, enhances their English communication abilities, and promotes readers' comprehension of their work. Consequently, cultivating coherence abilities in writing is essential in EFL education to attain greater proficiency in written communication (Chen & Cui, 2022).

### **Form-focused Instruction**

Focus-on-form instruction has been examined and applied across many contexts, student demographics, and proficiency levels. Focus-on-form entails diverting pupils' attention to linguistic elements that would otherwise remain unacknowledged. Mansouri and Jami (2022) characterize it as a "pedagogical journey whose success is closely connected to the endeavor and challenge of determining which language to emphasize within the framework of content instruction." Käätä (2021) asserts the necessity of "identifying subject-specific language use regarding lexicon and genres across diverse content areas." Research on form-focused training has examined attention directed at multiple linguistic elements, beyond merely word acquisition.

Spada and Lightbown (2008) examined research about the impact of Focus on Form Instruction (FFI) on the development of English question formation, passive voice constructions, adverb placement, and

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tense-aspect morphology. A significant amount of FFI research has focused on grammatical structures, with Ellis (2016) noting the emphasis on transitive and intransitive verbs, pronouns, nominal agreement, formulaic sequences, phrasal modals, negation, reference tracking, word order, and additional elements.

Phonological research encompasses Wilkerson (2011), which uses recasts to enhance the correctness of syllable codas in Mandarin speakers' English. Formulaic sequences have also been addressed, as in Bamba (2012), which developed pragmatic processes for making requests and issuing apologies. Rieder-Bünemann et al. (2022) indicate that when emphasizing syntax, educators predominantly focused on verb tenses, including the simple present and past, as well as adjectives. They assert that “the sole additional structures presented—repeatedly—were transitional words (either sequential or comparative/contrastive), identification of parts of speech (noun, verb, adjective, adverb exclusively), and sentence structure (involving peer correction of written sentences).” Rieder-Bünemann et al. (2022).

Other SLA academics have long been intrigued by the potential positive impact of FFI on second language acquisition among learners in primarily communicative classrooms (Martinez-Buffa, 2022). A summary of two decades of research presents compelling evidence that FFI may significantly enhance language knowledge. Preliminary evidence emerged in Sakiroglu's (2020) study, which examined the impacts of concentration on form and corrective feedback within the framework of communicative language training. It was determined that, in contrast to education solely centered on meaning, "form-based instruction within a communicative context enhanced levels of linguistic knowledge and performance."

This conclusion is corroborated by Sakiroglu's (2020) experimental investigation, which demonstrated that learners who underwent focus-on-form teaching exhibited enhancements in both the frequency of their attempts to produce the linguistic target (past time reference) and the correctness of those attempts. Sakiroglu (2020) investigated the impact of an early instructional emphasis on form on immersion students' acquisition of French grammatical gender, a consistently problematic area. Her research indicated that an emphasis on form in training may yield enduring advantages, not just for adult learners but also for those as young as 7 or 8 years old.

Sakiroglu (2020) conducted a quasi-experimental study to investigate whether directing learners to concentrate on form through interaction improvement or altering predominantly meaning-focused interaction patterns could assist first-year Japanese college students in acquiring the use of articles in English. He found that interaction enhancement combined with formal debriefing significantly improved learners' acquisition of English articles compared to interaction enhancement with meaning-focused debriefing; feedback on form was more advantageous for learners' language growth than feedback only on content. Sanosi (2022) recently reviewed 11 studies investigating the impact of form-

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focused instruction on learners' spontaneous language production and concluded that a focus on form may enhance the acquisition of implicit knowledge, characterized as learners' intuitive awareness of linguistic norms and their capacity for automatic language processing.

Azizpour and Alavinia's (2021) observational study corroborated previous research, demonstrating a beneficial effect of incidental focus-on-form instruction: learners accurately recalled the linguistic target nearly 60% of the time one day post-instruction and 50% two weeks later.

