

The Effect of Teaching Summarization Strategies on the Achievement of EFL Iraqi Students to Enhance their Writing Ability

A thesis

Submitted to the Council of the College of Education /Ibn
Rushd / University of Baghdad in Partial Fulfillment of the
Requirements for the Degree of Master in Education
(Methods of Teaching English)

BY

HIND FAROUK ALI AL - HASSAN

Supervised by

ASSIST. PROF.

FATIN KHAIRI AL - RIFA'I, Ph.D.

2004 A. B.

1425 A.H.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ

أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا

تَعْمَلُونَ خَبِيرٌ

صدق الله العظيم

سورة المجادلة " الآية ١١ "

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We certify that we have read this thesis entitled by "**The Effect of teaching Summarization Strategies on the Achievement of EFL Iraq Student to Enhance Their Writing Ability**" by **Hind Farouk Ali Al – Hassan**, and as an examining committee examined the student in its content and that, in our opinion, it is adequate as a thesis for the degree of Master in Education (Methods of teaching English).

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Name:
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Signature:
Name:
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Date:

Approved by the Council of the College of Education.

Signature:
Name: Prof. Abd AL- Ameer Abd Dixon, Ph.D.
Dean of the College of Education/Ibn Rushd
Date: / / 2004

I certify that this thesis has been prepared under my supervision at the University of Baghdad as a partial fulfillment of the requirements for the degree of Master in Education (Methods of Teaching English).

Signature:

Supervisor: Assist. Prof.

Fatin Khairi Al-Rifa'I, Ph.D.

Date: 17/ 10 / 2004

In view of the available recommendations, I forward this thesis for debate by the examining committee.

Signature:

Name: Prof. Abdulla H. AL – Mousawi, Ph.D.

Chairman of the Department of Educational and Psychological Sciences

Date: 17 / 10 /2004

I certify that I have read the thesis entitled "The Effect of teaching Summarization Strategies on the Achievement of EFL Iraq Student to Enhance Their Writing Ability" submitted by Hind Farouk Ali Al - Hassan to the Council of the College of Education/IBn Rushed / University of Baghdad, in partial fulfillment of requirements for the Degree of Master of Education in Methods of Teaching English, and it is found Linguistically adequate.

Assistant Professor
Munthir M. Al – Dulaimi, Ph.D
College of Languages
16/10/2004

I certify that I have read the thesis entitled " The Effect of teaching Summarization Strategies on the Achievement of EFL Iraq Student to Enhance Their Writing Ability" submitted by Hind Farouk Ali Al - Hassan to the Council of the College of Education /IBn Rushed/ University of Baghdad, in partial fulfillment of requirements for the Degree of Master in Education in Methods of Teaching English, and it is found Scientifically adequate .

**Instructor
Dhuha Attallah Hassan, Ph.D.
College of Basic Education
16/10/2004**

اثر تدريس مهارات التلخيص على تحصيل الطلبة العراقيين الدارسين للغة الإنكليزية لغة اجنبية لتعزيز قدراتهم الكتابية

ملخص رسالة مقدمة الى

مجلس كلية التربية / ابن رشد / جامعة بغداد وهي جزء من
متطلبات نيل درجة الماجستير في التربية (طرائق تدريس اللغة
الإنكليزية)

من

هند فاروق علي الحسن

بإشراف الاستاذ المساعد

الدكتورة

فاتن خيرى محمد سعيد الرفاعي

٥١٤٢٥

٢٠٠٤م

الخلاصة

ان كتابة الملخصات هي مهارة كتابية مهمة في مدارسنا وجامعاتنا وأحد أهم الأهداف التي تدعو لدراسة هذا النوع من الكتابة، هو تمكين طلبتنا من عرض ما تمكنوا من فهمه من مادتهم الدراسية لمدرسيهم واساتذتهم . وعليه كلما تمكن التلميذ من تلخيص المادة المعطاة له بصورة أفضل كلما أثبت لأستاذه فهماً الحقيقي لتلك المادة، وفي كل المجالات. ولذلك من الضروري تعليم طلبتنا التلخيص باللغة الاجنبية التي يدرسونها لتعزيز قدراتهم القرائية والكتابية .

هدفت هذه الدراسة إلى تقصي اثر تدريس استراتيجيات التلخيص في تحصيل الطلبة العراقيين الدارسين للغة الانكليزية لغة اجنبية لتعزيز قدراتهم الكتابية. وعليه افترضت الباحثة عدم وجود فروق ذات دلالة احصائية بين تحصيل المجموعة التجريبية، التي تدرس استراتيجيات التلخيص في كتابة لمخصات ، وبين تحصيل المجموعة الضابطة، التي لا تدرس استراتيجيات التلخيص.

ولتحقيق هدف هذه الدراسة، صممت تجربة، حيث أختيرت مجموعتان، تتضمن كل واحدة منهما ٣٤ طالبة من طالبات الصف الخامس الاعدادي في ثانوية النهضة للبنات ، بصورة عشوائية. علماً ان إحدى المجموعتين أختيرت لتكون المجموعة التجريبية التي تدرس استراتيجيات التلخيص اعتماداً على ما اقترحه بالمر Palmer (١٩٩٦) والثانية لتكون المجموعة الضابطة والتي لم تدرس استراتيجيات التلخيص. وقد كوفئت المجموعتان

في تحصيل اللغة الانكليزية للعام الدراسي السابق ٢٠٠٢ - ٢٠٠٣ باختبار الذكاء
والأختبار القبلي والمستوى التحصيلي للوالدين.

قامت الباحثة بتدريس المجموعتين نفس المادة الدراسية وهي الوحدات ٤، ٥، ٦،
٧، ٨ من الكتاب ٧ من سلسلة منهاج اللغة الانكليزية الجديد للعراق. والفصول ٤، ٥، ٦،
٧، ٨ من القصة الأدبية "ولفر توست" للكاتب Charles Dicknes.

صمم اختباران تحريريان قبلي وبعدي وعرضا على مجموعة من الاساتذة ذوي
الاختصاص كلجنة تحكيمية لغرض أثبات الصدق الظاهري. وأستخدمت طريقة التصحيح
- وإعادة التصحيح لتحقيق ثبات الأختبار حيث وجد ان معامل ثبات الاختبار القبلي
٠,٨٠ ومعامل ثبات الاختبار البعدي ٠,٨٢.

