

اثر كفاءة اللغة الإنكليزية في كتابة الملخص لدى طلبة الجامعة

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## ***DEDICATION***

***TO THE IRAQI MARTYRS ....MERCY AND GLORY BE  
UPON THEM.....***

***TO MY BROTHER.....THE MARTYR WITH MERCY.....***

***TO MY MOTHER..... MY FATHER.....***

***MY SISTERS..... MY BROTHER WITH LOVE AND  
GRATITUDE.....***

***ANA'AM***

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## ***ABSTRACT***

Précis writing as a mental discipline and an exercise in expression needs a lot of attention since it not only teaches good writing but it also hones thinking skills and encourages careful reading. The ability to grasp this aim and to follow the thought and structure of a passage is the first step towards a clear understanding of its meaning and thus towards the detection of gaps or faults in the development of its theme. The compression and re-statement of a theme in concise and precise terms, with due respect to the true value of words without distorting its literary value, is not only a further test of comprehension but it is also an indispensable part of language training. Thus, it is necessary to acquaint with university students' proficiency level in English language by investigating this activity (précis) the ability to comprehend the text and restate it, maintain the integrity of the original document without distorting or changing its views, ideas and trends.

This study aims at investigating the effect of language proficiency on University students' précis-writing, in an attempt to find out whether there is a correlation between the learner's overall linguistic proficiency in foreign language and his/her achievement in writing précis through verifying the following hypotheses

1-There is no significant correlation between the overall linguistic proficiency of the learner and his/her achievement in writing précis .

2-There is no significant difference in the level of English language proficiency and writing précis between the students of the College of Arts and those of the College of Languages/ University of Baghdad .

3-There is no significant difference in the level of English language proficiency and writing précis between the students of the College of Arts and those of the College Education/Ibn Rushd /University of Baghdad.

4-There is no significant difference in the level of English language proficiency and writing précis between the students of the College of Languages and those of the College of Education/Ibn Rushd / University of Baghdad .

To verify the four hypotheses mentioned above (1) a sample of (282) Fourth Year students of Departments of English of the three Colleges at the University of Baghdad for the academic year 2002-2003 has been chosen according to the proportional stratified random method which generally constitutes(25%) of the target population .(2) the researcher has selected the TOEFL test to measure the level of student's English proficiency , and the précis test to measure their level of writing précis .The items of the test are exposed to a jury of specialists to ensure their validity and suitability to students'

level . Then the test is applied to a pilot sample of (30) students with the purpose of determining face validity ,suitable level of difficulty sufficient power of distracters ,and satisfactory reliability .(3) the test in its final version has been given to a sample of (71) English Foreign Language college students /University of Baghdad.

The data of this test are analyzed by using t-test of two independent samples .The results reveal that

- 1- the correlation between the overall language proficiency of the learner and his/her achievement in writing précis is statistically significant .
- 2- there is no significant difference between the students of the two Colleges (hypothesis 2)at the level of proficiency and at the level of précis .
- 3- there is a significant difference between the students of the two Colleges (hypothesis 3 and hypothesis 4)) at the level proficiency but there is no significant difference between them at the level of précis .

On the basis of these results, conclusions, some recommendations and suggestions for further studies are put forward.

## ***ABBREVIATIONS***

<b>EFL</b>	<b>English as a Foreign Language</b>
<b>ESL</b>	<b>English as a Second Language</b>
<b>ELPT</b>	<b>English Language Proficiency Test</b>
<b>ELP</b>	<b>English Language Proficiency</b>
<b>FL</b>	<b>Foreign Language</b>
<b>LD</b>	<b>Learning Disabled</b>
<b>SL</b>	<b>Second Language</b>
<b>TOEFL</b>	<b>Test of English as a Foreign Language</b>



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# ***CHAPTER ONE***

## ***INTRODUCTION***

### ***1-1 The Problem and Its Significance***

If someone tells you a story about something (s)he has just heard or a film about something (s)he has just seen , you may well want to repeat it to someone else . In this case, unless you invent all sorts of details, which may add interest but are certainly inaccurate, your version of the story or film will probably be shorter than the one you have already heard. This is the first point one should grasp about précis. It is not a difficult and an annoying exercise invented by an examiner to make life more difficult, but something we are doing every day whenever we recount something we have heard, seen or been told .

Making summary of what the speaker says or what the writer writes requires one to put everything into reported speech (since the speaker or the writer is reporting what has been said, it is all now in the past);he has missed out a great number of no doubt very interesting details, but he has told his listener or reader what he wants to know, the gist of what the speaker has said .

The second point, about a précis then, is this, one must understand the whole passage and what it is about ,thus it



can be said that a précis is a digest ,or an abridgment ; its object is to give the pith or substance of the original . (Oliphant,1962:352 ,Charlton,1963 :1). It is a mental process which requires overcoming all aspects of language as well as the general principles of précis itself .These principles are: selection, perspective, order, conciseness, clearness, smoothness and unity (Colin and Pink, 1932:1).

The researcher thinks that précis writing is one of the most important parts of the writing process especially on the part of university students learning English as FL since it trains one to think clearly, to sift one's material and express oneself pointedly, it is a valuable exercise for it demands a full understanding of passage and gives training in conciseness and exactness of expression. Thus, this activity requires great attention from EFL teachers, especially those who specialize in teaching literature and comprehensive subjects.

Furthermore, the researcher's experience as a teacher of EFL for many years has shown that the problems in EFL précis writing are restricted to making learners able to connect ideas from notes (questions ) that have been provided to form a complete paragraph. So, the learners would not

think much and, all that they should do is to answer the questions and connect them to have a piece of précis.

Apart from this, writing précis should be extended to the basics of analysis synthesis , comparison ,assimilation and other keys. The key word here is assimilation. When someone reads the material, it is probable that (s)he will understand only those parts which have associations within his/her own experience (intellectual , emotional ,physical, etc)The question is how we actually go about writing a précis depends largely on our ability to restate the writer's central ideas after we have assimilated them in our own mind.

This observation has been supported by the experience of other EFL teachers. For example, after interviewing a group of students and teachers, the researcher found that many of the students feel that they have not had specialized training in the teaching of précis writing, that they are uneasy about the role they are being asked to play, and most of them face difficulties in summarizing the contents of a given passage under compressive heading. This is due to the weakness in English vocabulary and the way of expression. We can always confine our students' proficiency to language and its aspects after four years of studying EFL . The present study answers the following question "Does the learner have to have good proficiency to write a shortened version of a

précis of written English, which should contain only the essential points of the original or not? To the researcher's best knowledge this topic has not been tackled before, and this study comes as an attempt to fill the gap in the literature .

## ***1-2 Aims of the Study***

This study aims at finding out whether there is any correlation between the learner's overall proficiency in EFL and his/her achievement in writing précis .

## ***1-3 Hypotheses***

It is hypothesized that :

- 1-there is no significant correlation between the overall language proficiency of the learner and his/her achievement in writing précis.
- 2-there is no significant difference in the level of English language proficiency and writing précis between the students of both the College of Arts and the College of Languages, University of Baghdad .
- 3-there is no significant difference in the level of English language proficiency and writing précis between the students of both the College of Arts and the College of Education/ Ibn Rushd. University of Baghdad .
- 4-there is no significant difference in the level of English

language proficiency and writing précis between the students of both the College of Languages and the College of Education/Ibn-Rushd ,University of Baghdad .

### ***1 -4 Limits of the Study***

This study is limited to

1-Examining a sample of students of the fourth year of the Departments of English:

a-the College of Education/Ibn Rushd

b-the College of Arts

c-the College of Languages ,all of which belong to the University of Baghdad for the academic year 2002-2003 for determining their proficiency and

2-Evaluating their writing précis in English and no other writing skill.

### ***1-5 Value of Study***

This study has a theoretical and practical value. From a theoretical point of view, it is believed that this study will be a contribution towards improving both recognition and production parts (i.e. passive attitude and active attitude on the part of the précis-writer).

It is also believed that the study has some practical significance in that its findings will be valuable to both students and teachers of EFL and to those who are interested

in essay and précis writing .It can also assist the English departments in Iraqi universities in directing their attention to the teaching and learning requirements of précis-writing ,a part from being valuable to textbook writers ,textbook designers , syllabus designers, .....etc .

### ***1-6 Procedures of the Study***

To fulfill the aim of this study the following procedures are to be followed :

1-Selecting a sample of learners drawn from the fourth year students of the Departments of English in the three Colleges at Baghdad University.

2-Adopting a *TOEFL* test to determine the students' proficiency in language and ,examining them in the précis writing and then using statistical means to determine whether there is any correlation between the results of the two tests.

3-Conducting the pilot study to a sample of (30) students chosen randomly from(9)sections of the fourth-year students at the Departments of English in the three colleges

4-Adopting the statistical means used to analyze the results of the two tests .

5-Obtaining the scoring scheme .

## ***1-7 Definition of Basic Terms***

***Effect*** It is the impression produced on the mind of the observer or hearer as by artistic design or manner of speaking and acting. (Webster's New Dictionary, 1972 :577).

According to Good's dictionary (1973 :195) it refers to the effect of the experimental factor under control variables .

The operational definition runs as follows : the facts of being good on writing précis in English language .

***Précis*** is a clear, compact logical summary of a passage. It preserves only the essential or important ideas of the original. (Nicholson and Bright ,1958:2 ).

It is a concise epitome or abstract (as of a book or a case), as brief summary essential points, statement of facts. (Webster's New Dictionary, 1977:141

The operational definition adopted by the researcher can be stated as follows :it is a type of written summary ,in a narrative form that accurately reflects the content of an original passage , article , report , or other written document. It is an accurate condensed re-creation of the original text, rather than of expressions and sentences copied from the original. In other words ,it is not a personal interpretation of

a work or an expression of one's opinion of the idea; it is rather ,an exact replica in miniature of the work, often reduced to one-quarter to one-fifth of its size, in which one expresses the complete argument.

***Proficiency*** refers to the state of being competent or well-advanced in one's subject . i.e. skilled (Webster's New Dictionary,1996:1545).

Liskin (1984:31) defines proficiency as the ability to use the language outside the classroom independently of the materials and activities of the course.

The operational definition runs as follows : it is a scale for rating English language proficiency.

***Language proficiency*** is defined as a goal and it trains teachers how to rate skill level .(file //A\\ Language Proficiency :2)

***English Language Proficiency Test (ELPT)*** it is a test used to measure the level of English proficiency of students whose language is not English and , who attend high studies or who are studied in an international school

where courses are taught in English ;have completed two or four years of English instruction in an English as a FL/SL program . ( file //A:\ students and parents-SAT program information, ELPT.htm:1 ).

***Test of English as a Foreign Language (TOEFL Test)*** It is a test to measure the level of English proficiency of non- native speakers of English .It is required primarily by English-language Colleges and Universities. (Phillips,1952:1 ).It is somewhat in allowing forty minutes for the working of 30 comprehension problems.(Harris,1969 :64 ) .



# ***CHAPTER TWO***

## ***THEORETICAL BACKGROUND AND PREVIOUS STUDIES***

### ***2-1 Introductory Notes***

This chapter deals with the theoretical background and some previous studies that have investigated précis teaching and writing , the evaluation of ESL proficiency ,and its great influence on writing précis in good English .

### ***2-2-The Concept of Précis Writing***

The history and the nature of a précis is indicated by the name itself ,which is derived from the French précis meaning “precise”. The word précis (pronounced /preisi:/ ) is a French term meaning “a pruned or cut-down statement” ,an abstract ,or a summary.(Collins and Pink, 1932: 1) .It is not a paraphrase ; rather it ,it is the essence-the pith-of a paragraph ,or of several paragraphs or even of a whole essay . (Thurber ,1926 :3 ) . According to Tucker, an American teacher who began using précis writing in his high school classes in 1924 , he says that this method “stimulates primarily not the creative but the analytical powers ”. (1926 : 7 ) .But since in its construction the relation of ideas must be ferreted out ,since a deliberate choice must be made between what is essential and what is not , and since

lucidity is of paramount importance, précis writing must be said to foster the qualities that underlie all composition of lasting value”.

(Ibid : 7).

According to Hossack (1972 :5 ) précis is something we are saying what it all adds up to .It is rather like adding up in Arithmetic i.e. if we say for example *4 aunts + 3 aunts + 2 aunts = 9 aunts* so, there is no problem in adding up aunts , but in the case of *4 aunts +3 uncles + 2 cousins =* we have a problem .We can not add up aunts and uncles together because they are different while we can only add up things of the same kind .In Arithmetic we couldn't get round this difficult. Nevertheless, in language, we can turn all the different things into the same thing by finding a common expression for all the things we want to add up. The words in example (2) all have in common sense ,they are all relatives or relations .It is obviously shorter to say relatives than it is to say aunts ; uncles and cousins . That is why we make précis –to express things in a shorter way .

### ***2-3-The Importance of Précis***

Précis-writing is not merely an educational exercise ,however , for in professional ,literary, political and commercial life it is essential to be able to seize quickly and accurately upon essentials and give a clear ,concise account of them(Charlton ,1963: 1) . In school and in life after school . In school there are many situations that call for the writing of a brief ,accurate précis of reading, students are frequently asked to prepare a précis of what they have read in their textbook or in

the library. Answers of examination often require a brief summary. In everyday ,People in business ,in club work ,and in social work must prepare short digests of articles and reports.(Marriot, 1928 : 191, file/A:/CAP style Manual.htm :1-2 ).

A newspaper reporter ,for instance ,must be able to satisfy the most exacting sub-editor as to the accuracy of his facts, and if he is not to have his work liberally blue-pencilled , he must learn to omit all facts that have no bearing on the topic. In newspapers , for example ,we rarely find every single word of a speech : instead we are given the report of the speech ,occupying perhaps only a tenth or even a hundredth of the space which the speech itself would have occupied, but giving the important facts of that speech .

A secretary ,too, must be able to condense lengthy discussions at a meeting into neat, readable minutes ,and an inspector must be capable of sending a compact account of his findings to his head office in the minimum of time .( Charlton ,1963 : 2) . In the same way, we are sometimes given an outline of what a book contains ,an abstract of what a thesis contains ,a summary of what a chapter contains.

Campbell (1961 :159) confirms that a précis-writing is often useful to enable the learner to put the main facts of a paragraph or a chapter in a few sentences . A précis therefore is not merely an examination question : it is of great practical use to many people, lawyers ,journalists ,writers ,and men in every type of business who want the main ideas of letters or reports.

For these reasons , and apart from its practical value in many walks of life-academic ,professional and commercial-precis writing will always be sure of a place in the educational curriculum.

Moreover ,*précis* remains one of the few tests which enable examiners to gauge with a high degree of accuracy the mental ability and equipment of their examinees (Jepson ,1968 :1).