Recently, Bouffard et al. (2021) examined the impact of concentration on form on the language awareness and learning of 8-year-old students. They discovered that acquiring metalinguistic terminology and collaborating in groups to concentrate on form facilitated the young learners' recognition and analysis of their own errors, hence enhancing their capacity to rectify them. This discovery underscores the influence that an emphasis on form can exert on enhancing learners' linguistic awareness and acquisition. Research has examined both proactive/preplanned Focus on Form Instruction (FFI) selected by educators and reactive FFI that spontaneously addresses learner errors (Doughty & Williams, 1998). Remote or isolated FFI transpires before or after communication, whereas embedded or integrated FFI occurs simultaneously (Ellis, 2016). Research contrasts explicit form-focused instruction (FFI) with implicit approaches, highlighting more subtle forms (Valeo, 2013). Additionally, several FFI strategies employed in treatments have been analyzed, including input flooding, textual enhancement, task-essential language, dictogloss tasks, structured input activities, recasts, prompts, clarification requests, and metalinguistic feedback (Shintani, 2016). Research uses mixtures of methodologies or contrasts individual strategies.

The review examines FFI's focus on phonology, lexicon, morphology, syntax, and conversation patterns. Saito and Plonsky (2019) identified advantages of phonological teaching on the pronunciation of English vowel contrasts. Loewen (2021) demonstrated improvements in collocation knowledge by textual augmentation and stimulated output on formulaic sequences. Research has often concentrated on complex grammatical aspects like tense-aspect marking, word order, and reference tracking (Ellis, 2006). Meta-analyses demonstrate unequivocal advantages of Form-Focused Instruction (FFI) for linguistic development across various approaches, language domains, and proficiency levels. Improvements have been demonstrated in accuracy and production complexity, long-term durability, lexical access speed, and knowledge depth (DeKeyser, 2003; Lee & Révész, 2020). FFI also improves awareness and self-regulation skills, facilitating future independent learning (Ranta & Lyster, 2018). Nonetheless, obstacles persist in transferring benefits to unassisted construction. Ultimately, FFI promotes interlanguage development.

### **Context of the problem**

Recently, this field has garnered significant attention from numerous scholars, linguists, and researchers over the past several decades (e.g., Flower & Hayes, 1981; Peters, 1986; De Beaugrande,

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1987; Bereiter & Scardamalia, 1987; White & Arndt, 1991; Phillips, 1985; Emmons, 2003; Shokrpour & Fallahzadeh, 2007; August & Shanahan, 2010), who have asserted that writing is a multifaceted endeavor and that many students encounter challenges in learning to write effectively, particularly in an EFL context. It is broadly acknowledged that writing is the most difficult talent among the four language competencies.

EFL learners frequently encounter challenges in producing coherent and consistently structured texts. These challenges encompass the innovative generation of ideas and the utilization of suitable sentence structures, vocabulary, and phrases, as well as the composition of coherent written works. Numerous academics and scholars, including White (1988), Lee (2002), Han and Hiver (2018), and Hynninen (2018), have identified the obstacles and issues encountered by EFL learners in writing cohesive writings.

Lee (2002) elucidates the challenges learners encounter in constructing cohesive texts, especially within an EFL context. He emphasized that composition learners in an EFL setting struggle to utilize language appropriately in authentic contexts, mostly due to challenges in coherence and cohesiveness. Similarly, Ahmed (2019) acknowledged that numerous Arab students struggle to achieve coherence in their writing. Consequently, numerous works by Arab students exhibit fundamental causes of incoherence and textual deviation attributable to protracted sentences, absence of parallelism, and the failure to employ cohesive devices and parallel structures. Recent research in Jordan analyzed the written compositions of Jordanian learners (e.g., Rababah, Alshehab, & Melhem, 2018). The investigations indicated that Jordanian EFL learners encountered difficulties in producing innovative and coherent written compositions due to deficiencies in unity and coherence, insufficient vocabulary, and lack of support. The results indicated that the students were unable to produce unified and coherent written texts. This has confirmed that EFL learners in Jordan experience challenges in achieving coherence in their writing.