وفي نهاية التجربة تم تطبيق الأختبار البعدي وكان الوسط الحسابي للمجموعة
التجريبية ١٢,٠٨٨ والوسط الحسابي للمجموعة الضابطة ٩,١٧٦. وقد استخدم الأختبار
التائي ذو العينتين المستقلتين لحساب الفروق الأحصائية. وأظهرت النتائج وجود فروق
ذات دلالة أحصائية بين المجموعتين في تحصيلهما في كتابة الملخصات لصالح
المجموعة التجريبية وعليه ترفض الفرضية الصفرية وتقبل الفرضية البديلة والتي تنص
على وجود فروق ذات دلالة أحصائية بين المجموعتين التجريبية التي تدرس ستراتيديات
التلخيص والضابطة التي لا تدرس ستراتيديات التلخيص وبذا فان الباحثة توصي
باستخدام الطريقة المقترحة في تدريس القصة الادبية لفعاليتها في رفع تحصيل الطالبات

الباحثة

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Hind

ABSTRACT

Summary writing is an important writing skill in our schools and universities. One important purpose of studying this type of writing is to enable our students to demonstrate their understanding of reading material to their teachers . Therefore; the better the students can summarize, the more likely they can prove to their teacher that they really understand assigned reading material in whatever field. Thus, it is necessary to teach our students summary writing strategies in the foreign language to enhance their reading and writing abilities.

The study aims at investigating the effect of teaching summarization strategies on the achievement of EFL Iraqi students to enhance their writing ability.

The researcher hypothesizes that there are no statistically significant differences between the experimental group, which is taught summarization strategies; and the control group which is not taught summarization strategies, in their achievement scores in summary writing.

To fulfill the aim of the study, an experiment is designed. Two groups of thirty - four students each are randomly chosen from the 5th year/the scientific branch of Al – Nahdhah secondary school for girls. One of the two groups is assigned to be the experimental group, which is taught summary writing strategies suggested by Palmer (1996), and the other one is the control group, which is not taught summary writing strategies. Both groups are matched in their achievement in English in the

previous academic year 2002 – 2003, IQ test, pre – test, and the level of parents' education.

The two groups are taught by the researcher herself the same subject matter, which is units 4, 5, 6, 7 and 8 from book VII of the New English Course for Iraq, and chapters 4, 5, 6, 7 and 8 from the Literary Reader "Oliver Twist" by Charles Dickens.

Pre and post written tests are designed and exposed to a jury for the purpose of ascertaining their face validity. The mark – remark method is used to calculate the tests' reliability coefficients.

At the end of the period of the experiment, the post – test is administered. The mean of the experimental group is 12.088, and the mean of the control group is 9.176. t – test formula for two independent samples is conducted. The results indicate that there are statistically significant differences between the two groups in their achievement in summary writing in favour of the experimental group. It is concluded that teaching Palmer's (1996) summary writing strategies to 5th year secondary school female students are of great effect on their achievement.

LIST OF ABBREVIATIONS

Dia.	:	Dialogue
EFL	:	English as a Foreign Language
IQ	:	Intelligence Quality
L ₁	:	First Language
FL	:	Foreign Language
L.C.	:	Listening Comprehension
L.R.	:	Literary Reader
O.P.	:	Oral Practice
Pron.	:	Pronunciation
R .C.	:	Reading Comprehension
TEFL	:	Teaching English as a Foreign Language
TESL	:	Teaching English as a Second Language
Voc.	:	Vocabulary
W.W.	:	Written Work

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Appendix 6

A) Daily lesson plan of the experimental group

<i>Literary Reader</i>	<i>ENGLISH</i>	<i>Tuesday</i>
<i>"Oliver Twist"</i>	<i>Ch.4, S."A"</i>	<i>4/11/2003</i>

Today we are going to be introduced to Ch.4, S."A" and we are going to follow the sequence of this novel to see what is going to happen to the poor fellow Oliver.

First: I'll introduce the new words from the glossary on p: 46, S."A". This will take about 5 mints.

Second: I'll read the section by myself, and while I'm reading, I'll try to but emphasis on explaining the meaning of the new words. This will take about 10 minutes..

Third: I'll ask some of the students to read parts of the section loudly so that each one will continue what the other has started. This could be done twice, and it will take about 5 minutes.

Fourth: I'll ask the students to read the section for the third time, and after finishing the reading of the section, I'll ask the students to give the main ideas (or events, because this is a novel) of the section, and write them down on a piece of paper; while I'll write them on the blackboard which is divided into two halves. This will take about 5 minutes.

Fifth: Now I'll ask them to read the section part by part and write down the main sentences which support the main ideas (or events).This will take about 5 minutes.

Sixth: Finally the students will write their first draft of the summary by using the notes they wrote before. They will paraphrase the sentences they had copied and use them where

necessary. They will check the language they used and at the end they will write their final new version of the section. The best version is going to be written on the other half of the blackboard and the students will check their version. This will take about 15 minutes.

NOTE: Some of the students will ask to take their papers home for netting it, and I wouldn't mind because this gives them motivation to try to be better in writing English.

The suggested summary

After remaining with the Jew and his pupils for many days, Oliver was at last allowed to go out with the Artful Dodger and Charley Bates. As these two boys stole an old gentleman's handkerchief, who was standing inside a bookshop, Oliver understood everything about the Jew and his pupils. He understood that they were thieves, and at the time he decided to run away the old gentleman caught sight of him and thought that he was the thief. So the old gentleman and some people in the street started chasing Oliver until he was caught and was taken to the magistrate's office by an officer.

Appendix 6

B) A ten – day lesson plan of the experimental group Unit Four

1- Sunday 2/11/2003

The explanation of Palmer's instructions on summary writing.

2- Monday 3/11/2003

- a) Dia.4.6 " Booking a Flight".
- b) R. C. 4.1 " Language" I.
- c) Voc .4.2 survive --- complex.
- d) Pron. 4.7 (1-10).
- e) W .W. 4.10.

3- Tuesday 4/11/2003

L. R . "Oliver Twist", section "A".

4- Wednesday 5/11/2003

- a) Dia. 4.6 "Booking a Flight".
- b) R. C .4.1 "Language" II.
- c) Voc. 4.2 complicated --- die out.
- d) O. P. 4.9 Determiners / A. Structure Notes 1, 2.

5- Saturday 8/11/2003

- a) Dia. 4 6 "Booking a Flight".
- b) R. C. 4.1 (Language) III.
- c) Voc .4 2 sub-families, individual.
- d) O. P. 4.9 Determiners / A. Structure Notes 3, 4.
- e) = = = / B. Situations 1.