Based on Winterhalder experience( 2000 ,2 , htm , and UVic English writers' Guide file 1995 :1 ),the researcher has concluded that a practice in writing *précis* will be a beneficial writing process. The following points can shed light on the importance of *précis* :

- 1-It will give us practice in close, attentive reading ,and train us to do justice to what we read (rather than reading into a work only what is familiar to us).
- 2-It will strengthen our sense of structure in writing :how a writer organizes material , develops his or her points and moves from one point to another.
- 3-It will develop our sense of what is important in written work , enabling us to distinguish between key points ,the material backing them up, specific examples and illustrations, and mere asides.
- 4-It provides a valuable corrective to muddled thinking and loose, vague and verbose expression. (Jepson ,1968 :2).

Thus, it can be said that this ability to select and condense is important in all human affairs ,and its importance is increasing all the time , for modern society is becoming more and more complex, is using more and more words ,spoken and written ,and consequently we

need more and more to select and condense in order to deal with the flow of language at home and at work .

## ***2-4-Principles of Précis –Writing***

The aim of a précis , as we have mentioned(see P.2 ), is to extract the essentials of given passage ,and to present them concisely ; in addition ,the précis must itself be written in good literary form ;the effort to be concise must not result in abrupt transitions of thought , inadequately connected sentences ,or a telegraphic omission of links. Thus, when one comes to tackle a long passage ,one cannot proceed satisfactorily without a grasp of certain general principles (Collins and Pink, 1932 :12 ).

The general principles to be borne in mind in all précis-work may be summed up under seven lamps of headings :selection, perspective ,order ,conciseness ,clearness, smoothness and unity; they must receive very careful attention(Ibid:13 ,Charlton,1963 :1, Jepson,1968 :27,Warriner’s English Grammar and Composition, 1959 :429-437 ).

**1-Selection** :The process of selection is that which has already been indicated in the advice to sum up the contents of the given passage under comprehensive headings i.e. the matter should have been mastered first ,then it can be determined which part is essential and which part is not . In order to achieve this ,the whole passage should be read attentively several times. This kind of reading makes the reader understand the material perfectly and it is no waste of time ,but

plain commonsense, further, during each reading, the mind will unconsciously be selecting the salient features. Thus ,after selecting ideas from a passage ,we have to ask ourselves the following question: if these ideas were omitted ,would the basic meaning of the passage be changed .

**2-Perspective** :what comes next in importance to selection ,and indeed inseparable from it ,is the process of securing the true perspective . All the important points are not equally important.

Bad précis loses the perspective because it can be written in the case of omitting nothing that is important and rejecting all that is not, it does not make the central idea stand out , but puts it on a level with other ideas which should be subordinated to it .The reader of such a précis is like a traveller whose map has no contours to show him which is a mountain and which are only hills.

**3-Order** :This means that a précis must present a clear , unbroken sequence of ideas, a kind of logical ladder ,rung after rung ,it looks like “the thoughts follow in the right succession” .(Ibid:16).

**4-Conciseness** :is a quality which hardly needs emphasizing ,since it is an essential characteristic of a précis , which gives it its name.

The quality not the quantity that matters in précis-writing. What is required is compression of the thought expressed rather than expanding it , condensing rather than paraphrasing it, expressing the

maximum of meaning in minimum number of words.(Al-Bettar, 1984 :112) .

Therefore, a précis should contain only pithy substance of the passage ,which should conclude the information relevant to the main thought and exclude the insignificant details. In other words ,it should in no way add extra information to that already included in the passage dealt with nor should it overlook facts that are essential to the thought .There are two types of compression; word compression and thought compression (compression of ideas) . The first type requires economy in phrasing which may take one of three forms : (a)compression of vocabulary, (b)compression by ellipsis and (c)compression by shorter construction . The first form is achieved through the substitution of a single word for a whole phrase or the replacement of an idiomatic expression by a single word. The second form is a technique implemented to avoid monotonous repetition. The most common form of ellipsis is the omission of the subject and verb ,or part of verb, usually the anomalous finite one. Examples are:

***(a)-1-An effort that ended in failure***

***An effort ending in failure***

***An unsuccessful effort.***

***2- He is working with the man who makes things and furniture out of wood .***

***He is working with the carpenter.***

**3-Electric wires should be separated from surrounding objects.**

***Electric wires should be insulated***

***b)-1-Although she was thinking,.....***

***Although thinking ,..... (Ibid :113 )***

In a complex sentence the more important part will naturally be the main clause ,and the less important , the various subordinate clauses .But among the subordinate clauses some will be more important than others , and these clauses will usually be those that qualify or limit some words in the main clause .

Thus ,care must be taken when the subject of the main and subordinate clauses in the complex sentences have different reference. Ellipsis becomes impossible in this case unless voice is reversed from active to passive or vice versa.( Ibid,1984 :112-14, Oliphant,1962 :355) ).

The third form is compression by shorter construction .It involves a sort of reduction :

1-An adverbial clause to a phrase.

***As I ran down the street ,I saw several shops just opening .***

***Running down the street , I saw several shops just opening .***

2-An adjective clause to an appositional phrase or an appositive.

***Henry. Who is a clever writer will get reward this week .***

***Henry ,a clever writer, will get reward this week***



3-A noun clause to a phrase.

*We realize what you intend to do.*

*We realize your intention.*

4-An adverbial clause of time or reason or an adjectival clause containing a participle to that participle alone .

*She went to bed because she was frightened .*

*She went to bed frightened .*

The second type of compression is compression of ideas. According to Hossack ( 1979 :14 ) , the essence of précis can be expressed under two headings :1) Selection and Rejection, 2) Generalization i.e. ,word compression alone will not enable one to reduce the normal précis passage down to one third of its original length, and this is what is usually demanded. One must select and retain important facts ,rejecting the unimportant ones .The matter to be rejected usually consists of relatively unimportant facts and illustrative or elaborative detail while generalization requires looking for the common factor.

**5-Clearity:** is another indispensable feature of writing précis, without which no writing is deemed good ,but in a passage which is intended to give the reader as effectively and quickly as possible the gist of the matter the writer must aim at it even more than usual. Failure to be clear is often a confession of failure to understand the original.

**6-Smoothness :** The reader of a précis must not be required to supply the links himself . Too often , in the desire to save words,

the writer of a précis produces a jerky succession of sentences, in the right order ,perhaps ,and containing the gist of the matter ,but jerky and leaving little gap where connections should be .Such précis pants brokenly like a man out of breath because the parts do not fit neatly together and thus the effect of the whole is spoiled .All that it wants to make it good is a few links ,sometimes only “but” or “and”. But the effect of inserting these small words is to replace jerkiness by smoothness ,and every précis must aim at smoothness- in fact at having the literary quality of a miniature essay.

**7-Unity :** Finally ,a précis must possess unity. The six previous principles are not enough ,but there is needed unity and it is beyond all of them .This quality cannot be easily defined ,but its nature can be understood if we think of the human body. It is considered as a vital quality of a précis ,and without it ,the précis remains incomplete, a mass of words not yet fused into living thought.Warriner’s English Grammar and Composition,1959 :430-432, Collins and Pink ,1932:17)

### ***2-5-Method of Précis Writing***

The method of précis-writing follows naturally from a consideration of the principles cited above. There is no royal road in making précis : it is too much an intellectual process. Thus ,the principles can be only a rough guide. Collins and Pink (1932 :18) , Nichoslon and Bright (1958 :5), Oliphant (1962 :369) , Quinn (1965 72) , Jepson (1968 :28-30) ,and Abbott (file //A:\ Précis writing.

htm:2) confirm that there are six necessary stages which a beginner should always follow and by which even practiced précis-writers will proceed at least subconsciously .They are

1-Reading the passage .First reading is for getting familiar with the passage, to understand the general meaning.

2-Keeping the title in mind ,reading through the passage again with the idea of discovering how it is constructed, and deciding what are the main ideas or essential points.

3-Referring to notes, putting them down in a skeleton form and paying special attention to the main clauses of complex sentences, and to the topic sentences of paragraphs . Therefore , it is better to read the original a third time .

4-Summing up the matter in a short , comprehensive title .Such a title is often asked for in examinations ,and in any case ,the thought required to determine it helps towards writing the précis .Then we have to answer these questions :-

a-Does the précis say what the original passage says?

b-Does it read like normal English?

c-Has the writer kept the connections of thought of the original ?

d-Is it perfectly clear?

e-Are there any words or phrases that might be changed for the better?  
(In many ways this is the most important and difficult stage of all).

5- Counting the number of words. If there are too many , the writer will have to find ways of shortening the précis. If there are too few, she/he must ask , her/himself whether some important ideas have not

been missed out. i.e. if it exceeds the limit prescribed ,then she/he must continue the pruning or condensing ,processes until she/he has achieved the necessary reduction.

6-Disregarding the writing of précis as a dull ,mechanical performance unworthy of the care and a piece of original composition. It may not demand the exercise of high creative or imaginative skill, but it demands insight ,judgment , a facility for concise expression and a sense of the true values of words-qualities which no serious writer can afford to neglect .

Furthermore, the précis should appear in the third person, and direct speech should be replaced by indirect speech . As a rule the précis should be about one third the length of the original passage. It should appear in the form of continuous prose-not as a series of notes ( Marriott,1928 :192)

## ***2-6-Types of Précis Writing***

### ***2-6-1-Precis of Passage Containing Direct Speech***

In writing a précis ,we must not attempt to rush the subject , but must proceed by easy stages and consider how we can condense, first the phrases ,then the sentences and lastly the paragraph which the original contains. (Oliphant ,1928 :352 ) .

A phrase or clause can often be reduced to single word , while in simple sentences ,the most important parts are the subject-word and the verb and also the object-word or the complement . In

The case of complex sentences the more important part will naturally be the main clause and the less important ,the various subordinate clauses ,but among the subordinate clauses will be more important than others, and these more important clauses will usually be those that qualify or limit some word in the main clause.

In the case of a paragraph ,first find the theme or the topic sentence then the conclusion ,if any discard throughout most of the amplifying and illustrative matter.(Ibid:357)

So far all what has mentioned above( phrases ,simple and complex sentences, a paragraph ) are written in the third person. In the case of passages in the first person or in dialogue , the general principles remain the same but this kind of subject-matter deserves separate mention ,because ,although it involves no change in the general method of approach , it requires a special technique in detail.

To sum up direct speech ,direct passages like dialogue ,the following are the rules to be remembered in turning direct speech into reported speech:-

1-All tenses are put into the past .

***-He said : I have seen such a sight as one does not often see.***

***- He had seen an unusual sight .***

2-The third person must be used throughout .

***-Jones said : I am thoroughly out of humors with all this folly of yours, said Jones to Smith .***

***- Jones told that he was thoroughly out of humors with***

*Smith's folly*. (Collin and Pink ,1932 :44).

3-Questions and exclamations call for the introduction of a verb .

- *He said : I am not altogether sure in my own mind that you ,my friend ,will prove successful in the position into which you have just stepped .*

- *He doubted his friend's success in his new position .*

4-Any word or phrase that suggest nearness in time are likely to be affected .Examples of changes that have to be made when reporting speech :

ago-----earlier

now-----then, immediately , at that time

today-----that day

tomorrow-----the next day ,the following day

yesterday-----the day before ,the previous day

this year-----that year

Words or phrases that suggest nearness in place are also likely to be affected:

here-----there

this place-----that place ,the place

*'I shall leave today' she said .*

*She said that she would leave that day .*

5-Idiom or slang should always be avoided in reported speech, even though it appears in the direct speech :

*'My young sister drives me up the wall' ,he said*

*He said that his young sister exasperated him.*

*(Hossack,1972:43)*

### ***2-6-2-Advanced Précis-Writing***

Advanced passages are obscurely written , they are the special tasks of the précis-writer to produce a simply worded statement ; i.e. if the original passage concerns a philosophical discussion , the précis writer must see that she/he grasps the point at issue and is able to follow the argument stage by stage ;if it is burdened with facts and figures, she/he must be prepared to get behind them to the leading ideas.( Ibid , 80 ).

Advanced passages may cover : difficult passages without Dialogue or passages wholly in dialogues(such as scenes from plays) and minutes of evidence, i.e. examiners sometimes set for précis a passage taken from the minutes of evidence given before a special commission of inquiry, or from the report of a parliamentary debate. ( Dennis and Sharp ,1974:35 ) .

### ***2-6-3-Precis of Documents and Correspondence***

Sometimes a précis of a series of letter or documents is required for practical purposes. All that is important in the correspondence has to be presented in a consecutive and readable statement expressed as briefly and distinctly as possible .The production of a précis of this kind does not differ in essentials from

the previous kinds , though one or more special rules concerning the form and length of the summary must also be observed .

Concerning the form ,the précis must not be drawn up letter by letter , but must take the form of a continuous narrative :-

A title should be given ,the events should be recorded in chronological order , the date should be mentioned at the commencement and the past tense should be used throughout .

While the length of the précis of correspondence must vary according to the number of the letters and the nature of the subject matter , they are always kept very brief in relation to the original material. Thus, the length of the original ,a précis of letters seldom contains more than one- twentieth of the number of words in the material supplied.(Collin and Pink ,1932 :118 ,and Jepson ,1968 : 184 ).

Jepson (Ibid,185 ) goes on to say that “original historical work is based upon documents of all kinds –state papers ,dispatches, letters, eye-witnesses’ accounts ,contemporary journals ,etc---- and the historian first digests and appraises them ;he then puts together the data thus acquired in the form of a continuous narrative , arranging them in time sequence and logical development ,with due regard to their relative importance” .Thus ,our task is similar to his, and our précis in its final form should read like read a connected passage taken from a history .



## ***2-7-Purpose of Précis Writing***

The desired result of a précis is to increase the students' ability to think and then to articulate thoughts clearly. That process precisely goes in line with Thurbers' own definition of writing as communication, i.e, a writer sending a carefully created message via a carefully chosen medium to an intended reader in a way that eliminates or reduces to a minimum any form of interference with that message. (Thuber, 1926 :2 ). Simply stated, a précis assignment involves giving the student a short (perhaps beginning with a single paragraph and gradually building to two or three paragraphs) reading assignment presumably a selection by an exemplary writer-and then having that students write a short (one or two sentences) summary of the selection.

According to Pocock (1926:3-4) the potential value of the ability to write a précis is magnified today by the information glut that threatens to engulf us. Because of the vast amount of reading material available, we have become a nation of mere skimmers and scanners. We prefer digests to in-depth publications. We skip long, formidable blocks of text because we are pushed for time. We mumble through unfamiliar words rather than look them up in the dictionary. (Dennis and Sharp, 1974 :1-2).

To conclude a précis is a type of test question, a way to demonstrate the students' understanding of a reading, and of getting to the point fast, i.e, it is a method to teach the students the method of

selection of significant detail , and consequently the rejection of the less important material which surrounds it .

## ***2-8-Use of Précis Writing***

This technique is frequently used for official purposes ,when a summary of letters or documents must be prepared for an official who has no time to read the originals; but there are other occasions, when it is useful to be able to express a number of points, ideas in the smallest possible space. Therefore , a précis can be the best way to form a clear concise style. ( Baron ,1959 :137) .

It is the best technique of writing which can be used in several areas :1)Essay preparation ,2)Note-Taking ,3)Document based questions, and 4)Research papers (file :/A:/ Précis Writing . htm : 4 ) .