### **Statement of the problem**

The study's problem was determined by the inadequate EFL coherence abilities of third-year prospective instructors at the Faculty of Education, Banha University. This study examined the impact of form-focused education on enhancing the EFL coherence abilities of prospective instructors. This was an effort to address the primary question:

What is the impact of form-focused training on enhancing the coherence skills of EFL prospective instructors at the Faculty of Education, Banha University?

The subsequent sub-questions can be extrapolated from the previously mentioned inquiry: What coherence abilities are essential for EFL prospective instructors at the Faculty of Education, Banha University?

To what degree do potential EFL teachers possess these skills?

3- What characteristics of form-focused education enhance teachers' coherence abilities in English as a Foreign Language (EFL)?

4- What is the efficacy of form-focused education in enhancing the coherence skills of prospective EFL teachers?

### **Hypotheses of the study**

The present study sought to validate the subsequent hypotheses:

1. A statistically significant difference will exist between the mean scores of the experimental and control group students following the administration of the EFL coherence skills test, favoring the experimental group.
2. A statistically significant difference is anticipated between the mean scores of the experimental group in the pre- and post-administrations of the overall EFL coherence skills test and its sub-skills, favoring the post-administration results.
3. Form-focused training positively influences the development of coherence skills in English as a Foreign Language (EFL).

### **Delimitations of the study**

This study is confined to a cohort of EFL prospective educators at the Faculty of Education, Banha University.

- 2- The study's variables encompass: - The proposed form-focused education.  
- Certain coherence skills deemed necessary for participants, as assessed by EFL jury members.

This article was conducted in 2024. The third-year English section students reported challenges in coherence abilities; hence, the researcher employed form-focused instruction to enhance these skills.

### **Procedures of the study**

To obtain appropriate responses to the aforementioned inquiries, the following methods were implemented: 1-Examining the relevant literature and prior research concerning the study's variables.

- 2- Selecting the subjects and categorizing them into experimental and control groups.
- 3-Developing the study instruments and presenting them to EFL jury members for validation as follows:

- A) A list of coherence abilities for a potential EFL teacher.
  - B) Pre- and post-tests of coherence skills for prospective EFL teachers.
  - C) Rubric for assessing coherence skills in potential EFL teachers.
- 4- Administering the pretest to both the experimental and control groups.
  - 5-Developing the proposed instructional materials grounded in form-focused pedagogy.
  - 6-Instructing the proposed content to the experimental group.
  - 7-The control group underwent standard teaching.

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- 8- Conduct post-testing on both groups to examine the impact of the proposed program.
- 9-Reporting the findings and analyzing them statistically.
- 10-Presenting the summary, conclusion, recommendations, and proposals for future research.

**Aim of the study:**

The article sought to investigate the efficacy of form-focused instruction in enhancing prospective teachers' EFL coherence skills.

**Method of the study:**

The researcher employed a quasi-experimental design including two groups: an experimental group and a control group.

Importance of the research:

The following article is intended to be helpful for EFL students:

The article aims to enhance their EFL coherence skills.

- English as a Foreign Language instructors:

This article aims to enhance the coherence skills of students in English as a Foreign Language (EFL).

- Researchers in English as a Foreign Language

This article aims to facilitate fresh opportunities for further research.

**Definition of terms**

Form-Focused Instruction (FFI) refers to pedagogical approaches that emphasize the explicit teaching of language forms and structures within the context of language learning. This method aims to enhance learners' grammatical accuracy and overall proficiency by drawing attention to specific linguistic features.

Form-focused instruction (FFI) encompasses both planned and incidental teaching activities designed to direct learners' attention to linguistic forms. This includes traditional teaching methods rooted in structural syllabi as well as communicative language teaching (CLT). (Chen & Li, 2022).

Operationally, form-focused instruction involves instructional activities or techniques that explicitly direct learners' attention to specific linguistic forms, including grammar, vocabulary, or pronunciation, with the objective of improving learners' awareness and accuracy in their use of these forms in communication. Form-focused instruction encompasses explicit explanations, drills, structured practice activities, corrective feedback, and opportunities for learners to observe and reflect on language forms within context.