6- Sunday 9/11/2003

L. R. "Oliver Twist ", section "B".

7- Monday 10/11/2003

- a) Dia. 4.6 "Booking a Flight".
- b) R. C. 4.1 "Language" IV.
- c) Voc. 4.2 native --- culture.
- d) O. P . 4.9 Determiners / B.Situations 2.
- e) 4.11, 4.12.

8- Tuesday 11/11/2003

L. R. "Oliver Twist", section "C".

9- Thursday 13/11/2003

- a) Dia. 4.6 "Booking a Flight".
- b) O. P .4.9 Determiners / B. Situations 3.
- c) = = = / C. Drills 1,2,3,4.
- d) 4.13.

10- Saturday 15/11/2003

- a) Dia. 4.6 "Booking a Flight".
- b) L .C. 4.8.
- c) 4.3, 4.4, 4.5.
- d) O. P. 4.9 Determiners / D. Exercises 1, 2.

Appendix 6

C) A ten-day lesson plan of the control group unit four

1) Sunday 2/11/2003

- a) Dia. 4.6 "Booking a Flight".
- b) R .C. 4.1 "Language" I.
- c) Voc .4.2 survives --- complex.

2) Monday 3/11/2003

- a) Dia. 4.6 " Booking a Flight".
- b) R .C. 4.1 "Language" II.
- c) Voc. 4.2 complicated --- die out.
- d) Pron. 4.7 (1- 10).

3) Tuesday 4/11/2003

- a) Dia .4.6 "Booking a Flight".
- b) R.C .4.1 " Language" III.
- c) Voc. 4.2 sub- families, individual.
- d) O .P. 4.9 Determiners /A. Structure Notes 1.

4) Thursday 6/11/2003

- a) Dia. 4.6 "Booking a Flight".
- b) R. C .4.1 "Language" IV.
- c) Voc .4.2 native --- culture.
- d) O.P .4.9 Determiners / A. Structure Notes 2,3,4.

5) Saturday 8/11/2003

- a) Dia. 4 6 "Booking a Flight".
- b) 4 3, 4.4, 4.5.
- c) O. P. 4.9 Determiners / B. Situations 1.
- d) = = = / C. Exercises 1.

6) Sunday 9/11/2003

- a) Dia. 4.6 "Booking a Flight".
- b) O. P. 4.9 Determiners / B. Situations 2.
- c) W. W. 4.11, 4.12.

7) Monday 10/11/2003

- a) Dia. 4.6 "Booking a Flight".
- b) O. P. 4.9 Determiners /B. Situations 3.
- c) W .W. 4.9.
- d) L. R. "Oliver Twist", section "A".

8) Tuesday 11/11/2003

- a) Dia. 4.6 " Booking a Flight".
- b) L. R. "Oliver Twist", section "B".
- c) O. P. 4.9 Determiners /C. Drills 1,2,(4.13).

9) Tuesday 13/11/2003

- a) Dia .4.6 "Booking a Flight".
- b) L. R. "Oliver Twist", section "C".
- c) O. P. 4.9 Determiners /C. Drills 3,4,(4.13).

10) Saturday 15/11/2003

- a) Dia. 4.6 "Booking a Flight"
- b) L .R .4.14 " How Oliver Was Caught".
- c) O .P. 9.4 Determiners /D. Exercises 2.
- d) L. C. 4.8.

Appendix 1

University of Baghdad
College of Education/
Ibn Rushd
Department of Educational
and Psychological Sciences

A Letter to the Jury Members.

Dear Sir/ Madam,

The researcher intends to conduct an experimental study entitled "The Effect of Teaching Summarization Strategies on the Achievement of EFL Iraqi Students to Enhance Their Writing Ability".

As a specialist in the field of TEFL, please read:

- The summarizing strategies that are going to be taught for the 5th year secondary school students and which are taken from several sources such as Palmer (1996);
- The pre – test which will be used in matching the control and the experimental groups, and thankfully state if it is suitable for the level of 5th year secondary school students in order to achieve its face validity; and finally.
- The post – test that is going to be used to find out whether there are any statistically significant differences between the experimental group and the control one in their summary writing.

Any addition or modification will be highly regarded.

This experiment is going to be carried out in two months (eight weeks/ 5 lessons per week), on 5th year secondary school students, for the academic year 2003 – 2004.

Your cooperation in this matter will be greatly appreciated, and thank you in advance.

Yours,
Hind F. Al – Hassan
M.A. Candidate
2003 - 2004

List of rules that students should know in order to improve their summarizing ability (The procedure that will be followed during the experimental work):

- 1- Summarizing means writing a shorter version of another person's work maintaining the gist of the information.
- 2- Summaries should not have repeated information.
- 3- We should start by finding the main topic of the summary.
- 4- Read the text thoroughly once in order to see what is the main topic. Read it again starting to underline all the important information.
- 5- To select important information use planning techniques, such as underlining or mapping.
- 6- Do not copy verbatim sentences from the original text. In case of doubt, paraphrasing is always better than copying.
- 7- Although the length of the summaries depends on the importance of the information appearing in the source text, an average of 15 – 20% of the total length of the source text will be advisable.
- 8- You should only use examples when it is absolutely necessary.
- 9- Avoid personal comments and opinions.
- 10- Maintain coherence and cohesion in your summaries.
- 11- Combining clauses can help you to shorten your summaries, but it is a difficult task, and has to be carried out with great care.
- 12- Only when you have understood the text completely you will be able to comprehend the lexical, semantic, and grammar choices selected by the author. Once there, you will be able to choose your own decisions towards the creation of your very own summary.

These instructions are adopted from Palmer (1996).

The Pre – test

Name :

Class : **Section** :

Summarize this passage in clear and correct English. Some words and phrases in the original writing cannot be accurately or economically replaced, but you must not copy out long expressions or whole sentences. Use your own words as far as possible. Your summary must not exceed 110 words. State at the end the exact number of words you have used.

Literary Reader II/"OLIVER TWIST" by Charles Dickens. Chapter 4/ section "A".

For many days, Oliver remained with Fagin and his pupils. Sometimes he took part in the game which the two boys and the Jew played regularly every morning.

The Jew at last allowed Oliver to go out with the Artful Dodger and Charley Bates. As they were coming out of a narrow street, the Dodger stopped suddenly.

"What's the matter?" asked Oliver.