The use of the précis increases skills in reading and precision and economy of expression .The techniques of the précis are apparent in the following : newspaper headline and opening paragraph of newspaper, story ,lecture ,and notes. (Abbott, /file/A:\ Précis Writing htm :3 )

## ***2-9-Requirements of Précis Writing***

In order to increase the capacity of précis writing according the requirements of writing of précis , the writer must :-

1-read widely. Extensive reading is essential for précis writing ,it does not only develop further the ability of comprehension but also

widens the vocabulary range of the writer and lays at his/her disposal a rich storehouse of related words from which he/she can choose those that are most appropriate for the situation.

2-learn how words and special combinations of words , namely, idiomatic expressions are used . An idiom is a form of expression that is characteristic of a particular language .It is in special usage to which a certain word is put .

3-read to digest ,to distinguish between central thought and the unimportant details ,to understand perfectly the very heart of whole matter. In a word , thinking .( Thurber ,1926 :4-5 ) ,and then

4-write outline of all the information in the reading passage as often as possible and as carefully as possible i.e. the writer does not satisfied with the first word that presents itself, consider if it really expresses his/her meaning. It is acceptable ?

In other words ,the most requirements of writing précis are :-

1-Concentration and alertness .

2-Sensitivity to word meaning and the author's viewpoint .

3-Ability to distinguish between major and minor points of the given passage.

4-A sense of proportion and emphasis and

5-Critical thinking i.e. not only on what you disagrees ,but why you disagree. ( File A:/ Précis htm ,2-3) .

## ***2-10-Précis as a Writing Strategy***

Many of the more useful informal strategies are written extensions of standard oral and written communication practices. The following strategies increase students' writing opportunities and stimulate class discussion. They also help prepare students for long writings without unduly burdening the instructor because shorter assignments can be evaluated with different strategies from those used for more formal papers. Most of those strategies are: 1) Brainstorming, 2) Peer Response, 3) Informal Short Writings, 4) Journal or Logs, 5) Outlining, 6) Paraphrases, and 7) Summaries.

A précis is a type of summarizing that insists on an exact reproduction of the logic, organization, and emphasis of the original texts. In other words, it is a translation of the original ideas into the language of the writer's own ideas. Thus, it is an effective technique requiring students to learn how to connect between inner and outer speech.

Moffett (1982 :1) has some interesting ideas about the connection between forms of thought and the writing process. Authentic authoring which is writing that goes beyond the rudimentary level of summary and paraphrasing begins with the thought forms inner speech and meditation. Inner speech is a version of the "stream of consciousness---- which has been more verbally distilled and which can hence more directly serve as the wellspring of writing". Students need to learn how to control this speech even as they further develop or create it through writing ( précis ). Meditation

is defined as “ some control of the inner stream ranging from merely watching it to focusing on it to suspending it altogether” .

In this way, mediation can teach how to witness ,direct ,and silence ones own mind so that “good writing will ensure, whereas fiddling with form a lone will teach ,if anything, only how to carpenter better the craziness of themselves and their work ”.(Ibid :2).

According to D’Angelo (1983:534-39) précis writing promotes vocabulary development ,writing instruction and writing skills .On the hand. Bromley(1986:392-95) affirms that précis writing is a strategy that develops vocabulary ,promotes critical reading and comprehension ,and improves learning general. Thus, it can be proved that the effect of précis writing instruction (summarization strategy) may help the students’ ability to identify ideas in a text and generate and elaborate on those ideas in a written form .In this respect ,the students can connect between forms of thought and writing process to produce or create shortening written work from the original one without distorting it.

Dennis and sharp (1974 ,3-28) indicate that there are three writing strategies can help the reader understand what he/she is reading is : the paraphrase ,summary ,and précis ,all three ask him/her to put the information according to their own words .

### ***2-10-1-Paraphrase***

To paraphrase, first substitute synonyms for the passages more important terms .These synonyms should be accurate both in

denotative and connotative meaning .It has not matter yet whether the reader agrees or disagrees with the passage ; it only matter that he/she comprehends what passage says.(file//A:\ ku Writing Guide. htm ,2).

It should be noted that the paraphrase alters the wording of the passage without changing its meaning .It retains the basis of the argument ,its sequence of ideas ,and even the examples used in the passage. Most importantly ,it accurately conveys the author's meaning and opinion but .paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly .(file://A:\Quoting,Paraphrasing and Summarizing .htm ;2) , (file://A:\ku Writing Guide paraphrase Summary ,and Précis : 1,2). Thus ,it can be defined as a translation from one form into another. In other words , it is a process of translating someone else's words into his/her own for the sake of summarizing ,simplifying ,or condensing it .

In order to paraphrase any original ideas , news articles, research papers ,poems ,legal documents or proverbs ,one should follow the four paraphrasing techniques :

1-Replace a word with a synonym .Many words ,especially verbs and adjectives have counterparts that are interchangeable with author's original word .Not all synonyms suggest the exact same meanings ,so the word (synonym) should not replace an original word from the essay with a weaker word in the abstract.

(file://A:\Quoting,paraphrases ,and Summarizing .htm ,2)

2-Start the sentence differently .This task helps the writer to paraphrase more effectively i.e. instead of beginning a paraphrase with an adverb phrase , begin with a simple subject.

3-Replace a phrase with a word or word with a phrase.

4-Change passive into active voice /Negative into positive.(<file:///A:/The Abstract and Précis .htm> ,3-5)

## ***2-10-2-Summary***

A summary restates on the author's main ideas ,omitting all the examples and evidence used in supporting and illustrating those points . The function of a summary is to represent the scope and emphasis of a relatively large amount of material in an efficient and concise form .(file/A:\ ku Writing Guide Paraphrase ,Summary and Précis.htm ,2 ).There are four types of summary (A guide to writing summary ):-

1-Precis (logical Summary)

2-Descriptive Summary

3-Analytical Summary

4-Executive Summary

### ***2-10-2-1-Precis (Logical Summary)***

The goal of summarizing material is to pass along the ideas belonging to another .Someone wants, of course ,to do this with fewer words than the original to save the reader the work of going to that document .In doing so ,the writer , sometimes, faces difficulties : one of the first difficulties to overcome in writing a précis is getting the

facts straight ,another difficulty is putting the material into writer's own words .This will force him to use his own words without the temptation of borrowing directly from the original. Selecting the most effective details is also a difficulty. Because some details are more important than others , the details should be chosen according to scale of importance or of greatest significance .(file/A:\ Summary Writing Guide htm :2 ,and file/A:\Précis .htm : 4 ).

This writing exercise will be used for the advanced classed reading monographs and scholarly articles .It is a wonderful tool for organizing research information from scholarly books and articles

A précis generally consists of the following parts :-

1-Full bibliographic information

2-Short summary of contents : illustrations ,notes ,index ,and chapters.

3-Main points/Thèses\ Arguments.

4-Sources

5-Critiques and

6-Historiography (Qualls ,2001 :3 and file ://A:\ Intellectual Journal S.htm ).

### ***2-10-2-2-Descriptive Summary***

Descriptive summary is used to give the reader an effective and accurate map of the original . The writer should know at least some of the most characteristic features of this type of summaries :(file:/A\ Summary Writing Guide.htm).



1-Descriptive summary should give all the information contained in the restatement ,but it must go beyond it .

2-The article being summarized becomes an object that you observe and then convey to the reader . Again ,you are providing the reader a map of the original ,but with a bit more detail than the précis.

3-It should be proportional to the author's intentions.

4-Descriptive summary should left the reader know what kind of evidence the original presents and how this evidence is organized. This explanatory material may be inserted between the sentences of the précis ,describing the material used by the writer to make the point discussed by the précis .(file ://A:\ Summary Writing guide.htm : 3 ) .

### ***2-10-2-3-Analytical Summary***

With analytical summary the writer takes a more active role than in the other types of summary. This type of summaries requires the thematic structure of a central idea ,thesis statement ,and support of this thesis using the material of the original. Thus ,it will be an essay discussing the original : The most characteristic features of this type of summaries are :-

1-Analytical summary should give a clear indication of the audience and purpose of the document being analytical summarized .

- 2-One or two quotations from the document being analytically summarized .
- 3-A judgment should be made concerning the document being analytical summarized i.e. determining how the notes, details fit into a pattern that it can be described as a central idea .
- 4-The writer should speculate on the implication of the document being analytically summarized .
- 5-It must still provide the reader of the summary with a clear and effective understanding of the message contained in the original.  
(file /A\Summary Writer Guide.htm ,and file/A:\ The Abstract and Preci.s.htm;2-3).

### ***2-10-2-4-Executive Summary***

An executive summary is normally used with large technical reports ,such as formal proposals ,and other fully developed business or technical documents .Executive summaries are extended, stand alone abstracts that have both informative and descriptive characteristics .They contain both the substance and the structure of the report .In fact, an executive summary often substitutes for the full report . ( Finkelstein ,2000 : 278 )

Executive summaries are designed to provide key management and staff with enough information about what is in a report so that these executives can make informed decisions without reading the entire document.

Executive summaries can be large documents . Major, formal ,multi-volume proposals often have executive summaries of 30 pages or more ,because the summaries often taken the place of the report for key decision makers , these summaries can take on critical importance and must be well written .( Ibid ,2000 :279 ) .

## ***2-11-The Abstract Versus Précis***

The abstract and précis are two common types of summaries. An abstract is a shortened form of a written selection using only the most important words and ideas found in that essay .It should retain the author's exact words ,phrases ,content, tone ,and style ,with no attempt at creativity ,explanation , or embellishment . Only the most essential phrases and statements should be highlighted and removed from the original text to placed in an abstract . Précis ,then is an abstract that the writer rewrites into his own words .Essentially , a précis is a paraphrase of the abstract. Most students are already familiar with this method, since it is the most common note-taking method .(<file:///A:/Writing up Research Abstracts .htm> :1-5 ) .Thus ,it can be concluded that a précis has two key advantages over an abstract:-

1-Its readability is improved because the writer has full control over its wording and

2-the note-taker can better remember and understand the annotated material because the writer has to think about the words and ideas

more thoroughly.

There are two types of abstract : descriptive abstracts and informative abstracts . Writing descriptive abstracts (also call limited abstracts ) summarize the structure of a report ,but not its substance .In other words , descriptive abstracts basically present the table of contents in a paragraph form .They refer to the title and the author and may briefly sketch out the purpose ,problem ,and scope of the document. They also describe the major topics covered by the report. A typical descriptive abstract contains around (50) words .

Furthermore ,it is simple because the writer does not have to get into the substance of the report .

Writing informative abstracts (also called complete abstracts) actually summarizes the substance of the report (research), not just the structure . They provide a condensed discussion of the important points .In other words, informative abstracts not only tell the reader the major topics of the report ,they also tell the reader in a nutshell ,what the author said about those topics .

Informative abstracts may or may not be designed as stand –alone documents .In this type , the author need not include the title or author of report in the abstract if he intends for the abstract to be of his report.

However , if he intends for the abstract to replace the report for some readers , the title and author should be included at the beginning of the abstract.

In either case informative abstracts normally contain 100 to 200 words ,or less than a single page of double-spaced text. (Finkelstein, 1946 :277) .

### ***2-11-1-Point of Similarity***

Both abstracts and précis condense the author's text retain the main ideas and arguments ,and maintain the purpose and tone of the original .Both leave out all minor arguments , petty details ,and most statistics and figures .Like wise ,questions witty banter ,parenthetical expressions ,and specific examples should be most likely left out of any summary . (file ://A;\The Abstract and précis htm; 3-5) .

Abstract and précis are supposed to be extremely short : never exceed 20% of the original essay lengths when writing either type of summary .

### ***2-11-2-Point of Difference***

Abstract contains the author's exact words ,while précis contains the reader's original language ,i.e. paraphrased from the original . The writer of précis must change the author's words into the reader's comfortable vocabulary ( without changing the author's original meaning of course ).While the writer of an abstract may take liberties to join parts of several sentences together to form a comprehensive statement .The writer may add transitions and other appropriate language to maintain the readability of the abstract.

Writers of précis will naturally connect the main ideas to promote strong readability . Abstract will sound stilled , choppy and sometimes unfinished ,précis will always be easier to read because the author's language is revised to improve its clarity.(file/A\ The Abstract and Précis.htm :4)and (file/A:\ ku Writing Guide Paraphrase, Summary and Précis .htm :3) .

## ***2-12-The concept of Language Proficiency***

The current concept of proficiency with all its broad implications for second language learning and teaching is relatively new compared to models and approaches .The initial impetus began in 1979 when President Carter's Commission on FL and International Studies published its report entitled "strength through wisdom " one of the recommendations of that Commission was the development of a standard means of rating language proficiency. The result of that recommendation was the publication in 1982 Produced by the American Council on Teaching Foreign Language(ACTFL) of the ACTFL Provisional Proficiency Guide Line .Since the appearance of these guidelines ,the emphasis on proficiency has steadily increased. (Higgs and Clifford , 1982 :79, Higgs ,1984 :57 )

## ***2-12-1-Proficiency Level***

The guideline set by ACTFL Provisional Proficiency Guidelines describes four proficiency levels (novice ,intermediate ,advanced ,and superior ) for each of the four language skills .These guidelines are used to determine the degree of general proficiency demonstrated on communication tasks done by the person being rated .Although designed as a rating scale ,the guidelines have served, since their wide- spread dissemination among second-language teachers , as a catalyst for promoting change in the materials and approaches in second –language classrooms .

Omaggio (1986:11) believes that the guidelines should prove useful in(1) designing second language programs,(2) organizing instruction on a sequential basis similar to that described in the guidelines and (3) providing a workable definition of proficiency.

*In this respect Liskin (1984 ;31) states “a proficiency – oriented program is one that trains students to use the language outside the classroom ,independently of the materials and activities of the course”.*

*Omaggio (1986 :12) completes the picture of what proficiency is and how to evaluate it in these words : “It becomes relatively easy to distinguish levels of proficiency if one considers the three interrelated criteria underlying the proficiency descriptions: function ,context/content ,and accuracy” .i.e. Teaching for Proficiency .*

The level of proficiency attainable in Corporate- Sponsored Language Training Programs is also limited. Most companies sponsor approximately 100 hours of instruction ,and only limited progress can be anticipated with exposure this brief .Foreign language skills will be used primarily in social situations or for getting along in every day activities like; shopping , asking directions ,or requesting information .In contrast, proficiency in English is frequently required of non-native English-speaking corporate employees ,whether the company operations are in the United States or abroad Training Programs in English (as a second or foreign language ) of 500 to 1000 hours and one to two years in length are common .( Inman ,1987 :2 ) .

### ***2-12-2-Language Proficiency Test***

It should be noted that standardized proficiency tests are available since these tests are obviously not correlated with any particular text book , and they would be inappropriate for use as a final examination over the textual materials used in the class . However , they are valuable asset in curriculum evaluation and for comparing any particular students with the norms on the national sample .By comparing the scores over a period of years ,the teacher can obtain a more objective measure of the quality and focus of instruction .