Coherence refers to the logical and consistent connection of ideas within a text or discourse, ensuring that the overall message is clear and comprehensible.

Coherence is a fundamental characteristic of effectively composed texts, indicating the relationships among textual units. Coherence assessment is crucial in the context of generative AI for various NLP

tasks, including summarization, generation, and long-form question-answering (Maimon & Tsarfaty, 2023).

Coherence is operationally defined as the extent to which a student’s written text demonstrates logical organization, unity of ideas, smooth progression, and clear relationships between sentences and paragraphs, allowing the reader to follow the writer’s intended meaning easily.

Coherence is not limited to grammatical accuracy or surface cohesion but rather concerns the underlying organization of ideas and the semantic connections that make a text meaningful as a whole. It reflects how effectively a writer structures thoughts, arranges arguments, and employs transitions to maintain a consistent focus and logical flow throughout the composition.

**Results of the Study**

Using the Statistical Package for the Social Sciences (SPSS Ver. 26) to determine the differences between the control and experimental groups' mean scores on the study instruments before and after administrations allowed us to test the study hypotheses. The effect size of the study's independent variable, form-focused teaching, on the dependent variable, coherence skills, was determined by estimating the value of eta squared ( $\eta^2$ ). Here is how the analyses were carried out:

According to the primary research hypothesis, the experimental group of students outperformed the control group on the post-test of coherence skills by a statistically significant margin. The hypothesis was tested using a t-test for the independent sample. This is shown in the table below:

Table (1) T-test Results of the Experimental and Control Groups’ Post-Coherence Skills

Skills	Groups	N	means	St.D	t-value	dF	Sig	Effect Size
Coherence	Experimental	30	6.26	1.75	6.08	58	0.00	0.39
	Control	30	9.53	1.12				

Table results show that when comparing the two groups' EFL comprehension scores, the experimental group students performed better on average (6.08 t-value for comprehension skills, significant at the 0.00 level). Thus, the null hypothesis was proven correct. The use of form-focused instruction in teaching EFL coherence skills is responsible for these variations.

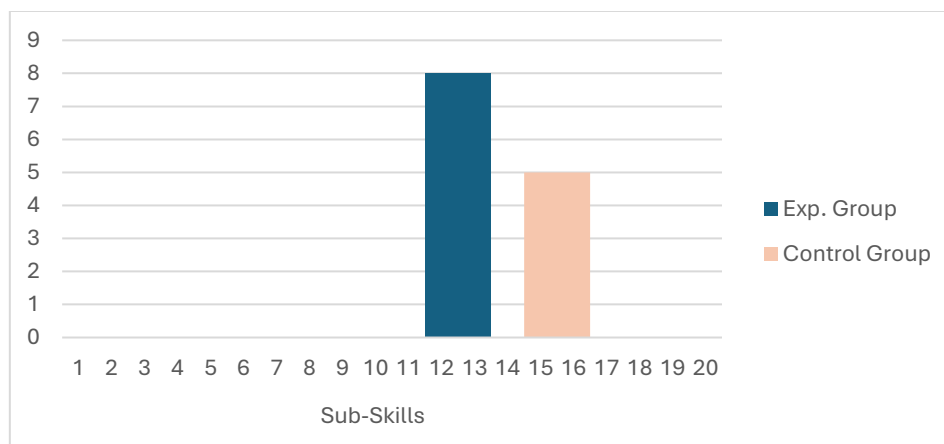


Figure (1) Grammatical Competence Sub-Skills

The Second Hypothesis:

According to the second hypothesis, the experimental group's mean scores on the coherence skills test differ significantly between the pre- and post-administrations, with the post-administration showing statistically significant improvement. The researcher tested this hypothesis by comparing the pre- and post-test means of the experimental group that received form-focused training using a paired sample t-test. You can check out the results in the table below.

Table (2) test Result of the experimental group students' pre- and post-tests of coherence Skills

Skills	Application	N	means	St.D	t-value	dF	$\eta^2$	Sig
Coherence	pre	30	7.26	1.8	5.4	29	0.98	0.00
	post	30	9.53	1.12				

The table above indicates that the mean scores of the experimental group students surpass those of the control group in comprehension skills, with a t-value of 5.4, which is significant at the 0.00 level.