"Hush!" replied the Dodger. "Do you see that old man at the book-shop?"

"The old gentleman over there?" said Oliver. "Yes, I see him."

"He'll do," said the Dodger.

Oliver did not understand; but he was not allowed to ask any questions. The two boys walked across the road, closely following the old gentleman. Oliver walked a few steps after them, then stood looking on in silent amazement.

The old gentleman was a very respectable – looking person. He had taken up a book from the shelf inside the bookshop and he stood there turning the pages.

With great alarm, Oliver saw the Artful Dodger put his hand in the old gentleman's pocket and draw a handkerchief from it. Then the Dodger and Charley Bates ran away round the corner at full speed.

At once, Oliver understood the whole mystery of the handkerchiefs, the watches, the jewels and the Jew. He stood terrified and confused for a moment. Then he ran away as fast as he could.

At the moment when Oliver began to run, the old gentleman felt his pocket and realized that his handkerchief was missing. He immediately turned round and caught sight of Oliver as he was running away. Thinking that Oliver was the thief, He shouted, 'Stop thief ', and ran after him.

A number of people started chasing Oliver. The crowd grew bigger at every turning. At last Oliver stopped. He received a blow that knocked him down. The crowd gathered round him, each one trying to have a look.

"Stand aside," shouted someone. "Give him a little air."

"Nonsense!" answered another. "He doesn't deserve it."

"Here is the gentleman," shouted a third one. "Is this the boy, sir?"

Oliver lay, covered with mud and dust, and bleeding from the mouth. He was looking wildly round at the faces that surrounded him when the old gentleman appeared.

"Yes," said the gentleman. "I am afraid it is the boy. Poor fellow! He has hurt himself."

At that moment, a police officer made his way through the crowd.

"Come, get up," said the officer roughly as he seized Oliver by the collar.

"It ... It wasn't me, sir. Indeed, sir. It was ... it was two other boys," said Oliver, looking round. "They are here somewhere."

"Oh, no, they aren't," said the officer roughly. "Come, get up."

"Don't hurt him," said the old gentleman kindly.

"Oh, no, I won't hurt him," replied the officer, dragging Oliver and tearing his jacket. "Come, I know you. Stand on your leg, young devil."

The officer dragged Oliver along the street by the coat collar. The old gentleman walked with them to the magistrate's office.

Glossary

		chasing	/	ملاحقة
took part in	/	شارك في		
regularly	/	بانتظام		
he'll do	/	هذا رجلنا المناسب		
steps	/	خطوات		
silent amazement	/	دهشة صامتة		
respectable- looking	/	يدعو مظهره للاحترام		
turning the pages	/	يقلب الاوراق		
at full speed	/	باقصى سرعة		
mystery	/	لغز		
terrified	/	خائف فزع		
confused	/	مرتبك		
realized	/	ادرك		
		every turning	/	كل منعطف
		lay	/	كان ممددا
		bleeding	/	ينزف
		surrounded	/	احاطت به
		roughly	/	بخشونة
		dragging	/	جارا، ساحبا
		tearing	/	ممزقا
		Magistrate	/	حاكم تحقيق

The suggested answer to the pre – test question

After remaining with the Jew and his pupils for many days, Oliver was at last allowed to go out with the Artful Dodger and Charley Bates. As these two boys stole an old gentleman's handkerchief, who was standing inside a bookshop, Oliver understood everything about the Jew and his pupils. He understood that they were thieves, and at the time he decided to run away the old gentleman caught sight of him and thought that he was the thief. So the old gentleman and some people in the street started chasing Oliver until he was caught and was taken to the magistrate's office by an officer.

The Post – test

Name :

Class :

Section :

Summarize this passage in clear and correct English. Some words and phrases in the original writing cannot be accurately or economically replaced, but you must not copy out long expressions or whole sentences. Use your own words as far as possible. Your summary must not exceed 75 words. State at the end the exact number of words you have used.

Literary Reader II/"OLIVER TWIST" by Charles Dickens. Chapter 6/ section "A".

A few days after Oliver's kidnap, this advertisement appeared in a newspaper:

"Five Pounds Reward

A young boy, named Oliver Twist, was enticed on Thursday evening last, from his home, and has not been heard of since. The above reward will be paid to any person who will give information that leads to the discovery of the boy, or throws any light upon his past history."

Then followed a full description of Oliver's dress, person and appearance, with the name and address of Brownlow.

Mr. Bumble saw the advertisement. He was in London to do some work for the workhouse. He read the advertisement slowly and carefully. In five minutes he was on his way to Mr. Brownlow's house.

When he arrived at Mr. Brownlow's house, Mrs. Bedwin immediately took him to Mr. Brownlow, who was in his study. Mr. Bumble introduced himself.

"Do you know where this poor boy is now?" inquired Mr. Brownlow.

"No."

"Well, what do you know of him?" inquired Mr. Brownlow.

Mr. Bumble then told him when and where Oliver was born and how he was brought up. He described Oliver as an evil boy who ran away from his master, the undertaker. When he finished, he received the five pound reward and left. Mr. Brownlow sat for a long time thinking of what to do next.

Glossary

kidnap	/	اختطاف
advertisement	/	اعلان
reward	/	مكافأة
enticed	/	غرر به
discovery	/	اكتشاف
throws any light upon	/	يلقي ضوء على
appearance	/	مظهر
introduced	/	قدم
brought up	/	نشأ، تربي
undertaker	/	متعهد دفن الموتى

The suggested answer to the post – test question

A few days after Oliver's kidnapping, Mr. Brownlow published an advertisement in a newspaper; giving five pound reward for any person who can give information that leads to find the boy or throws any light upon his past history.

Mr. Bumble saw the advertisement and went to Mr. Brownlow's house. He gave Mr. Brownlow a historical background of Oliver's life and got the five pounds reward and went away.