In order to test language proficiency the test will vary from teacher to teacher and school to school .Some schools may decide to measure proficiency level from time to time to determine whether the



students are achieving the objectives that the school has set for their program .(Valette ,1977:6 ) .For example ,a university language department may want to rate their majors to monitor the skill levels being reached by students in their program .As part of their ongoing self-evaluation process , others may choose to compare their students' achievement to that of students in other similar schools.

Two types of tests have been suggested as being suitable for testing this general language proficiency factor : cloze tests and dictations . A cloze test is a written passage with everynth word deleted in which students are required to complete the test by replacing the missing words or supplying suitable equivalents .In the case of dictation test, the student's task is to write passage that they hear .( Jorstad ,1974:223 )

Both are integrative in the sense that students' attention is focused on language in context rather than bit and pieces of language and both test the students' expectancy grammar in the sense that their ability to complete the item depends on their ability to anticipate the language that is coming text .(Ibid , 225-73)

Oller(1983: 3-10) proposes the existence of an expectancy grammar that constitutes a general language proficiency factor .Although many second language experts disagree with this concept ,researchers regularly report a rather high correlation between students' scores on language in each of four skills ,which seems to indicate that students have some types of underlying knowledge or skill that they use to receive or to produce a message .

### ***2-12-3-Purpose of Proficiency Test***

The purpose of proficiency test is to measure what the students have learned .Valette (1977:6) indicates that the aim of proficiency test is to determine whether this language ability corresponds to specific language requirements , which means to what extent the testee's ability applies what he has learnt in actual situation.

Language proficiency in all four modalities (listening, speaking , reading ,and writing )is key to academic achievement . In other words ,It is a key to academic success and must not be overlooked .

### ***2-13- English Language Proficiency Test ( ELPT)***

Alderman (1981: 12), in his research (Language Proficiency as a Moderator Variable in Testing Academic Aptitude )demonstrates the role of language proficiency as a moderator variable in assessing academic aptitude ; a moderately strong correlation develops between verbal aptitude tests in the native and second language when TOEFL scores indicate high second-language proficiency. The purpose of this test is to assess both students' understanding of spoken and written standard American English, how well the learner will function in a classroom where English is spoken.

The format of this test runs as follows :

1-84 multiple-choice questions that concentrate on practical and academic use English .

2-Test time is one hour (about 30 minutes for listening and 30 minutes for reading )

3-Two listening sections :one testing the students' ability to identify an appropriate continuation of a short conversation ,and the other requiring the students to answer questions based on short dialogues, announcements , and narratives .

4-One reading comprehension section that tests the students' ability to read prose passage from published materials as well as everyday materials as advertisement , timetables ,signs and forms.  
(file ://A:\Students and Parents-SAT Program Information ELPT.htm :2)

## ***2-14-English Language Proficiency Assessment***

An assessment takes place every time teachers and students interact-sometimes consciously , sometimes subconsciously. In our understanding of the assessment it means that the teacher acquires knowledge of the students' proficiency level .

Assessment is a continuous process throughout the course and any piece of information that adds to the teacher's knowledge is stored

as valuable data. The question whether day-to-day oral communication in the classroom or formal tests provide the most comprehensive information remains under discussion. It is then used continually to lay down level and achievements .Many teachers probably put too much emphasis on written tests .(file ://A:)ELPA-General Introduction to Assessment .htm :1 ) .

The ability to speak more than one language becomes more important and, so does the need to assess the language abilities of second language learners .In the classroom ,assessment can be seen as an ongoing process ,in which the teacher uses various tools to measure the progress of the learner .

Among those tools are portfolios ,self –assessment ,and of course, tests . If assessment can be seen as a movie ,then a test a freeze frame: it gives a picture of the learner’s language at a particular point in time.

Using properly these tools can help the teacher develop a full picture of the learner’s progress .It is important to note that all types of testing and assessment are important in gathering information about the students.

## ***2-15- Test of English as a Foreign Language (TOEFL Test )***

The test of English as a foreign language(TOEFL) measures abilities(skills) in people whose native language is not English can take this university accepted test to determine their proficiency in the English Language .Since 1963, the TOEFL has been used by scholarship selection committees of government universities and agencies such as Fullbright ,Agency for International Devolvment, AMIDEAST, Latin American Scholarship Program and others as a standard measure of the English proficiency of their candidates. (Sharp ,1989 :5 )

Colleges and Universities where English is the language of instruction require a TOEFL score .Students seeking admission to undergraduate or graduate programs in such schools are required to submit their TOEFL scores.

Many professions (medicine ,nursing ,etc ) require licenses. In some case a TOEFL score may be required to become licensed to practise a particular profession. Agencies and organizations throughout the world use English as their primary language .Some of them ask job applicants to demonstrate their proficiency in English by taking the TOEFL . Graduate schools use the TOEFL score as a measure of a student's ability to meet the foreign language requirements for doctoral programs. Scholarship committees use TOEFL scores as part of their screening and wording processes . ( James ,1998 :8 )

This study investigates the relationship between English language proficiency and précis –writing in three Iraqi Colleges students studying English. The factor analysis of several different (ELP) test scores was examined ,i.e. (TOEFL Test) and the relationship between a general (ELP) factor and a hypothetical general cognitive factor was assumed to influence précis-writing. The level of difficulty of the TOEFL is directly related to the average level of proficiency in English of the candidates who take the examination .This means that each question will probably be answered correctly by (50) percent of the candidates.

## ***2-16-Previous Studies***

### ***2-16-1-Mullell ,Peter Charles ,Jr ,1987***

This study which conducts an effect of inducing readers to use summary generation as a study strategy on their ability to identify and comprehend main ideas in explanatory prose .Students were first screened according to their ability to generate summaries of expository text . Subjects who demonstrated this ability then read and studied an expository prose passage under one of three conditions. One group of subject used generative summarizing as a study strategy.

A Second group received appropriate summaries and a third received no summaries .The groups were compared on their comprehension of the expository passage .Since deficits in prose comprehension (i.e. detection of inconsistent and discrepant

information and retention could be due to lack of higher order structural processing the summarizing task was intended to induce the formation of more complex structural relations among the most important cognitive units within the passage .

The passage was constructed with segments containing discrepant or contradictory statements .All three group were tested for (1) ability to expect ,generative summarizers detected more contradictions over all than either the read-only control group or the control group provided with summaries. However , the generative summarizers did not demonstrate a better understanding of the material as indicated by performance on the retention test .It was concluded that generative summarizers engage in deeper text processing during reading but use of the strategy does not automatically engage the memory operations necessary for permanent retention and learning .

### ***2-16-2-Mast, Cynda Overton , 1988***

This study investigated the relationship among three cognitive style and summarization abilities . Both summarization products and processes were examined .Summarizing products were scored and a canonical correlation analysis was performed to determine their relationship with three cognitive styles .Summarizing processes were examined by videotaping students as they provided thinking aloud protocols .Their processes were recorded on composing style sheets analyzed qualitatively .

Subjects were sixth- grade students in self-contained classes in a suburban school district .Summarizing products were collected over a two week period in the fall .Summarizing processes were collected over an eight week period in the spring of the same school year .

The result of the summarizing products analysis suggests that cognitive styles are related to summarization abilities . Two canonical correlations among the two variable sets were statistically significant at the .05 level of significance (.33 and .29 ) . The results further suggest that students who are field independent, reflective ,and flexible in their attentional style may be more adept at organizing their ideas and using written mechanics while summarizing .Students who are impulsive and constricted in attentional style may exhibit strength in expressing their ideas while summarizing .

The results of the summarizing processes analysis suggest that students of one cognitive style combination may exhibit different behaviors while summarizing than those of other cognitive style combinations .Students who are field independent reflective, and flexible in their attentional style seem to display more mature, interactive behaviors while summarizing than their peer of other cognitive style combinations .

### ***2-16-3-Gajria ,Meenakshi Lai , 1988***

This study had two purposes. The first purpose was to train learning –disabled (LD) students in a summarization strategy .The second purpose was to assess the effects of instruction in the



summarization strategy of (LD) students' comprehension and recall of expository material. The independent variable – instruction in the summarization strategy –was analyzed in terms of its effect on two groups of dependent variables .

The first group is related to summarization and consisted of those different measures reproduction of main ideas ,deletion of irrelevant ideas , and introduction of errors .

The second group is related to text comprehension and consisted of two different measures : Comprehension scores on a standardized reading test ,and comprehension scores on the criterion task .The criterion task consisted of two kinds of multiple –choice question per passage .

Factual questions assessed knowledge of specific facts, whereas condensation questions assessed main ideas ,cause and effect relationships , and inference .

Thirty (LD) students , from grades six through nine who were deficient in comprehension skills were stratified according to their reading level on the Gates .Mac Ginitie Reading Test and then randomly assigned to experimental and control groups . Students in the experimental condition were trained to criterion on five rules of summarization : reduce lists , select topic sentences , construct topic sentences , delete redundancies and delete unimportant information.

The control group received no special instruction . Fifteen average readers provided normative data on the summarization and comprehension measures .

The results indicated of the study that the instructional design was successful in training summarization skills to (LD) students. There was as significant qualitative improvement in (LD) students' summaries. They reproduced more main ideas , deleted, more irrelevant ideas ,and introduced fewer errors in their summaries of expository passages .Further ,they maintained their performance on these summary measures .Use of summarization strategy also resulted in significantly higher performance on condensation and factual questions ,maintenance of comprehension performance over time , and significant improvement in standardized comprehension scores .

### ***2-16-4-Duncan Malone ,Linda Grace,1988***

The purposes of this three group experimental investigation were (a) to determine whether the use of a summarization strategy would improve the recall and transfer skills of middle school (LD) students , and (b) to determine whether the use of summarization strategy with a self monitoring component would be more effective than the strategy alone .

Each treatment was compared with (9) traditional treatment conditions . Subjects in this research were (45)middle school (LD) students ,all referred by teacher as students having comprehension difficulties students were individually trained for two days using

narrative passage . Following training , students were administered a post test of training and two transfer measures of recall . Additionally ,each student was interviewed prior to instruction concerning the use of strategies to remember salient information form text books .

Recall results were analyzed using ANOVA and demonstrated the strength of the strategy instructions for all measures further , although not statistically significant on all measures , the results indicated that the addition of the monitoring component further enhanced recall on these measures .

The (LD) students in this experiment reported limited knowledge of strategies to help them recall important information prior to intervention-strategy and performance feedback provided during instruction resulted in a statistically significant improvement in strategy use reports of the two treatment conditions .

The results of this study indicated that (LD) middle school students may benefit from specific instruction in the important skill of summarization .They may also benefit from being instructed to monitor their comprehension activities . Providing (LD) middle school students with information and practice in recognizing and using appropriate strategies may further enhance recall of important textual material .

### ***2-16-5-Hoye ,Marjrie , 1988***

Often students' transition from high school to college is very difficult because they are not prepared for the great amount of reading

and comprehending of expository texts that is expository texts that is expected of them. The overall purpose of this study was to evaluate the effectiveness of a summarization task as a comprehension or learning strategy of content area material for university freshmen .

In response to two major deficiencies of related research- insufficient attention to quality and quantity of task instruction and /or practice and the use of standardized tests as measurements . The author developed a summary instructional strategy according to pedagogical methods that research has shown to be effective in comprehension instruction ; and used a measurement that has proven to be more accurate than a standardized test in predicting text book prose reading proficiency for university freshmen .

Representing two freshmen composition classes at the University of Texas at Austin , a total of thirty-eight students participated in this study .Twenty- four were Americans whom the author taught in the fall 1988 semester ,and fourteen were international students in spring 1988 (ESL) section . In both classes, half of the students received instruction in writing summaries while the other half wrote short reaction papers . Both statistical and descriptive analyses were applied to several sets of data in order to test four hypotheses .

The results indicated (1) appositive correlation between summary writing ability and reading comprehension ability (2) quantitative differences between the characteristics of good and poor summaries ;(3) students' responsiveness to summary instruction and

practice ; and (4) better reading comprehension scores by those students who received instruction and practice in summary writing as compared to those who did not . It was concluded from this study that university freshman gain a powerful learning tool when they are taught how to writing a summary according to an explicit instructional strategy .

### ***2-16-6-Porter ,Dwigh 1990***

The study argues that summarizing ,paraphrasing ,and précis writing skill are important to the development of critical thinking and ability to learn from text . It describes the use of précis writing in the English as second-language (ESL) classroom .

The major descriptors are English (second language) ,and writing skills .The minor descriptors are class activities , critical thinking , second language instruction , secondary education , teaching methods and writing assignments .

### ***2-16-7-Peterson ,Dennis L.1998***

During the late nineteenth and early twentieth centuries , some American writing teachers began to see the advantages of a writing exercise that for year had been used successfully in the school s of England , producing superior quality student compositions . Convinced of its benefits ,these American teachers studied it closely .Before long ,many schools began to use it in their writing and English

curricula . Today , however , that method is virtually unknown in American schools ,and students are the losers.

The précis is a form of writing instruction that has been missing from American schools for along time. Its benefits however, deserve re –examination . It careful consideration might result in its making a comeback in Christian schools .

American teachers of the last century concluded that the key difference between the British method of writing instruction and that used by American educators was that teachers in England made thinking and content basic to writing . American teachers ,on the other hand , tended to subordinate thinking and content to mere mechanics , thereby emphasizing rote memorization of the rules of language .

The British taught these rules ,of course ,but their primary emphasis was on using the rules to aid communication rather than on learning rules solely for the sake of knowing rules . The purpose of this study was to use précis writing as an instructional tool in the students' educational career and used the method extensively all the way through the universities.

It is concluded from this study that the development of writing skill is a life-long process , not the miracle of a moment . Précis writing can be a valuable tool in developing the students' writing, thinking ,listening and organizing skills ,Thus ,the teachers should :

- 1-Discuss each précis with the students.
- 2-Highlight the strengths and weaknesses of the students' writing .
- 3-Note and encourage every degree or evidence of progress .

4-realize that writing well is hard work and their students will not develop overnight into modern-day Shakespeare .

## ***2-16-Discussion of Previous Studies***

All the previously mentioned studies have attempted to highlight out the important role of précis writing as

- (1) A reinforcement of critical reading and comprehension , and an improvement of learning summarization strategy in general .
- (2) A writing strategy that investigates students cognitive style combination,
- (3) an effective method of writing instruction .
- (4) a developmental skill for critical thinking ,
- (5) a successful instruction for generating and elaborating from texts and good practice for improving the recall and transfer skills of middle school ,and
- (6) an instructional tool in the students educational career.

Some of these studies deal with the students in suburban school and middle school ,and university freshmen as samples .The sample of the present study includes College students i.e. all these studies and the present study have similar points in dealing with précis task(the sample and effectiveness of précis).

However ,all the previously mentioned studies diverge from the present study in dealing with the role of summarization abilities, strategy , and evaluating the effectiveness of summarization task as a

comprehension or learning strategy while the present study deals with measuring college students' précis writing i.e. the effectiveness of English language on students' précis writing after four years , not the effectiveness of précis task in learning English language skills .