Consequently, this hypothesis was validated. These disparities can be ascribed to the application of form-focused instruction in improving coherence skills.

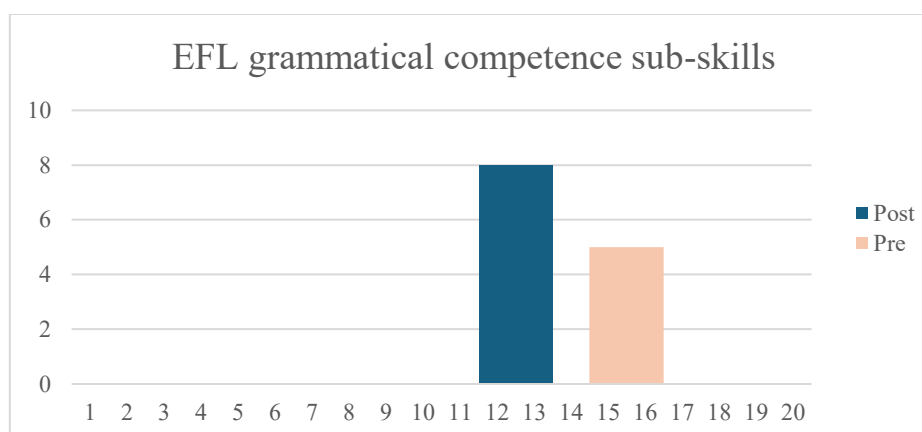


Figure (2) The EFL grammatical competence pre-post administration in each sub-skill of the experimental group

### Discussion and Interpretation of the Results

This study aimed to examine the impact of form-focused training on enhancing coherence abilities among third-year English section students in EFL.

Results demonstrated that form-focused instruction was advantageous for the treatment group pupils who were educated using the specifically planned technique. All differences were statistically significant at the 0.00 level between the mean scores of the study group on the pre- and post-test for the coherence skill, favoring the post-test scores. Furthermore, the training had a significant and considerable impact size on the participants' coherence skills.

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Enhancing students' coherence abilities. The findings underscore that directing learners' focus to the formal characteristics of language—such as grammar, sentence structure, and cohesive devices—is crucial for improving their capacity to generate logically coherent and semantically consistent texts. The enhancement in the post-test scores of the experimental group, relative to the control group, indicates that focused attention on linguistic form facilitated superior organization of ideas and more coherent language.

Prior to the adoption of FFI-based activities, students' writing samples had numerous coherence-related deficiencies, including inadequate logical development, sudden topic transitions, and ineffective use of cohesive devices. The students frequently depended on arbitrary ordering of concepts, lacking coherent linkages between phrases or paragraphs. This indicates that they largely concentrated on meaning production, disregarding the grammatical and structural cues that direct readers through a text. Subsequent to the FFI treatment, students exhibited significant enhancements in their capacity to organize paragraphs coherently, sustain topic unity, and utilize suitable transitions. Through targeted instruction, learners gained greater awareness of how linguistic structures enhance the overall coherence of conversation. When educators explicitly instructed on cohesive devices (e.g., conjunctions, reference terms, lexical repetition), students commenced utilizing them intentionally to connect concepts and elucidate relationships between sentences. The conscious understanding of grammar as a meaning-making instrument enabled students to progress from local precision to global coherence. Furthermore, the continuous feedback throughout FFI sessions enabled them to assess their work, recognize coherence disruptions, and make necessary revisions.

The results correspond with prior studies that advocate for the incorporation of form-focused methodologies into communicative writing pedagogy. By emphasizing both form and meaning, FFI reconciles grammatical precision with discourse-level fluidity. The examination of students' written work revealed that specific teaching in structure did not hinder creativity or subject advancement; instead, it offered a framework for clearer and more unified expression of ideas. This illustrates the dynamic interaction between form and meaning in the advancement of sophisticated writing proficiency.