Appendix 2

**The students' level of achievement in English in the
previous academic year 2002 – 2003**

Experimental Group				Control Group			
No.	Scores	No.	Scores	No.	Scores	No.	Scores
1.	80	18.	89	1.	69	18.	75
2.	79	19.	69	2.	72	19.	95
3.	83	20.	73	3.	70	20.	77
4.	80	21.	82	4.	68	21.	74
5.	62	22.	75	5.	68	22.	86
6.	69	23.	79	6.	69	23.	77
7.	76	24.	84	7.	84	24.	87
8.	88	25.	72	8.	75	25.	76
9.	67	26.	64	9.	70	26.	86
10.	62	27.	90	10.	78	27.	71
11.	72	28.	63	11.	69	28.	73
12.	69	29.	54	12.	74	29.	54
13.	82	30.	52	13.	73	30.	51
14.	77	31.	56	14.	78	31.	55
15.	69	32.	50	15.	84	32.	57
16.	78	33.	55	16.	67	33.	52
17.	84	34.	51	17.	78	34.	50

$$\bar{X} = 71.882$$

$$\bar{X} = 71.823$$

$$S^2 = 132.773$$

$$S^2 = 117.907$$

Appendix 3

The students' I Q test scores (Out of 60)

Experimental Group				Control Group			
No.	Scores	No.	Scores	No.	Scores	No.	Scores
1.	40	18.	37	1.	45	18.	36
2.	49	19.	39	2.	52	19.	42
3.	30	20.	36	3.	40	20.	37
4.	46	21.	37	4.	46	21.	37
5.	22	22.	36	5.	33	22.	34
6.	34	23.	45	6.	52	23.	45
7.	44	24.	35	7.	45	24.	33
8.	50	25.	30	8.	32	25.	42
9.	41	26.	30	9.	40	26.	29
10.	39	27.	48	10.	32	27.	40
11.	41	28.	25	11.	20	28.	24
12.	45	29.	36	12.	43	29.	25
13.	39	30.	47	13.	28	30.	39
14.	36	31.	35	14.	39	31.	36
15.	38	32.	25	15.	45	32.	35
16.	40	33.	39	16.	39	33.	32
17.	45	34.	32	17.	37	34.	47

$$\bar{X} = 37.970$$

$$\bar{X} = 37.674$$

$$S^2 = 48.387$$

$$S^2 = 58.043$$

Appendix 4

The students' achievement in the pre- test (out of 15)

Experimental Group				Control Group			
No.	Scores	No.	Scores	No.	Scores	No.	Scores
1.	8	18.	9	1.	10	18.	10
2.	5	19.	10	2.	11	19.	10
3.	10	20.	10	3.	9	20.	8
4.	11	21.	8	4.	8	21.	7
5.	9	22.	9	5.	8	22.	5
6.	14	23.	14	6.	7	23.	9
7.	8	24.	9	7.	9	24.	14
8.	7	25.	12	8.	11	25.	7
9.	9	26.	7	9.	12	26.3	7
10.	11	27.	8	10.	14	27.	8
11.	12	28.	5	11.	13	28.	13
12.	13	29.	13	12.	8	29.	14
13.	8	30.	12	13.	12	30.	7
14.	14	31.	5	14.	5	31.	6
15.	12	32.	11	15.	12	32.	6
16.	12	33.	7	16.	13	33.	7
17.	13	34.	10	17.	9	34.	5

$$\bar{X} = 9.852$$

$$\bar{X} = 9.235$$

$$S^2 = 6.795$$

$$S^2 = 7.700$$

Appendix 5

The students' achievement in the post – test (out of 15)

Experimental Group				Control Group			
No.	Score	No.	Score	No.	Score	No.	Score
1.	14	18.	14	1.	11	18.	5
2.	15	19.	9	2.	9	19.	9
3.	9	20.	8	3.	7	20.	12
4.	13	21.	11	4.	8	21.	5
5.	11	22.	9	5.	6	22.	12
6.	11	23.	10	6.	14	23.	11
7.	14	24.	11	7.	12	24.	6
8.	13	25.	12	8.	11	25.	9
9.	14	26.	14	9.	13	26.	7
10.	8	27.	14	10.	5	27.	7
11.	12	28.	14	11.	12	28.	7
12.	12	29.	13	12.	8	29.	12
13.	12	30.	12	13.	8	30.	7
14.	15	31.	11	14.	8	31.	5
15.	13	32.	12	15.	11	32.	13
16.	12	33.	12	16.	9	33.	12
17.	13	34.	14	17.	12	34.	9

$$\bar{X} = 12.088$$

$$\bar{X} = 9.176$$

$$S^2 = 3.609$$

$$S^2 = 7.86$$

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1.1 Statement of the Problem of the Study

The basis of curriculum in Iraq for TEFL focuses on four skills, which are: listening, speaking, reading, and writing. Each of these skills has different strategies and techniques for application inside classroom; for example the writing skill can be done through answering questions, completing sentences, writing compositions, paraphrasing sentences, dictation and summary writing, which can be considered as one of the most useful strategies in how to write in English and not about English for EFL classes. This is why the ability to summarize information is an essential skill in secondary school studiers. "Most students, through their academic life have to condense information from lessons, journals, textbooks and other bibliographical sources in their disciplines in order to fulfill certain assignments in their own field of study" (Palmer, 1998:7).

Stotesbury (1990:3) states that "summarizing entails the reduction of a text to its essential constituents which means that students have to be able to grasp the overall structure of a text and be able to distinguish the major issues from the minor ones."

The task of summarizing in L₂ has begun to receive attention in the EFL courses in the last few years. In fact, it is seen as a highly productive task by many EFL instructors because, as Palmer (1996:123) points out, "it implies both the complete comprehension of the text to be abridged and the

necessary writing ability to create a new version of the source text ". So, summarizing tasks are conjunctions between reading and writing. Therefore; if students are taught how to sum up a text and how to condense its information, we will similarly enhance their reading and writing abilities.

This seems to create a holistic view of language use, where all other aspects will be affected by the use of production and interpretation strategies throughout the use of whole set procedures. Therefore; summary writing is not merely a linguistic activity but also a communicative and discursive one, in which students apply the knowledge previously acquired.

The researcher has practiced TEFL for more than fourteen years and has found out that summary writing is somehow neglected in Iraqi EFL classes, and also has noticed that the teaching methods which are used or followed in Iraqi schools give more attention to the reading skill than the writing one .So it is found out that Iraqi students and after eight academic years of learning English, can read English better than write it to a certain degree; especially in respect to summary writing, though they practice this strategy successfully with other subject matters, such as History, Geography, Physics,...etc., even if they do not intend to do it. Through this, we can see that because of the students' weakness in the writing skill, they can not even use the strategy of summary writing successfully in learning English, where they use it in other subject matters efficiently.

For all the above, the researcher decides to carry out this study to find out to what extent the teaching of summary writing strategies can affect the achievement of our EFL students and their ability to write in English.