Nearly ,all these studies correspond with the present study in that précis writing skill constitutes an effective role in both teaching and learning ESL ( EFL ) and it should be given a special attention by the teachers of English .The present study may benefit from the results and the aims that have been investigated from such studies .



# **CHAPTER THREE**

## **PROCEDURES**

### ***3-1-Introductory Notes***

This chapter discusses with all the procedural measures which have been taken to achieve the aim of the study and testify the hypotheses cited in chapter one. In other words, it discusses the experimental work that has been carried out for the purpose of discussing and finding out whether there is a correlation between the subject's overall proficiency in FL and the College students' achievements in writing précis. This chapter also covers the sample selection procedures, the selection of the test its validity, reliability, administration and the statistical means used in this research.

### ***3-2- The Sample***

The population of the study is the Iraqi students of the Fourth Classes Department of English, in three Colleges at University of Baghdad during the academic year 2002-2003. (See Table (1) Their total number is (375) of both sexes. However (49) students who are repeaters, i.e. failed a year or more are excluded from the sample, and (14) foreigners (non –Iraqi students) are also excluded. The remainder is (312) students who constituted the target

population from which (30) students have been drawn randomly for the purpose of the pilot study. Thus, the total is (282) students who represent the actual sample<sup>(\*)</sup>.

The sample of the study is (71 )male and female students drawn according to the Propotional Stratified Random Method which generally constitutes (25%) of the target population. (Ibid: 79-80)This percentage is supposed to be representative of the population. All the students of the target population are given numbers. The subjects are drawn as follows: (30) students from the College of Education Ibn Rushd,(16) students from the College of Arts and (25) students from the College of Languages. Sex difference as variable is neglected since the number of males is less than that of females in those three Colleges. Table (1) illustrates the procedure of the sample selection from each College.

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\* (داود عبد الرحمن، ١٩٩٠ : ٨١)

*Table (1) Sample Selection*

<b>College</b>	<b>Strata in the Population</b>	<b>Pilot Study Subject</b>	<b>Strata in the Sample</b>	<b>Remainder Number</b>	<b>Percentage 25%</b>
<b>Education Ibn/Rushd</b>	<b>131</b>	<b>12</b>	<b>119</b>	<b>30</b>	<b>25%</b>
<b>Arts</b>	<b>71</b>	<b>8</b>	<b>63</b>	<b>16</b>	<b>25%</b>
<b>Languages</b>	<b>110</b>	<b>10</b>	<b>100</b>	<b>25</b>	<b>25%</b>
<b>Total</b>	<b>312</b>	<b>30</b>	<b>282</b>	<b>71</b>	<b>25%</b>

### *3-3-Test Selection*

In order to construct the content of the test, the first and the most important step the researcher has to take into consideration is the selection of the test contents. The contents, the researcher hopes, are as suitable as possible to fulfill the objectives of the study.

The researcher, then has selected two kinds of test: TOEFL Test and Précis Test. The first type is used to measure the level of English language proficiency of non-native speakers of English i.e. Iraqi College students. The second type is used to measure the level of College students' précis-writing. Both of those types come together in one integretated test involving four questions the first part involves multiple choice question 1-A, I -B, Grammatical

structure, question 2, Vocabulary, question 3, Reading comprehension The second part involves question4, Précis Writing. Both parts aim at checking the students' proficiency. Thus all components of language skills in the first part of the test, are interrelated, i.e. a problem with one component will be likely to result in difficulty with one or more of the other components.

Writing in a foreign language (English) means the ability to structure words and the conventional representation in an ordinary matter of foreign written. Précis is a kind of written English that requires such abilities.( Lado,1 961 : 249)

The researcher thinks that writing précis as well as composition essay writing, letters is a very important skill for students to make adequate academic progress, since their performance in the field of writing précis in the second part of the test will reflect their actual command over the target language. The production of a good written text is that which is based on their high language proficiency since once the language patterns are well controlled, they can easily and automatically be translated into writing précis.

In other words, the integrated process of writing précis can be derived from the most relevant features of text writing :a)- grammatical structure, b)-vocabulary, c)-Reading comprehension and d)-adopting appropriate discourse strategies Most of the studies have been made on EFL students' written text compositions indicating that problems of poor writers in English have been found

to stem from inefficient writing strategies ;whereas success of proficient writers results from the effective use of discourse strategies which contribute to text evaluation and generation (Morrow and Schocker 1987:258).

The problem of this study became more evident when the researcher collected the content of the test from TOEFL to check the students' proficiency in an attempt to find out the effect of the this aspect upon writing précis. The following table outlines the probable format of the test.

***Table (2) Test Selection***

	Contents	Items(Number of Questions )	Time	Scores
TOEFL TEST	Q-1-A&B Structure and Written Expression	40 Items	25 Minutes	40 Ms
	Q-2-Vocabulary (Lexical Items)	20 Items	15 Minutes	20 Ms
	Q-3-Reading Comprehension	10 Items	30 Minutes	10 Ms
PRECIS TEST	Q-4-Writing Précis	1 Item a Passage for Writing Précis	30 Minutes	20 Ms
Total	4 Questions	71 I Items	[100Minutes	90 Ms

The researcher's main concern in this study is to measure the students' mastery (proficiency) of English sentence structure, and sentence analysis on both the recognition and production Levels. The items used are carefully selected from TOEFL test which currently has the following sections :

1- Listening comprehension(multiple choice): To demonstrate the students' ability to understand spoken English, examinees must listen to a tape and respond to various types of questions. (Phillips,1 989 :1 ).

Studies in distributive practice have convinced teachers of listening comprehension that a little practice every day for a few months is more valuable than a lot of practice concentrated in a shorter time. There are two kinds of listening practice : intensive and extensive. Intensive practice consists of listening to problems like (similar sound, synonyms, homophones, causatives.....etc). On the other hand, extensive practice consists of watching a daytime on television, listening to local radio program or auditing a class. Creative teachers everywhere have developed strategies for checking students progress such as requiring a summary of the pilot or a production of what will happen the following day on the drama, a one sentence explanation of the radio program.....etc. The researcher excluded this activity from this study since there is no aim concerning how to check students' progress on listening comprehension or how to summarize what was heard. Thus, the content of the test includes

three separate sections like (structure and written expression, reading comprehension vocabulary, and writing précis).

2- Structure and Written Expression (multiple choice): To demonstrate the students' ability to recognize grammatically correct English, examinees must choose the correct way to complete sentences and must find out errors in sentences. (Philips,1989:1), the focus in a review of structure and written expression for TOEFL will be on form It is form that tested on the TOEFL. It is assumed that students have studied grammar prior to reviewing for the TOEFL and that they are relatively fluent.

The student will be required not only to recognize correct answers but also to eliminate incorrect answers, or distractors, as possibilities. Structure and written expression section in this study supports recognition by alerting students to avoid certain common distractors and to motivate students to pay to deal with accuracy Many excellent teachers take this on the step further by using students' composition to create personal TOEFL Test Structure and written expression test can be divided into two parts : the first part is multiple choice in which the student must be able to recognize the correct answer, while the second part consists of (20) items, each of has four underling words, or phrases in selected sentences One phrase of is an incorrect structure, the students must be able to recognize the incorrect structures and try to replace it with correct ones This technique

is taken from transitional technique for students who need to learn how to edit their own composition. (Sharp,1989 :v).

3- Vocabulary and Reading Comprehension (multiple choice):To demonstrate the ability to understand written English, examinees must answer vocabulary question which contains lexical items and content items i.e. verbs nouns, adjectives adverbs, preposition..etc.

The size of the foreign language reading vocabulary of students doing successful university work in foreign language environment has not been reported but it must certainly be closer to 10,000 than to speaking vocabulary. Thus the researcher has selected multiple choice question as a recognition technique for testing vocabulary and it is the type of item which has probably achieved its most spectacular success in vocabulary tests. (Lado,1961 :185 ).

Concerning reading passage, the examinees must answer the comprehension questions that follow the passage. It is good to advise students of the advantages of distributed practice. They should be made a ware that it is better to read two passages every day for five days than to read ten passages in one lab period. In this section the examiner, (the researcher) can check the students' vocabulary in an ordered and a productive way and check whether the students need extensive practice or not.

4- Test of Written English (Written): The Examinees must write a précis on the given passage in (30) minutes to demonstrate their



ability to produce correct and meaningful English using their own words. A précis, similar to a descriptive abstract, is a (4) sentence paragraph that records the essential elements and information of a unit of writing. A précis includes the name of the writer, the content, the major assertion the mode of development or support, the purpose, and the relationship between the writer and the audience. Each sentence requires specific information and may include brief quotations. Writing précis helps the examinees understand and evaluate what others are saying and writing. (file/précis note,example).

### ***3-4 -Test Validity***

The first concept normally mentioned in a discussion of testing is that of validity. A test has validity when it tests what it purports to test, that is, when it test entirely or in a random sample all the objectives and contents of the material being learned. (Lewis and Meed,1986 :393).

In order to ensure content validity, much attention was given to the content of the test selection To achieve face validity of the test and, the levels of both **TOEFL** and Précis test should be given to a jury of specialist in English language teaching to show their approval or disapproval of the items used. (Harris 1969 :7 ).

The list below is the jury's names who are (7) university specialists they have been well-known of their expeience in the

field of teaching EFL, arranged alphabetically (according to their first names):

- 1-Dr.Abduljabbar Darwesh (Assistant Prof /Teachers' College Al-Mustansiriya University).**
- 2-Dr.Abdulatif Al-Jumaily (Assistant Prof /College of Arts, University of Baghdad ).**
- 3-Dr.Ahmed Mustatfa Hussein (Assistant Prof /College of Education, Ibn Rushd, University of Baghdad)**
- 4-Mr. Ayif Habeeb AL-Ani (Prof /College of Education, Ibn-Rushd,University of Baghdad ).**
- 5-Dr.Khalil Ismail Al-Hadidi (Assistant Prof /Teachers' College Diala University)**
- 6-Dr.Nahida Al-Nasiri (Assistant Prof /Teachers' College A1-Mustansirira University)**
- 7-Dr.Sabah Atala (Assistant Prof / College of Education, Ibn Rushd, University of Baghdad)**

### ***3-5-The pilot Study***

After the establishment of the validity of the test, a pilot version is ready to be administered to a sample of (30) students in order to establish the potential range of performance on the test and to highlight any problems of administration and scoring determine the suitable level of difficulty of the items determine the reliability of the test and determine average time needed to answer the whole test although the test has a specific time to be answered.

Accordingly, the test has been given to the (30) students chosen randomly from the (9) sections of the fourth-year students at the

Departments of English College of Education College of Arts, College of Languages. (See Table :1). Thirty students are chosen randomly for the purpose of conducting pilot -testing (12) students are drawn from the College of Eductiobn /Ibn-Rushd, (8) students from the College of Arts, (10) students from the College of Languages The instruction concerning what the examinees are to do during the test are explained by the researcher to the extent that no misunderstanding could occur. The pilot -test is carried out on 12th,13th,14th Jan,2003.

### ***3-6-Item Analysis***

This version secures the essential features of a good test content and face validity suitability of the difficulty level, satisfactory discriminating power, sufficient tempting power of distractors, and a satisfactory coefficient of reliability.

#### ***3-6-1-Difficulty Level of Items***

After the first application of the test, item analysis is made to check the difficulty level (henceforth, DL) of each item in the four questions ; the suitability of the distractors i.e. having enough attempting power, is checked and a satisfactory coefficient of reliability. Thus, the test is now ready to be put into real application. To find out the Difficulty Level for each item the following statistical formula is used:

$$DL = \frac{\text{High Correct} + \text{Low Correct}}{\text{Total Number in Sample}} \text{ or}$$

$$DL = \frac{HC + LC}{N} \quad (\text{Madsem, 1983: 181})$$

Where:

HC =High Correct, LC = Low Correct

N = Total Number in Sample

In this respect Madsen(1983 :18) states that "if the test items are too difficult or too easy they will lack the necessary power of discrimination ; indiscriminative tests are misleading.

The difficult items of the test may appear as a result of not having enough proficiency in recognizing them or the students have not presented practicing in clearly enough. An easy item may show that all students have mastered that type of test point which this item represents. Results of the use of the above formula indicate that the DL of the test items in this study ranges from (0.30) to (0.70) as shown in (Table (3) Appendix (1)).

### ***3-6-2-Discrimination Power of Testing Items***

The Discriminatory power of achievement test item refers to the degree to discriminate between students with high and low achievement. Brown (1981 : 104) states that when the item is (0.20) and above, the item is acceptable; if it is less than (0.20) the item is weak and it needs modifying or changing To specify

DP of each item the following formula is used:  $DP = \frac{RU - RL}{1/2T}$

*DP=Discriminating Power*

*RU=The number of pupils in the upper group who got the item right*

*RL=The number of pupils in the lower group who got the item right*

*T= the total number of pupils included in the item analysis*

(Doran,1980 :125)

Results of applying the formula on the test items are demonstrated in Table (3) The DP to the test items ranges from ((0.20) to (0.66) and it is therefore acceptable.

### ***3-6-3-Evaluation of Tempting Power of Distractors***

As regards the tempting power of the distractor of test items (multiple-choice items) Madsen(1983:183) states that weak distractors lead to poor discrimination of test items i.e. any weak distractor should be excluded because their tempting power is not satisfactory (that have not deceived anybody ) In this case, all distractors chosen for this study will have sufficient power of tempting poor students.

### ***3-6-4-Reliabililty***

Reliability is a necessary characteristic of any good test. "A test is reliable if the scores obtained with it are steady" (Lado,1964 :196 ). In other words reliability refers to the consistency with which a set of test scores measure whatever they do measure (Remmer,et al, 1960: 177 Tyler, 1963:28, Ebel,1972 :409). i.e. it gives the same

results consistently on different occasions when the conditions of the test are the same.(Harris,1 969 :14, Al-Hamash et al, 1982 :173, Madsen,1983 :179).

There are different methods of determining test reliability i.e. alternative-form reliability sub-divided test method (split-half), internal consistency reliability and re-test method. However, the sub-divided test method seems to be the most preferable means to gain reliability for the test of this study, other methods are not sufficient due to the nature of the first part of the test (multiple -choice questions),while the test-retest method seems to be the most preferable means to gain reliability for the second part of the test (writing précis).

One of the methods that can be used to estimate the reliability of a test is commonly referred to as test /retest reliability (Storm, 1969: 290, Roscoe,1975:131) to distinguish it from mark/remark reliability. This kind of reliability denotes the extent to which the same mark or grades are awarded if the same test papers are marked by two or more different examiners or the same examiners on different occasions.

Thus, to achieve this purpose (30) students of the fourth year, Departments of English were randomly chosen from the pilot-study sample both of methods of the test reliability would be acceptable if it is not less than (0.50) (Hedge, 1966:22, Nunaly 1972:226). After correcting the test papers of the sample Pearson's formula is applied to the two sets of précis writing scores. The judgment reliability coefficient is found to be (0.95) for multiple choice questions while (0.82) for précis-writing question, which is considered a high stable correlation.