The enhancement of coherence abilities can be ascribed to the noticing hypothesis and the output hypothesis, which propose that learners must consciously recognize language forms to internalize them and that generating output aids in the reorganization of interlanguage systems. In the FFI sessions, learners were prompted to contemplate their language output, thus enhancing their metalinguistic awareness and improving their capacity to structure ideas logically. The guided practice tasks—such as revising nonsensical paragraphs, assessing exemplary texts, and finding cohesive markers—facilitated students' transfer of explicit knowledge of structure into effective writing performance. In summary, the statistical analysis and qualitative observations collectively validate that form-

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focused education significantly improves coherence abilities by merging grammatical awareness with discourse organization. Students acquired the ability to utilize appropriate linguistic forms and apply them effectively to maintain logical coherence and literary cohesion. These findings emphasize the educational significance of equilibrating form and meaning in language classrooms and reinforce the necessity of specific instruction in fostering advanced writing skills, especially coherence.

### **Conclusion**

This study examined the application of Form-Focused Instruction (FFI) to enhance EFL writing coherence abilities in third-year English section students at the Faculty of Education, Banha University. The main purpose of the study was to assess the efficacy of FFI in enhancing students' capacity to generate coherent, logically related, and well-structured written compositions. The study's findings indicated statistically significant differences between the mean scores of the experimental group in the pre- and post-tests, favoring the post-test results. The disparities can be ascribed to the execution of the FFI-based program, which demonstrated efficacy in augmenting learners' knowledge of linguistic structures and their functional importance in maintaining textual coherence. Students that participated in FFI showed significant improvement in idea organization, appropriate use of cohesive devices, and topic consistency in their writing. The results indicate that form-focused education significantly enhanced EFL coherence skills in third-year students. The training facilitated the integration of grammatical knowledge with discourse organization, resulting in more cohesive and comprehensible written outputs. The findings confirm the pedagogical usefulness of integrating attention to both form and meaning in EFL writing teaching and underscore the significance of form-focused approaches in enhancing coherence.

### **Recommendations of the Study**

Based on the findings and conclusions of this study, the following recommendations are suggested:

1. EFL educators ought to incorporate form-focused instructional strategies in their writing sessions to improve students' capacity to generate coherent and cohesive writings.
2. Writing courses must deliver comprehensive instruction that emphasizes both linguistic precision and coherence, enabling learners to comprehend how grammatical structures facilitate text unity.
3. Teacher training programs ought to incorporate workshops and practical modules focused on the application of FFI to enhance coherence.
4. EFL curriculum developers must integrate writing assignments that expressly highlight coherence-related components, including transitions, referencing, and the logical ordering of ideas.
5. Assessment rubrics for writing must incorporate explicit criteria for coherence and cohesion, in addition to grammatical accuracy and topic relevance.

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6. EFL instructors ought to deliver continuous comments emphasizing the coherence of students' writing, aiding them in identifying and rectifying organizational deficiencies.
7. Material designers and researchers ought to collaborate in the creation of textbooks and digital resources that integrate communicative writing tasks with form-focused training to enhance coherence.

### Suggestions for Further Research

The results of this study indicate several areas for future research.

1. Examining the impact of form-focused instruction on coherence across various writing genres, including argumentative, descriptive, and narrative essays.
2. Developing a program centered on form-focused instruction to improve EFL students' writing proficiency, particularly in terms of coherence and cohesion.
3. Investigating the relationship between grammatical accuracy and coherence influenced by Form-Focused Instruction (FFI) to examine the interaction of form and meaning in writing development.
4. Analyzing the enduring effects of form-focused instruction on students' independent writing performance and their continued capacity to generate coherent texts.
- Investigating students' perceptions and attitudes regarding form-focused writing instruction and its impact on their writing confidence and coherence performance.
6. Implementing the FFI approach across diverse educational levels or proficiency groups to evaluate its effectiveness among different learner populations.
7. Creating digital writing tools or online platforms that utilize form-focused principles to assist learners in monitoring and enhancing coherence in their writing

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