1.2 Value of the Study

It is hoped that this study is valuable for:

- a- It helps our students to understand complete sets of information that allow them to develop their reading and writing.
- b- If the teacher teaches his students how to sum up a text, and how to condense information, he/she will similarly enhance their writing ability in general.
- c- It can be beneficial for the General Directorate of Curricula in the Ministry of Education in developing the methods of teaching English which are followed by Iraqi teachers.
- d- It could be also beneficial for future researchers in the field of ELT.

1.3 Aim of the Study

This study aims at investigating the impact of teaching summarization strategies on the achievement of EFL Iraqi students to enhance their writing ability.

1.4 Hypothesis of the Study

The null hypothesis of the study states that there are no statistically significant differences between the experimental group, which is taught summarization strategies; and the control one, which is not taught these strategies, in their achievement scores in summary writing.

1.5 Limits of the Study

The present study is limited to the following:

- 1- The fifth year secondary school female students of the scientific branch, day study in Baghdad.
- 2- The academic year 2003-2004.
- 3- The use of summarization strategies suggested by Palmer (1996).
- 4- The material is taken from the Literary Reader textbook "Oliver Twist" written by Charles Dickens, chapters 4,5,6,7, and 8.

1.6 Procedures of the Study

The following procedures are conducted:

- 1- A general survey, identification and description of summary writing strategies used in developing students' achievement in learning English and in enhancing their writing ability, which is based on Palmer's (1996), are done.

- 2- Two groups are randomly selected from the 5th year secondary female schools, day study in Baghdad .The first is an experimental group, and the second is a control one. Matching or equalization between the two set groups is achieved for the experimental work in several factors.
- 3- A written pre-test is presented for both the experimental and control groups to assess the students' level in writing a summary.
- 4- The control group then received the traditional method of teaching, with no emphasis on the proposed summary writing strategies.
- 5- The experimental group is exposed to the suggested procedure based on summary writing strategies of Palmer's (1996).
- 6- Both groups are exposed to a post-test to find out whether the suggested procedure has any effect on students' achievement or not.
- 7- t-test for two independent samples, Chi-square, Percentage and Pearson Correlation Coefficient are used to obtain the results.

1.7 Plan of the Study

The present study consists of four chapters followed by a bibliography and appendices.

Chapter one has dealt with the statement of the problem and outlining the aims, hypothesis, value, limits as well as the procedures and statistical methods used for obtaining the results and analyzing data.

Chapter two attempts to deal with theoretical background and some previous studies that have investigated summary writing strategies and its influence on the students' achievement.

Chapter three is devoted to the identification and description of the experimental work and the procedures followed in details. The description takes into consideration the selection of the sample, administration of tests, and the application of the suggested strategies of summary writing.

Chapter four gives a comprehensive and accurate analysis of the results with a detailed discussion, and also includes the conclusions, recommendations, and suggestions for further studies.

1.8 Definition of Basic Terms

The following terms are defined:

1) Summary: It is a short, pithy restatement of the chief points made by a writer (or speaker); a concise summing up of the

contents of the passage of writing set by the examiners for that purpose (Burton, 1986:89).

- It is an oral, written or mental consideration, as of material read (Good, 1973:570).

The Operational Definition of Summary:

It is a condensed written text with new words referring to the original reading text.

2) **Summarizing:** It is an oral or written condensing of material read; generally recognized as a study skill. (Good, 1973:570)

The Operational Definition of Summarizing:

It is the process of condensing a text into a shorter one.

3) **Strategy:** It is the art of planning, or the skill of managing any affair (Hornby, 1974:854)

-**Strategies:** They are the techniques used in learning or thinking (Page, et al, 1979: 324).

The Operational Definition of Strategy:

It is a plan or technique used in teaching summarization.

4) **Achievement:** It refers to:

- the mastery of what has been learnt, what has been taught or what is in the syllabus, textbook, materials, etc (Davies, et al, 1999: 2).

- accomplishment or proficiency of performance in a given skill or body of knowledge (Good, 1973: 7)

The Operational Definition of Achievement:

It is the pupils' scores on the written post – test at the end of the study.

5) Writing: It is the ability to use a particular language in written form (Brown, 1993:3731).

The Operational Definition of Writing:

It is the ability to represent a foreign language in a written form.

The researcher could not find a definition to the term "Summary Writing Strategies" in a dictionary or any other reference book, so she made one for the sake of the present study.

Summary Writing Strategy: It is a plan or a technique that intends to highlight objectively the main points of a writer's work written in the student's own words without stating any personal opinions and by eliminating all the minor details.

4.1 An Introductory Note

This chapter presents the analysis of the results based on the findings of the effect of teaching summary writing strategies on the students' achievement for better English writing. Also this chapter presents the conclusions, recommendations and suggestions for further studies.

4.2 Analysis and Discussion of the Results

At the end of the experiment, the results, which are obtained from the post-test, have been analyzed to determine whether there is a significant difference between the experimental group scores and the control group ones according to the procedures which are mentioned before in Chapter Three (See 3.6.3).

Consequently, the mean scores of the two groups on the post-test are compared; the mean of the experimental group is 12.088 and the mean of the control group is 9.176. The computed t – value is 5.181, which is greater than the table t –value which is 2.000. This indicates that there is a statistically significant difference between the two groups under 66 degrees of freedom and 0.05 level of significance. This means that the experimental group is better than the control one in their summary writing. So the null hypothesis which states that there are no statistically significant differences between the

experimental group, which is taught summarization strategies; and the control group, which is not taught summarization strategies, in their achievement scores in summary writing is rejected and an alternative hypothesis is accepted, which states that "there are statistically significant differences between the experimental group, which is taught summarization strategies; and the control group, which is not taught summarization strategies, in their achievement scores in summary writing".(See Table 8 and Appendix5)

Table 8
The t - value for the students' achievement in the post-test

Groups	N	\bar{X}	S^2	Computed t- value	Table t- value	Level of significance	df
Experimental	34	12.088	3.609	5.181	2.000	0.05	66
Control	34	9.176	7.086				

In Chapter Three (3.7), the method of scoring the test papers has been mentioned, which is done according to Palmer's taxonomy (1997). It considered three different strategies carried out by the students when summarizing a text: copy verbatim, combination of two main ideas, or generalization of information in a single sentence. Table 9 displays the data observed in the analysis and shows the frequencies obtained by the testees in the experimental and control groups.