Pearson's Formula

$$r = \frac{M \sum XY - \sum X \cdot \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

( Phillips: 1968,106 Glass and Stanley:  
1970,114 )

### Where

**r = Pearson Correlation Coefficient**

**N = Number of the Sample**

**Σ = the "sum of "**

**X, Y = Two Variables**

$$r = \frac{14150}{14788} = 0.95 \text{ for Proficiency}$$

$$r = \frac{3600}{4370} = 0.82 \text{ for Précis}$$

Spearman Formula:

$$1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$1 - \frac{6 \times 110}{30 \times 900 - 1}$$

$$1 - \frac{660}{26970} = 0.975$$

26970 (Ibid, 1968:10)

*Table (4)*

*Reliability Coefficient of Split-half Method and Reliability Coefficient after correcting by spearman Brown formula*

<i>Test Conponents</i>	<i>Split-Half Corr. Coef.</i>	<i>Spearman Rel. Coef.</i>
<i>1</i>	<i>0.95</i>	<i>0.97</i>
<i>2</i>		
<i>3</i>		
<i>4</i>	<i>0.82</i>	

Figure (4) above indicates that the relationship between the results of the two scores (odd number and even number) are highly significant thus, ensuring the reliability of the test. Two scorers in addition to the researcher participated in correcting précis-writing sheets.

### ***3-7-Final Administration of the Test***

The test is now ready to gain its final version. Thus, it has been given to the whole subject of the study, (320) students in three colleges in Baghdad University on the 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup> Feb 2003 The test has been given to the students under the same conditions. Time is limited to (100) minutes to answer the test completely. Al-Hamash



and Younis, (1980:12) remark that a good test should be economical at both time and stationary.

### ***3-8-The Scoring Scheme of the Test***

The test involves (5) sets : multiple choice incorrect sentence items reading comprehension items, vocabulary items (synonyms) and précis writing item Each set consists of (20) items except reading comprehension items which consist of (10) items while précis writing item is based on the explicit passage. The distribution of scores on the items is as follows: each item receives one score whereas writing précis item that requires writing a précis has (20) scores. The full score of the whole test item is (100).(See table 2 P.63).

Concerning the précis writing, answer sheets are uneasy to score since such a test is subjective thus they are scored according to analytic method in which the tester has to drop up a marking or scoring scheme. Such a scheme separates the various elements of writing a précis for scoring purposes. In scoring completed précis the following elements can be taken into consideration

- 1-The students' own words.
- 2-An exact reproduction of the logical organization of the original text.
- 3- All the facts from the reading passage.

Furthermore, the elements above should have brevity, accuracy, clarity, and objectivity. The researcher will grade the

students' précis sheets on a (20) point scale : (20) is excellent, (10) is satisfactory and less than (10) is unacceptable. The researcher will not be grading the answer sheets on whether or not she thinks their ideas are correct. She will be grading on how thorough concise and well written their précis are and how well they capture the main ideas of the author and how well they write them in a good style in their own words.

### ***3-9-Statistical Means***

The following statistical procedures are adopted in the analysis and interpretation of the test results :

**1-Pearson's formula.** This is used to find out the correlation coefficient between the achievement scores of the students in the first and second test for both TOEFL and Précis test It aims at achieving the test reliability as shown in (3-7 above).

#### **2-The t-test formula for two correlated samples.**

This is applied to find out :

a-The significant difference in the test scores of the proficiency levels (high and low) at précis test of college students. (College of Education /Ibn-Rushd, College of Arts and College of Languages)

### **3-The t-test formula for two independent samples.**

This is applied to find out:

- a-The significant difference in the test scores of English language proficiency and writing précis between the students of both the College of Arts and the College of Languages.
- b-The significant difference in the test scores of English languages proficiency and writing précis between the students of both. the College of Arts and the College of Education/Ibn Rushd.
- c-The significant difference in the test scores of English language proficiency and précis writing between the students of both the College of Languages and the College of Education/Ibn Rushd.
- d-The significant of the means of the students' proficiency within the two independent tests.

## **CHAPTER FOUR**

### **ANALYSIS OF RESULTS**

#### ***4-1-Introductory Notes***

This chapter draws on the analysis of results based on the findings of relationship between measures of English language proficiency and College students' writing a précis . Results confirm that effectiveness of language proficiency clearly is not dependent on words and their structures ,the different structures of English sentences , alone but that using these structures in both understanding and writing .

#### ***4-2-Analysis of Data***

The following results are drawn from the analysis of data.

##### ***1-There is no significant correlation between the overall language proficiency of the learner and his/her achievement in writing précis***

The t-test formula (Pearson Correlation) is applied to investigate the significance difference in test scores of the proficiency level (high and low) at précis test of three College students . The application indicates that there is a significant difference between the two levels of the languages at (0.05) of the df of (69).In other words, since the computerized t-value is (2.86) which is higher than tabular one (2.04), there is a significant correlation between the overall linguistic

proficiency of learner and his /her achievement in writing précis .  
Thus ,the correlation is statistically significant .

$$R = \frac{N \Sigma X.Y - (\Sigma X) (\Sigma Y)}{\sqrt{[N - \Sigma X^2 - (\Sigma X^2)] [N \Sigma Y^2 - (\Sigma Y^2)]}}$$

$$R = \frac{1532}{36035} = 0.043$$

$$t = \frac{r}{\sqrt{\frac{1-r}{n-2}}}$$

$$t = \frac{0.043}{\sqrt{\frac{1-0.043}{71-2}}} = 2.86$$

$$\frac{\sqrt{1-0.043}}{71-2} \quad (\text{Phillips ,1968 :106})$$

***2-There is no significant difference among the three Colleges students in the level of language proficiency***

***a-Grammatical Level***

The achievement scores of the subjects on the test at proficiency level are compared by using t-test formula for two independent samples to point out the significant difference in the achievement scores among three Colleges at the grammatical level :-

- 1-The College of Languages and the College of Arts (first group)
- 2-The College of Arts and the College of Education/ Ibn Rushd (Second group)

3-The College of Education/Ibn Rushd and the College of Languages  
(Third group)

Concerning the first group ,the results of the t-test formula for the two independent samples indicate that the calculated t-value (0.053) is lower than the tabular one (2.21) at the level of significance of (0.05) with df of (39) i.e. There is no significant difference between both College students' achievements concerning the grammatical level as shown in Table( 5 ).

**Table (5) the t-test Value of Achievement Scores between the Students of the College of Languages and College of Arts at the Grammatical Level**

<i>College</i>	$\bar{X}$	<i>S</i>	<i>t-Value</i>		<i>df</i>
<i>Arts</i>	<i>17.688</i>	<i>4211.8</i>	<i>Com</i>	<i>Tab</i>	<i>39</i>
<i>Languages</i>	<i>17.000</i>	<i>29.084</i>	<i>0.053</i>	<i>2.21</i>	

*Where:*

*N=Number of Subjects*

*X=Means Score*

*S=Standard Deviation*

*t-Value=Difference*

*Com=Computerrized*

*Tab=Tabular / Tabulated*

*df=Degree of Freedom*

The results of the second group on the other hand indicate that the calculated t-value( 0.303 ) is lower than the tabular one (2.21) with

the df (44) ,there is no significant difference among the subjects of two Colleges (Arts and Education/Ibn Rushd ) concerning the grammatical level as shown in Table ( 6 ).

**Table (6) the t-test Value of Achievement Scores between the Students of the College of Arts and College of Education/Ibn Rushd at the Grammatical Level**

<i>College</i>	$\bar{X}$	<i>S</i>	<i>t-Value</i>		<i>df</i>
<i>Arts</i>	<i>17.688</i>	<i>4211.8</i>	<i>Com</i>	<i>Tab</i>	<i>44</i>
<i>Education/Ibn Rushd</i>	<i>14.134</i>	<i>7.120</i>	<i>0.303</i>	<i>2.61</i>	

The results of t-test formula for the independent samples in the third group indicate that the computerized t-value (0.859) is lower than the tabular ones (1.96) with the df (53) ,there is no significant difference among the subjects of the two colleges (Education /Ibn Rushd and Languages at the level of significance of (0.05) as shown in Table (7).

**Table (7) the t-test Value of Achievement Scores between the Students of the College of Education/Ibn Rushd and College of Languages at the Grammatical Level**

<i>College</i>	$\bar{X}$	<i>S</i>	<i>t-Value</i>		<i>df</i>
<i>Languages</i>	<i>17.000</i>	<i>29.084</i>	<i>Com</i>	<i>Tab</i>	<i>53</i>
<i>Education/Ibn Rushd</i>	<i>14.134</i>	<i>7.120</i>	<i>0.859</i>	<i>1.96</i>	

In the light of the findings of the statistical differences among the College students concerning the grammatical level, It has been observed that there is no significant difference among the three College students at the grammatical level. Thus, it can be said that their level of getting grammatical structure is similar but their achievement according to the mean scores is different among those Colleges as shown in Tables (5,6 and 7 ) above .

### ***b-Vocabulary Level***

It is worth mentioning that the achievement scores of the subjects of the test at proficiency level can reveal the vocabulary level of the College students concerning their performance of test ,the same t-test formula for two independent samples is adopted to find out whether there are significant differences among the three College students at the vocabulary level .

The results of the first group indicate that the calculated t-value (0.268) is lower than the tabular one (2.21) at the level of significance (0.05) with df of (39) i.e. there is no significant difference among the students of both Colleges: the College of Languages and the College of Arts as shown in Table (8)



**Table ( 8) The t-test Value of Achievement Scores between the Students of the College of Languages and College of Arts at the Vocabulary Level**

<i>College</i>	$\bar{X}$	<i>S</i>	<i>t-Value</i>		<i>df</i>
<i>Languages</i>	<i>8.840</i>	<i>9.140</i>	<i>Com</i>	<i>Tab</i>	<i>39</i>
<i>Arts</i>	<i>9.688</i>	<i>11.030</i>	<i>0.268</i>	<i>2.21</i>	

Concerning the results of the second group, the calculated t-value (2.238) is lower than the tabular one (2.61) with the df (44) at level of significance (0.05) ,there is no significant difference between the subjects of the two Colleges (Arts and Education/ Ibn Rushd ) at the vocabulary level as shown in Table ( 9 ).

**Table ( 9 ) The t-test Value of Achievement Scores between the students of the College of Arts and College of Education/Ibn Rushd at the Vocabulary Level**

<i>College</i>	$\bar{X}$	<i>S</i>	<i>t-Value</i>		<i>df</i>
<i>Arts</i>	<i>9.688</i>	<i>11.030</i>	<i>Com</i>	<i>Tab</i>	<i>44</i>
<i>Education/Ibn Rushd</i>	<i>7.200</i>	<i>13.856</i>	<i>2.238</i>	<i>2.61</i>	

However, the results of the third group indicate that the computerized t-value (1.7620) is lower than the tabular one (1.096 ) with the df (53) at the significance level (0.05) .In other words ,there is no significant difference between the subjects of the two Colleges (Education/ Ibn Rushd and Languages ) as shown in Table ( 10 )

**Table ( 10 ) The t-test Value of Achievement scores between the Students of the College of Education/Ibn Rushd and College of Languages at the Vocabulary Level**

<i>College</i>	$\bar{X}$	<i>S</i>	<i>t-Value</i>		<i>df</i>
<i>Languages</i>	<i>8.840</i>	<i>9.140</i>	<i>Com</i>	<i>Tab</i>	<i>53</i>
<i>Education/Ibn Rushd</i>	<i>7.200</i>	<i>13.856</i>	<i>1.762</i>	<i>1.96</i>	

In the light of the findings of the statistical difference among College students concerning the vocabulary level ,it has been observed that there is no significant difference among the students in the three Colleges . Thus , it can be said that their level of getting vocabulary level is also the same ; their achievement according to the mean scores is different among those Colleges .

### ***c- Reading Comprehension Level***

To investigate the difference at the reading level among the students in the three Colleges, the t-test formula for two independent samples is used to point out the significant difference in the achievement scores at the level of reading comprehension.

The results of the first group indicate that there is no significant difference between the two Colleges (Languages and Arts) since the computerized t-value (1.238 ) is lower than (2.21) at the level of (0.05) as shown in Table (11) .

**Table ( 11 ) The t-test Value of Achievement Scores between the students of the College of Languages and College of Arts at the Reading Comprehension Level**

<i>College</i>	$\bar{X}$	<i>S</i>	<i>t-Value</i>		<i>df</i>
<i>Arts</i>	2.625	2.384	<i>Com</i>	<i>Tab</i>	39
<i>Languages</i>	2.000	2.542	1.238	2.21	

The results of the second group indicate that there is no significant difference between the two Colleges (Arts and Education/ Ibn Rushd ) since the computerized t-value (0.070) is lower than the tabular one (2.61) as shown in Table ( 12 ).

**Table ( 12 ) The t-test Value of Achievement Scores between the Students of the College of Arts and College of Education/Ibn Rushd at the Reading Comprehension Level**

<i>College</i>	$\bar{X}$	<i>S</i>	<i>t-Value</i>		<i>df</i>
<i>Arts</i>	2.625	2.384	<i>Com</i>	<i>Tab</i>	44
<i>Education/Ibn Rushd</i>	2.664	4.541	0.070	2.261	

The results of the third group indicate that there is no significant difference between the subjects of the two Colleges (Education/ Ibn Rushd and Languages) at the level of significance of (0.05). Since the computerized t-value(1.286 )is lower than the tabular one (1.96 ) ,as shown in Table (13 ).

**Table (13) The t-test Value of Achievement Scores between the Students of the College of Education/Ibn Rushd and College of Languages at the Reading Comprehension Level**

<i>College</i>	$\bar{X}$	<i>S</i>	<i>t-Value</i>		<i>df</i>
<i>Education/Ibn Rushd</i>	2.667	4.541	<i>Com</i>	<i>Tab</i>	53
<i>Languages</i>	2.000	2.542	1.286	1.96	

In the light of the findings of the statistical difference among College students concerning reading level, it has been observed that there is no significant difference among the students in three Colleges at the level of reading comprehension. However, their achievement according to the mean scores is different among those Colleges as shown above.

**4-3-Difference between both the College of Arts and the College of Languages in the Level of Language and Proficiency and Writing Précis.**

To investigate Hypothesis (2) of the study i.e. to reveal the significant difference in the level of English language proficiency and writing précis between the students of both College of Arts and College of Languages, the same t-test formula for the two independent samples is applied. The application indicates that there is no significant difference between the two Colleges at the level of proficiency since the computerized t-value (0.080) is lower than the tabular one (2.21) at (0.05) with the df of (39) as shown in Table (14).

