

**TITLE PAGE**

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TITLE OF THE STUDY: Utilising a SRSD model and teaching conjunctions towards improved argumentation

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**ABSTRACT**

This action-research initiative aimed to improve the quality of students' argumentative essays. The intervention had two primary focal points – (1) building students' knowledge of conjunction use and (2) employing a Self-Regulating Strategy Development Model (SRSD) for the teaching of argumentation.

It was expected that competence in conjunction use would improve the quality of student essays, such that conjunctions establish covert links between ideas and facilitate the enhancement/elaboration of kernel sentences. The research revealed that students possess a strong intuitive understanding of how the more frequently used conjunctions function. However the range of conjunctions which they employ in their writing is limited. The intervention did not result in any discernible improvement in students' use of conjunctions.

The SRSD approach to the teaching of argumentative writing yielded positive gains in so far as there was improved capacity to make viable propositions and support the proposition with germane arguments and evidence