Table 9
Summarizing strategies suggested by Palmer (1996) used by
the sample of the present study

Summarizing Strategies	Experimental group	Control group
Copy Verbatim	6	83
Combination	18	17
Generalization	57	30

The most important difference found out in this analysis is the high proportion of information copied verbatim which have been observed among the control group students, whereas the experimental group students have used generalization in a high proportion also. This result shows that the experimental group students, who have received the set of instructions on how to draw up a good summary, have followed these rules and made their effort to use their own words, generalizing information in order to create shorter, more concise text. On the contrary, the control group students have just copied from the source text and condensed the information; and there is one reason for the application of the copy verbatim strategy by the control group students which may be found in the students' lack of knowledge of what summary writing actually entails.

In other words, it is proved statistically and experimentally that the students who have been taught the material of the Literary Reader "Oliver Twist" according to Palmer's suggested instructions (1996), are better in the written

post-test, after a two – month experiment, than those students who have been taught the same material according to the instructions of the teacher's guide of Book VII.

The evidence indicates that teaching summary writing strategies to the experimental group has opened a climate of interaction and created what one can call a free atmosphere of discussion to the students to say what they want and write down without any hesitation.

The results of this study are in agreement with two of the related previous studies which have been mentioned in Chapter Two (Carter's (1989), and Palmer's (1998)) in that teaching summary writing strategies would affect the students' achievement.

4.3 Conclusions

The students' summaries under investigation showed that both groups of students were able to get most of the main ideas from the source text in a moderate number of words, without including extra information. Regarding the summarizing strategies used by the students, the researcher concluded that the students of the experimental group have done better than those students of the control one, who have just copied from the source text.

After analyzing the results, it is concluded that the fact of having clear instructions regarding what is expected from a summary, helped the students of the experimental group to enhance their summary writing ability.

The results of this experiment from the researcher's viewpoint are due to the following factors:

- 1- Reading the Literary Reader "Oliver Twist" inside the classroom and explaining the meaning of the difficult words gave the students the opportunity to be sure that they can read and understand English literature, which gave them more confidence in themselves.
- 2- After being able to read and understand this piece of literature, they are able to summarize and write it down on papers.
- 3- Separating literature from Book VII gave the students a period for enjoyment and a chance to express their own feelings by using their own words.
- 4- All the above led the students of the experimental group to discover their abilities in reading, understanding and writing in English with confidence and without any hesitation.

4.4 Recommendations

In the light of the results and conclusions, it is suggested that it may be relevant for our students to receive direct summarizing instructions, to be taught as a series of instructions. The researcher believes that the task of summary writing can be used as an activity to enhance both the reading and writing abilities in the EFL classroom.

Also, it is recommended to use the suggested method of teaching followed with the experimental group, because it shows the effectiveness of separating the Literary Reader "Oliver Twist" from Book VII, in TEFL.

It is also recommended to apply the suggested summarization strategies not only with Oliver Twist but with the rest of the English language material, i.e., Textbook VII.

4.5 Suggestions for Further Studies

Quite a number of studies can be conducted to check the effectiveness of the suggested summary writing strategies used in this study in the EFL classroom:

- 1- The same study can be carried out in a secondary school for boys to see whether the results support the results of the present study.
- 2- A study using the same procedures can be conducted in other classes of the secondary level.

- 3- The same study can be carried out in advanced classes, on college students for example.
- 4- Other summary writing strategies suggested by other scholars rather than Palmer could be used in teaching English.
- 5- The same proposed procedures can be used in teaching the reading passages of the textbook rather than the literary reader.

3.1 An Introductory Note

This chapter discusses the experimental work that has been carried out for the purpose of discussing and finding out whether there is an enhancement of the students' writing ability by teaching the students the suggested summary writing strategies. This chapter also covers the population and sample selection procedures, the construction of the test and its validity, reliability, application, and statistical means used in this study.

3.2 The Experimental Design

"Before conducting a study, researchers must select an experimental design that is suitable for testing the deduced consequences of their hypotheses" (van Dalen , 1962: 230). So it is necessary to choose an appropriate design to determine whether or not valid, objective and accurate the results which will be obtained. And in order to achieve the aim of this study the Nonrandomized Control – group Pretest – Posttest Design is chosen (Al - Zawbay and Al - Ghannam, 1981:128). As a result, two groups of 5th year female secondary school students' at day time are randomly chosen (See Table 1)

Table 1

The experimental design

The Groups	The Test	Independent Variable	The Test
The experimental group	Pre – test	Summarization Strategies	Post – test
The control group	Pre – test	/	Post – test

The two groups are measured on the independent variable, which is the teaching of summarization strategies. The scores on the post – test are then compared and if the experimental group's scores are found out to be significantly different from those of the control one, the difference is attributed to the independent variable.

The experimental group is the group that is taught the material according to the suggested summarization strategies, whereas the control group is the group that is taught the material according to the method stated in the teacher's guide only.

3.3 Population and Sample Selection Procedures

The population may be all the individuals of a particular type or a more restricted part of that group, like all public school teachers, all male secondary school teachers, etc (Best, 1970: 263). In the present study, the population is the 5th year female secondary schools students at day time in Baghdad in the academic year 2003-2004. These are distributed into Al –

Risafah and Al – Karkh Districts. Al – Karkh District has been randomly chosen. The General Directorate of Education in Al – Karkh has been divided into two directorates since the beginning of the academic year 1997 – 1998. They are:

- 1- The General Directorate of Education in Al – Karkh/ The First.
- 2- The General Directorate of Education in Al – Karkh/ The Second.

The General Directorate of Education in Al – Karkh/ The Second has been randomly chosen. Al – Dorah city sector has been randomly chosen. After dropping the secondary schools for boys and evening secondary schools for boys and girls, Al – Nahdhah secondary school for girls has been randomly chosen.

Sampling is a small proportion of population selected for analysis. Samples are not selected haphazardly, but are chosen in a deliberate way so that the influence of chance or probability can be estimated (Best, 1970: 263). As a result, two sections out of five are randomly selected from the 5th year classes of the scientific branch to represent the sample of this study. In the same way, section "A", which includes 34 female students is set as the experimental group; and section "B", which includes 35 female students, is set as the control one. So the total number of the sample subjects are 69 students. After excluding the only

repeater student in section "B" the total number of the sample subjects are 68 ones.

The subjects are equated on five variables. They are:

- 1- The subjects' level of achievement in English in the previous academic year 2002 – 2003.
- 2- IQ test scores.
- 3- The pre – test scores.
- 4- The mothers' education level.
- 5- The fathers' education level.