**Table ( 14 )The t-test Value of the  
Achievement Scores between the Students of the College of  
Arts and the College of Languages in the Level of Language  
Proficiency**

<i>College</i>	$\bar{X}$	<i>S</i>	<i>t-Value</i>		<i>df</i>
<i>Arts</i>	<i>30.500</i>	<i>30.674</i>	<i>Com</i>	<i>Tab</i>	<i>39</i>
<i>Languages</i>	<i>30.360</i>	<i>29.744</i>	<i>0.080</i>	<i>2.21</i>	

There is no significant statistical difference among those Colleges at the précis level in favour of the College of Languages since the computerized t-value (0.748) which is lower than the tabular one (2.21) ,at the level of significance of (0.05) with the df (39) ,the difference is significant as shown in Table ( 15 ) .

**Table (15) The t-test Value of the  
Achievement Scores between the Students of the College of  
Arts and the College of Languages in the Level of Writing  
Précis**

<i>College</i>	$\bar{X}$	<i>S</i>	<i>t-Value</i>		<i>df</i>
<i>Arts</i>	<i>4.875</i>	<i>4.781</i>	<i>Com</i>	<i>Tab</i>	<i>39</i>
<i>Languages</i>	<i>5.880</i>	<i>5.845</i>	<i>0.748</i>	<i>2.21</i>	

**4-4-Difference between both the College of Arts and the College of Education/Ibn Rushd in the Level of English Language Proficiency and Writing Précis .**

To determine Hypothesis (3) of the study, the t-test formula for two independent samples is applied .The results indicate that the computerized t-value (3.494) is higher than the tabular one (2.61) with the df (44) ,the difference is significant at (0.05) level of significance and in favour of the College of Arts group ,as shown in Table ( 16 ) .

**Table (16) The t-test Value of the Achievement Scores Between the Students of the College of Arts and the College of Education/Ibn Rushd in the Level of Language Proficiency**

<i>College</i>	$\bar{X}$	<i>S</i>	<i>t-Value</i>		<i>df</i>
<i>Arts</i>	<i>30.500</i>	<i>30.674</i>	<i>Com</i>	<i>Tab</i>	<i>44</i>
<i>Education Ibn Rushd</i>	<i>24.834</i>	<i>25.719</i>	<i>3.494</i>	<i>2.61</i>	

Concerning précis, there is a significant difference between those groups at the level of précis since the computerized t-value (0.793) is lower than the tabular one (2) at the level of significance of (0.05) in favour of the College of Education/ Ibn Rushd group as shown in Table (17).

**Table ( 17 ) The t-test Value of the  
Achievement Scores between the Students of the College of  
Arts and the College of Education/Ibn Rushd in the Level of  
Writing Précis**

<i>College</i>	$\bar{X}$	<i>S</i>	<i>t-Value</i>		<i>df</i>
<i>Arts</i>	4.875	4.781	<i>Com</i>	<i>Tab</i>	44
<i>Education/Ibn Rushd</i>	5.434	5.394	0.793	2	

**4-5-Difference between both the College of Education /Ibn Rushd and the College of Languages in the Level of English Language Proficiency and Writing Précis .**

To determine Hypothesis (4) of the study, the t-test formula for two independent samples is applied .The results indicate that the computerized t-value (3.873) is higher than the tabular one (1.96) with the df of (53) ,the difference in the mean scores of the two group is significant at (0.05) concerning proficiency level .This difference is in favour of Languages group as shown in Table ( 18 ).

**Table (18 ) The t-test Value of the Achievement Scores between the Students of the College of Education/Ibn Rushd and the College of Languages in the Level of Language Proficiency.**

<i>College</i>	$\bar{X}$	<i>S</i>	<i>t-Value</i>		<i>df</i>
<i>Languages</i>	30.360	29.744	<i>Com</i>	<i>Tab</i>	53
<i>Education/Ibn Rushd</i>	24.834	25.719	3.873	1.96	

In the case of précis level, there is no significant difference between these groups since the computerized (0.708) is lower than the tabular one (1.96) with the df (53) at (0.05) as shown in Table (19).

**Table ( 19 ) The t-test Value of the Achievement Scores between the Students of the College of Education/Ibn Rushd and the College of Languages in the Level of Writing précis .**

<i>College</i>	$\bar{X}$	<i>S</i>	<i>t-Value</i>		<i>df</i>
<i>Languages</i>	5.880	5.849	<i>Com</i>	<i>Tab</i>	53
<i>Education/Ibn Rushd</i>	5.434	5.394	0.708	1.96	



## ***CHAPTER FIVE***

### ***CONCLUSIONS, RECOMMENDATIONS AND SUGGESTION FOR FURTHER STUDIES***

#### ***5-1-Conclusions***

In the light of the findings of the study ,it can be concluded that :

1-Concerning Hypothesis (1).The results of the t-test have shown that the achievements of the three college students who received the test instruction performed significant correlation at both proficiency and précis levels . In other words ,students who are proficient in the English language skills are also proficient in writing précis .But in the light of the findings of statistical difference ,it has been observed that there is not always a direct correspondence between proficiency in the English language and a good score on the précis-writing .i.e.

- (a) Many students who are proficient in English are not proficient in how to approach the précis .
- (b)-Improving College students language proficiency in the target language is an endless process regardless of the skill levels they possess.
- (c)-Concerning the grammatical level ,it has been observed that there is no significant difference among the three College

students .Thus, it can be said that their grammatical level is at the same standard .

(d)-Through the application of the t-test of the two independent samples ,it is clear that there is no significant difference among the college students at both vocabulary and reading comprehension levels. The results prove that there is no real progression in their performance .

2-Concerning Hypothesis (2). (a) The results of the t-test formula for two independent samples have shown that there is no significant difference between the students of the two colleges at the level of proficiency and précis . This difference is in favour of the students of the College of Languages .

(b)-The achievement of college students in précis –writing skill is deficient since they limit themselves to only one type of strategies which could be presented as a technique for writing précis i.e. repeating the same ideas ,without using their own words, without deleting the irrelevant ideas .

3-As for Hypothesis (3) . The results of the same t-test formula for independent samples have shown that (a)- there is a significant difference between the students of the two

Colleges at the level of proficiency .This difference is in favour of the College of Arts . (b)-there is no significant difference between the students of the two Colleges at the level of précis. This difference is in favour of the College of Ibn Rushd .

4-According to Hypothesis (4).The results of the t-test formula for two independent samples have shown that (a) –there is significant difference between the students of the two Colleges at the level of proficiency .This difference is in favour of the College of Languages .(b)- )-there is no significant difference between the students of the two Colleges at the level of précis. This difference is in favour of the College of Languages .

5-College students have not obtained a full mastery to write a précis in EFL since there is no comparison between their scores i.e. their achievements for this activity is at the same standard .

6-Précis writing can be a valuable tool in performing critical thinking skills involving analyzing ,synthesizing and applying skills to research and writing process .

7 -Proficiency level or learning style of the students might affect the hierarchical order of précis strategy .

- 8-College students can benefit from the familiarity with the various strategies of revision :deletion, substitution, transposition and addition to enhance their ability to make a précis .
- 9-Proficiency level of the students can enhance requirements for summaries as leading or providing information ,and determine sound methods of evaluating summaries .

## ***5-2-Recommendations***

A double advantage of the précis assignment for EFL schools is that its brevity decreases the burden on both the students and the teacher .A précis may take only 15 minutes to write (although it requires great mental effort ) and far less time than to grade or evaluate . At the same time , practice in précis writing can lead to an interest in the skill development for other longer assignments ,such as a research paper .The following aspects are recommended

- 1-More empirical studies are needed to verify the sequence of summarizing strategy through listening strategy
- a-Inferencing : using acoustic ,vocal or lexical information within the text to guess the meaning of unfamiliar language items ,or to fill in missing information .
- b-Elaboration :activating prior knowledge outside the text or conversational context to construct meaning or to fill in missing information.

c-Imagery :using mental or visual images to represent information .

d-Summarization : making a mental or an oral summary of the information presented in a listening task .

e- Self-evaluation :checking the concentration of oneself or assessing one's strategy use.

3-The English Departments' objectives for students require them to demonstrate the outcomes listed below .The teaching methods and course structure used to achieve these ends will vary EFL skills from section to section ,specially in writing a précis .

a-ability to write expository prose that exhibits the elementary principles of effective composition .

b-ability to write substantive prose that is relatively free from major errors in sentence structure and in grammar and usage .

c-ability to engage in writing as a multi-stage process :  
prewriting ,writing ,careful reading , revising ,and editing .

### ***5-3-Suggestions for Further Studies***

The following topics are suggested for research .

1- Investigating the efficiency of a program developed for teaching précis-writing in the first and second grades.

2-Conducting for investigating English language proficiency though teaching literary textbooks at the College level since students ,here ,have been given the proper opportunities to

express themselves freely ,sometimes they discuss and expand various ideas on such texts .

3- Conducting a similar study for investigating the efficiency of teaching reading comprehension on writing précis during the lecture .

4-Invetigating the effect of EFL listening comprehension on oral précis i .e. making a mental or oral précis of the information presented in a listening task at the college level .(See P: 112 ).

5- Examining the effect of teaching précis on the acquisition of EFL proficiency at the College level as a good technique for writing i.e. the opposite of the present study.

የባለሙያዎች ስልጠና

የባለሙያዎች ስልጠና ለሚኒስቴር ጽ/ቤት





























የሚኒስቴር ጽ/ቤት ለሚኒስቴር ጽ/ቤት  
 ለሚኒስቴር ጽ/ቤት ለሚኒስቴር ጽ/ቤት  
 ለሚኒስቴር ጽ/ቤት ለሚኒስቴር ጽ/ቤት  
 ለሚኒስቴር ጽ/ቤት ለሚኒስቴር ጽ/ቤት  
 ለሚኒስቴር ጽ/ቤት ለሚኒስቴር ጽ/ቤት

የሚኒስቴር ጽ/ቤት	የሚኒስቴር ጽ/ቤት	Right Frequency of the Bottom Group	የሚኒስቴር ጽ/ቤት	Discrimination Power
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የሚኒስቴር ጽ/ቤት	የሚኒስቴር ጽ/ቤት	3	የሚኒስቴር ጽ/ቤት	የሚኒስቴር ጽ/ቤት
የሚኒስቴር ጽ/ቤት	የሚኒስቴር ጽ/ቤት	6	የሚኒስቴር ጽ/ቤት	የሚኒስቴር ጽ/ቤት
የሚኒስቴር ጽ/ቤት	የሚኒስቴር ጽ/ቤት	4	የሚኒስቴር ጽ/ቤት	የሚኒስቴር ጽ/ቤት
የሚኒስቴር ጽ/ቤት	የሚኒስቴር ጽ/ቤት	6	የሚኒስቴር ጽ/ቤት	የሚኒስቴር ጽ/ቤት
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## ***Appendix (2) : Face Validity of the Test***

**University of Baghdad  
College of Education-Ibn Rushd ,  
Department of Educational and  
Psychological Sciences,  
Higher Studies .**

**To The Jury Members**

**Dear Mr./ Mrs. ,**

The researcher is conducting a research entitled “**The Effect of Language Proficiency on University Students’ Précis Writing** ” .The research is being conducted on the students of Fourth-Year College in the Departments of English in three Colleges at Baghdad University .

The research involves two kinds of test :**TOEFL Test and Précis Test** that has been carried out for the purpose of discussing and finding out whether there is a correlation between the subjects’ overall proficiency in the foreign language and the College students’ achievement in writing précis

I would be grateful if you ,as an expert in the field of teaching English as a foreign language, would decide on the suitability , expected difficulty and unsuitability of the items .Any comments or modifications would be highly regarded and appreciated.

Thank you in advance for your assistance and cooperation.

**Ana’am Yousif Al-Karkhi  
Ph.D. Candidate**

## ***Structure and Written Expression***

### ***Q-1-A-Choose the correct option:-***

#### ***1-Verb phrases that require an-ing form in the complement***

-Many modern architects insist on----- materials native to the region that will blend into surrounding landscape.

a-use

b-to use

c-the use

d-using

#### ***2-Logical conclusions-events in the past***

-The theory of continental Drift assumes that there----- Long term climatic changes in many areas during the Past.

a-must have been

b-must be

c-must have

d-must

#### ***3-Preference for another –would rather that***

-A good counselor would rather that the patient----- his or her own decisions after being helped to arrive at a general understanding of the alternatives.

a-makes

b-making

c-will make

d-made

#### ***4-Causative have***

-I like the way you had the beautician-----your hair.

a-do

b-did

- c-does
- d-done

### ***5-Contrary –to- fact conditionals-impossible results were***

-If Barbara -----really my friend, she would call me once in a while .

- a-is
- b-was
- c-are
- d-were

### ***6-Wishes-events in the present and past***

-In the famous fairy tale of king Midas, the king wished that everything he touched-----to gold.

- a-turn
- b-would be turned
- c-would turn
- d-turning

### ***7-Importance-subjunctive verbs***

-The law requires that everyone ----- his car checked at once a year.

- a-has
- b-have
- c-had
- d-having

### ***8-Subject pronouns in complement position***

-According to the Christian Bible, when the disciples saw Jesus after he had risen from the dead, they said,-----

- a-it is him
- b-it is he
- c-it is his
- d-it is himself

***9-Noun –count nouns that are count nouns in other languages***

- Fire –resistant materials are used to retard-----  
of modern aircraft in case of accidents.  
a-a damage to the passenger cabin  
b-that damage to the passenger cabin  
c-damage to the passenger cabin  
d-passenger cabin's damages

***10-Numerical order***

- -----planet from the sun , Mars has a year of 687  
days.  
a-The fourth  
b-The four  
c-Four  
d-Fourth

***11-Nouns that function as adjectives***

- ----- is cheaper for students who maintain a (B)  
average because they are a better risk than average or  
below- average students.  
a-Automobile's insurance  
b-Insurance of automobiles  
c-Automobile insurance  
d-Insurance automobile

***12-Excess-too***

- The tiny pictures on microfilm are-----small to be  
read with the naked eye.  
a-so  
b-too  
c-much  
d-such

### ***13-Comparative estimates-multiple numbers***

- After the purchase of the Louisiana Territory the United States had----- it previously owned.
  - a-twice more land than
  - b-two times more land than
  - c-twice as much land as
  - d-two time much land than

### ***14-Preposition. ( place ,in ,on ,at)***

- of the United States from southern New Hampshire in the north to Virginia in the south , a vast urban region has been defined as a megalopolis , that is, a cluster of cities.
  - a-On the north eastern seaboard
  - b-It is in the northeastern seaboard
  - c-That the northeastern seaboard
  - d-At the northeastern seaboard

### ***15-Indirect questions***

- Recently there have been several out breaks of disease like legionnaire's syndrome ,and doctors don't know----
  - a-what is the cause
  - b-the cause is what
  - c-is what the cause
  - d-what the cause is

### ***16- Adverbs of manner***

- A symbol of the ancient competition , the Olympic flame burn ----- throughout.
  - a-in a continuous way
  - b-continuous
  - c-continuously
  - d-continual

### ***17-Point of view-verbs***

- The first transistor was basically a small chip made of Germanium onto one surface of which two pointed wire contacts----- side by side.

a-are made

b-made

c-were made

d-making

### ***18-Point of view-verbs and adverbs***

-Iron-----for weapons and tools in the Bronze Age  
Following the Stone Age.

a-is generally used

b-generally used

c-was generally used

d-used generally

### ***19-Agreement-modified subject and verb***

-Groups of tissues ,each with its own function ,-----  
In the human body.

a-it makes up the organs

b-make up the organs

c-they make up organs

d-makes up the organs

### ***20-Similar verbs-borrow and lend***

-The manager usually -----unless his press secretary  
approves of it .

a-doesn't do statement

b-doesn't make a statement

c-doesn't statement

d-no statement











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## *Vocabulary*

***Q-2-Choose the correct underlined word which would best keep the meaning of the original sentence .***

1-That is a very good analogy.

- a-summary
- b-comparison
- c-suggestion
- d-criticism

2-The flowers will wither in a few hours.

- a-bloom
- b-dryup
- c-open
- d-revive

3-Your mood seems very meditative this evening .

- a-gleeful
- b-thoughtful
- c-desperate
- d-stern

4-I know my father would discipline me for my actions.

- a-reward
- b-reprove
- c-congratulate
- d-punish

5-In 1979 Henry Aaron broken Babe Ruth's monumental life time record of 714 .

- a-archaic
- b-degrading
- c-outstanding
- d-entire

6-An oversight in proofreading often results in printed errors .

- a-An inconsistency
- b-A discrimination
- c-A blotch
- d-An inattention

7-John didn't enjoy the rock concert because he thought the tempo .

- a-audience
- b-rhythm
- c-singer
- d-weather

8-The flowers on the table were a manifestation of the child's love for his mother .

- a-a demonstration
- b-an infestation
- c-a combination
- b-a satisfaction

9-Marcia's career involved a dual role for her as a counselor and a teacher .

- a-tiring
- b-dedicated
- c-twofold
- d-satisfying

10-She didn't say much ,but her tone of voice insinuated more .

- a-blamed
- b-suggested



c-stress

d-pressure

11-Because light travels faster than sound ,lightning appears to go before thunder.

a-prolong

b-traverse

c-repel

d-precede

12-In the play whos' Afraid of Virginia Woolf? A woman and her husband spend most of their time quarreling.

a-bickering

b-gossiping

c-teasing

d-chuckling

13-The yearly growth of the gross national product is often used as an indicator of a nation's economy.

a-sluggish

b-haphazard

c-routine

d-annual

14-Sharks must swim all the time to avoid sinking.

a-swiftly

b-rarely

c-precisely

d-constantly

15-A chance sample can often provide information about a larger population.

a-prudent

b-genuine

c-random

d-modified

16-Since research studies have shown a relationship between cancer and cigarette smoking ,many people have cut down.

a-ceased smoking

- b-become frightened
- c-decreased the number
- d-gotten sick

17-Due to the efforts of conservationists and environmentalists, few people are unaware of the problems of endangered species .

- a-obstinate about
- b-ignorant of
- c-indifferent to
- d-adjacent to

18-keep two pencils handy while taking the examination.

- a-extra
- b-secret
- c-near
- d-sharp

19-Because the Amtrak system is so old ,the trains always start suddenly.

- a-with ease
- b-with athump
- c-with ajerk
- d-with effort

20-A vacant a partment in New York city is very difficult to find.

- a-good
- b-large
- c-empty
- d-clean

## ***Reading Comprehension***

### ***Q-3-Read the Following Passage :-***

Organic architecture that is ,natural architecture –may be varied in concept and form ,but it is always faithful to natural principles. Organic architecture rejects rules imposed by individual preference or mere aesthetics in order to remain true to the nature of the site ,the materials ,the purpose of the structure, and the people who will ultimately use it .These natural principles are upheld, then a

bank cannot be built to look a Greek temple .Form does not follow function; form is inseparable from function .In other words ,a building should be inspired by nature's forms constructed with material that retain and respect the natural characteristics of the setting to create harmony with its natural environment .It should maximize people's contact with and utilization of out doors.Furthermore, the rule of functionalism is upheld ;that is the principle of excluding everything that serves no practical purpose .

Natural principles then ,are principles of design ,not style ,expressed by Construction that reflects unity ,balance ,proportion ,rhythm ,and scale .Like a sculptor ,the organic architect views the site and materials as an innate form that develops organically from within. Truth in architect results in a natural , spontaneous structure in total harmony with the setting . *For the most part these structure find the geometric shapes in the contours of the land and their colors in the surrounding palette of nature .*

From the outside , an organic structure is so much a part of nature that it is often obscured by it . In other words , it may not be possible for the eye to easily separate the man made structure from the natural terrain .Natural light ,air ,and view permeate the whole structure ,providing a sense of communication with the outdoors. From the inside ,living spaces open into each other .The number of walls for separate rooms is reduced to a minimum , allowing the functional spaces to flow together .Moreover ,the interiors are sparse. Organic architecture incorporates built in architectural features such as benches and storage areas to take the place of furniture .

**Answer these questions :-**

1-Which of the following statements best describes the architects' view of nature?

- a-Nature should be conquered
- b-Nature should not be considered
- c-Nature should be respected
- d-Nature should be improved

2-The word ultimately in paragraph (1) could best be replaced by

- a-fortunately
- b-eventually
- c-supposedly
- d-obviously

3-The word upheld in paragraph (1) is closest in meaning to

- a-invalidated
- b-disputed
- c-promoted
- d-perceived

4-With which of the following statements would the author most probably agree

- a-form follows function
- b-function follows form

- c-function is not important to form
- d-form and function are one.

5-The following examples are all representative of natural architecture

**EXCEPT**

- a-a bank that is built to look like a Greek temple
- b-a bank built so that the location is important to the structure
- c-a bank that is built to conform to the colors of the natural surroundings
- d- a bank that is built to be functional rather than beautiful.

6-Why does the author compare an organic architect to a sculptor ?

- a-To emphasize aesthetics
- b-To give an example of natural principles
- c-To make a point about the development of geometry
- d-To demonstrate the importance of style

7-The word obscured in paragraph (3) is closest in meaning to

- a-difficult to see
- b-in high demand
- c-not very attractive
- d-mutually beneficial

8-The word contours in the passage has closest meaning in the bold text.  
Underline it

9-Underline the sentence in paragraph (3) that describes the furnishings appropriate for natural architecture.

10-Which of the following is the main point of the passage?

- a-There were both laboratory and literary alchemists.
- b-Base metals can be transmuted to gold by blending them with a substance

more perfect than gold

c-Roger Bacon and St Albertus Magnus wrote about alchemy.

d-Alchemy was the predecessor of modern chemistry.

***Q-4-Read the following passage .Then make a  
Précis of it about (80) words.***

The first thing that strikes the critical minority ,as it looks at the whole cultural picture ,is that ours is a nation of new-rich people , well washed ,all dressed up, rather pathetically unsure just what it is washed and dressed up for ;a nation convinced that a multitude of material goods , standardized ,furious and expensively advertised by appeals to greed and vanity ,will in themselves make life worth the living. Because we are new-rich, we overvalue possessions. Almost any individual who makes a great deal of money very rapidly supposes that mere possession of wealth is evidence of worth. He also is apt to imagine that with his means he can buy happiness .

These mistakes usually seem folly to the old rich ,to one who was born to poverty ,whose father and mother were bred with it. Such a one knows that merely because he or his friends have it, it is no sign that they are worth it , but quite commonly the contrary. He has learned through experience that money is not in itself very valuable stuff.

Happiness ,which is what all men desire ,cannot be purchased; it is illusive something not for sale .The old rich know these things well enough ,but the new-rich rarely discover them until they grown accustomed to possession .

So it sees to be with our society .We go in, almost without question and in all classes , for the sordid nonsense of supposing that externalities possessed ennoble the owners, that a full fist invariable indicates a fine spirit .

## ***Appendix (3) The Test***

### **Dear Students**

Your are kindly requested to answer the following questions of the test .This test is conducted for the purpose of research only . Thank you for your cooperation .

***Ana'am Yousif Al-Karkhi  
Ph.D. Candidate***

### ***Structure and Written Expression***

#### ***1-A-Choose the correct option:-***

1-Many modern architects insist on----- materials native to the region that will blend into surrounding landscape.

- a-use
- b-to use
- c-the use
- d-using

2-The theory of continental Drift assumes that there-----  
Long term climatic changes in many areas during the

Past.

a-must have been

b-must be

c-must have

d-must

3-A good counselor would rather that the patient-----  
his or her own decisions after being helped to arrive at  
a general understanding of the alternatives.

a-makes

b-making

c-will make

d-made

4-I like the way you had the beautician-----your hair.

a-do

b-did

c-does

d-done

5-If Barbara -----really my friend, she would call me  
once in a while .

a-is

b-was

c-are

d-were

6-In the famous fairy tale of king Midas, the king wished  
that everything he touched-----to gold.

a-turn

b-would be turned

c-would turn

d-turning

7-The law requires that everyone ----- his car  
checked at once a year.

a-has

- b-have
- c-had
- d-having

8-According to the Christian Bible, when the disciples saw Jesus after he had risen from the dead, they said,-----

- a-it is him
- b-it is he
- c-it is his
- d-it is himself

9-Fire –resistant materials are used to retard-----  
of modern aircraft in case of accidents.

- a-a damage to the passenger cabin
- b-that damage to the passenger cabin
- c-damage to the passenger cabin
- d-passenger cabin's damages

10- -----planet from the sun , Mars has a year of 687  
days.

- a-The fourth
- b-The four
- c-Four
- d-Fourth

11- ----- is cheaper for students who maintain a (B)  
average because they are a better risk than average or  
below- average students.

- a-Automobile's insurance
- b-Insurance of automobiles
- c-Automobile insurance
- d-Insurance automobile

12-The tiny pictures on microfilm are-----small to be  
read with the naked eye.

- a-so



- b-too
- c-much
- d-such

13-After the purchase of the Louisiana Territory the United States had----- it previously owned.

- a-twice more land than
- b-two times more land than
- c-twice as much land as
- d-two time much land than

14-----of the United States from southern New Hampshire in the north to Virginia in the south , a vast urban region has been defined as a megalopolis , that is, a cluster of cities.

- a-On the north eastern seaboard
- b-It is in the northeastern seaboard
- c-That the northeastern seaboard
- d-At the northeastern seaboard

15 - Recently there have been several out breaks of disease like legionnaire's syndrome ,and doctors don't know----

- a-what is the cause
- b-the cause is what
- c-is what the cause
- d-what the cause is

16-A symbol of the ancient competition , the Olympic flame burn ----- throughout.

- a-in a continuous way
- b-continuous
- c-continuously
- d-continual

17- The first transistor was basically a small chip made of Germanium onto one surface of which two pointed write contacts----- side by side.

- a-are made
- b-made
- c-were made
- d-making

18-Iron-----for weapons and tools in the Broze Age







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that mere possession of wealth is evidence of worth. He also is apt to imagine that with his means he can buy happiness .

These mistakes usually seem folly to the old rich ,to one who was born to poverty ,whose father and mother were bred with it. Such a one knows that merely because he or his friends have it, it is no sign that they are worth it , but quite commonly the contrary. He has learned through experience that money is not in itself very valuable stuff.

Happiness ,which is what all men desire ,cannot be purchased; it is illusive something not for sale .The old rich know these things well enough ,but the new-rich rarely discover them until they grown accustomed to possession .

So it sees to be with our society .We go in, almost without question and in all classes , for the sordid nonsense of supposing that externalities possessed ennoble the owners, that a full fist invariable indicates a fine spirit .

### ***Faulty Précis***

a- Ours is a nation of new –rich people convinced that material goods will in themselves ,make life worth the living .Any individual who makes a great deal of money rapidly supposes that wealth is evidence of worth .He imagines that with his means he can buy happiness .These mistakes seem folly to one born to property .He knows that because he or his friends have it ,it is no sign that they are worth it .Happiness ,which all men desire ,cannot be purchased .We go in for the nonsense that a full fist indicates a fine spirit .

***( 96 words ) Phrases and sentences merely copied from original***

b- On the whole we are a nation of new rich people who are well washed and well dressed ,but we don't know what we're washed and dressed for .our material goods are all standardized and expensively advertised . advertisers appeal to our greed and vanity .We think these material goods are the means to wealth and happiness .The old-rich know that their friends aren't worth the money they have ,but the new-rich don't know this until they have been rich for a while .



**( 81 words ) Précis misses point of original and emphasizes unimportant points**

c- First ,the critical minority says that we are a nation of new-rich people all dressed up with no place to go . We think the material goods advertised by appeals to our greed and vanity are what makes life worth living .Anyone who makes a lot of money thinks his money shows his worth and believes that it will make him happy .The old-rich ,however ,think that these ideas are foolish .Born into a rich family with property ,these people know that money and property don't make them any better people .They know that the opposite its frequently true .They know that money in itself isn't worth much and that it won't buy happiness ,which is the thing everyone wants .The new-rich however, don't know these things until they have been rich long enough to find them out . Almost everyone ,regardless of social class ,believes that possessions make their owners better,and the more you have the more worthy you are .This is nonsense.

**(163 words ) Précis is too long-nearly two-thirds the length of original**

d- The critical minority says we are a nation of new-rich people who are victims of newspaper ,magazine ,and television advertising which, by appealing to our greed and vanity ,tries to convince us that all we need for happiness is a lot of possessions .We don't need most of the advertised stuff like appliances, big cars ,and fur coats ,but the rest of the world judges our worth by what we have. In many other countries, people don't have the material goods we have. We can't all be as lucky as the old-rich ,who don't have to worry about money because they already have it .

**(104 words) Writer of précis has injected his own ideas**

### ***Acceptable Précis***

Critics of American culture see us a new-rich people who, because we are new-rich ,think that material goods make life worth living .We think that money is an indication of worth and that wealth brings happiness .The old-rich know better .Born to property ,they do not believe that just because they have it ,they are worth it .They know that happiness cannot be bought. The new-rich, however, make the mistake of believing possession indicate the worth of their owner .

**(80 words ) ideas stated in précis writer's words less than one-third of length of original**

2-The précis in fact ,is an entirely fresh statement ;it need not follow the wording of the original at all ,and very often the fewer the words of the original that are retained , the clearer the new version will be as follows:-

Original :- The fact that our army was in every respect a better fighting force than the enemy's possessing larger numbers, more modern equipment ,braver soldiers ,and more experienced officers ,accounted for the swiftness with which we drove the foe from his position ,and won the day .

Précis:- Our swift victory was due to the all-round superiority of our army .

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PROFICIENCY ON UNIVERSITY  
STUDENTS' PRECIS - WRITING***

***A DISSERTATION  
SUBMITTED TO THE***

***COUNCIL OF THE COLLEGE OF EDUCATION /IBN  
RUSHD, UNIVERSITY OF BAGHDAD IN PARTIAL  
FULFILMENT OF THE REQUIREMENTS FOR THE***

***DEGREE OF DOCTOR OF PHILOSOPHY IN  
EDUCATION (TEACHING ENGLISH AS  
A FOREIGN LANGUAGE)***

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