It is worth mentioning that the sample of the present investigation study French language in addition to English.

3.3.1 The Subjects' Level of Achievement in English in the Previous Academic Year 2002 – 2003

The marks have been got from the schools' records. The mean score of the experimental group is 71.882 and that of the control group is 71.823. Using t – test for two independent samples to find the significance of the difference between the two groups, the computed t - value is found out to be 0.022, which is below the table t - value, which is 2.000. So there is no statistically significant difference between the two groups at 0.05 level of significance and 66 degrees of freedom. (See Table 2 and Appendix 2)

Table 2

The t – value for the students' level of achievement in English in the previous academic year 2002 – 2003

Group	N	\bar{X}	S^2	Computed t – value	Table t–value	Level of significance	df
Experimental	34	71.882	132.752	0.022	2.000	0.05	66
Control	34	71.823	117.907				

3.3.2 The IQ Test Scores

Raven's IQ test of the progressive matrices is used to find out the IQ of the two groups, since it is characterized with limitation and adaptation to the Iraqi environment (Al – Dabagh, 1983: 30). The test is characterized with a degree of validity, reliability and objectivity, and it is not affected by language because it is a non - verbal , it is pictorial one. It suits the sample of the research in age, and it consists of 60 items, one mark for each. The test has been applied on both groups at the same time. The mean score of the experimental group is 37.970, and that of the control group is 37.674. The computed t – value is 0.168, which is below the table t - value, which is 2.000. So there is no statistically significant difference between the two groups at 0.05 level of significance and 66 degrees of freedom (See Table 3 and Appendix 3).

Table 3

The t – value for the students' IQ test scores

Group	N	\bar{X}	S^2	Computed t – value	Table t– value	Level of Significance	df
Experimental	34	37.970	48.387	0.168	2.000	0.05	66
Control	34	37.674	58.043				

3.3.3 The Pre – test Scores

A subjective written pre – test has been constructed (see appendix 1). The content of the pre – test is taken from the Literary Reader (Oliver Twist) Chapter 4 Section A. A sample of 90 students^(*) is selected from Al – Nahdhah secondary school and who are asked to summarize the text in clear and correct English (see p. 80). Its face validity has been achieved by exposing it to a jury of seven members (see p: 51). Its reliability has been verified by using the mark – remark method, and by using Pearson Correlation Coefficient formula, the reliability is found out to be 0.80 which is considered an acceptable correlation.

The mean scores of the experimental group and the control one are 9.852 and 9.235 respectively. The computed t – value is 0.952, which is below the t - table value, which is 2.000. So there is no statistically significant difference between the two

(*) This sample is the same one of the reliability and pilot – study of the post – test.

groups at 0.05 level of significance and 66 degrees of freedom.
(See Table 4, and Appendix 4)

Table 4

The t – value for the students' achievement in the pre - test

Group	N	\bar{X}	S^2	Computed t – value	Table t– value	Level of Significance	df
Experimental	34	9.852	6.795	0.952	2.000	0.05	66
Control	34	9.235	7.700				

3.3.4 The Mothers' Education Level

The computed χ^2 – value which is 0.24 is found out to be lower than the table χ^2 – value which is 5.99, so there is no statistically significant difference between the two groups at 0.05 level of significance and 2 degrees of freedom. (See Table 5)

Table 5

Chi – square value for the difference in the mothers' education level

Groups	N	Illiterate + Primary	Secondary	Diploma, B.A., M.A.,& Ph.D.	df	Computed χ^2 value	Table χ^2 value
Experimental	34	15	9	10	2 *	0.22	5.99
Control	34	13	10	11			

(*) The cells illiterate and primary are combined in one cell, because their expected frequencies are less than 5. So the total number of cells becomes 3, with 2 degrees of freedom.

3.3.5 The Fathers' Education Level

The computed χ^2 – value which is 0.087 is found out to be lower than the table χ^2 – value which is 5.99, so there is no statistically significant difference between the two groups at 0.05 level of significance and 2 degrees of freedom. (See Table 6).

Table 6

Chi – square value for the difference in the fathers' education level in both groups

Groups	N	Illiterate + Primary	Secondary	Diploma,B.A., M.A., &Ph.D.	df	Computed χ^2 value	Table χ^2 value
Experimental	34	10	9	15	2 *	0.07	5.99
Control	34	10	10	14			

3.4 Factors Jeopardizing Internal and External Validity

The extraneous variables, jeopardizing internal and external validity have been determined in order to avoid confounding the results of the study. The researcher tried to manipulate and control the influence of these variables.

(*) The cells illiterate and primary are combined in one cell, because their expected frequencies are less than 5. So the total number of cells becomes 3, with 2 degrees of freedom.

The most salient variables that could influence the experiment are the following:

3.4.1 Retroactive History

In respect to this factor, nothing unusual has happened during the period of the experiment.

3.4.2 Experimental Morality

The experiment did not face the effect of such factor during the period of the experiment except for non – attendance of some of the sample subjects which is considered a natural state because it rarely occurred in both groups.

3.4.3 Selection Bias

The sample selection procedures are considered as one of the most important variables that can affect experimental research. This variable has been controlled by the random selection of the sample from the population, and then by the random selection of the groups. The researcher equated the groups statistically in the students' achievement in English in the pervious academic year 2002 – 2003, the IQ test scores, the pre – test scores, and the parents' education level.

3.4.4 Maturation

"It refers to the process, within the respondents operating as a function of the passage of time, including growing older, growing more tired and the like" (Campbell and Stanley, 1963: 5).

The experiment lasted two months. It started on 1/11/2003 and ended on 31/12/2003. This period is not so long that the students' responses might be attributed to the change which occurred with the passage of time.

3.4.5 The Classroom Environment

This experiment has been carried out in one secondary school for girls from which the two groups, the experimental group and the control one have been including students' of the same capabilities and classroom environment, such as heating, lightening, size, noise effect, and number of desks. So, by this, the researcher has controlled this variable also.

3.4.6 The Teacher

The researcher herself has taught the two groups, the experimental and the control, so that she can control the variable of the teacher's bias to the traditional method of teaching, as the researcher has felt that before carrying out the experiment and during a talk with the actual teacher of the classes.

3.4.7 The Timetable

This variable has been controlled by the help of the school's headmistress, by putting a suitable time table for both groups. (See table 7).

Table 7

The timetable of the two groups

Days Periods	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.
Saturday			A	B			
Sunday	B	A					
Monday			B	A			
Tuesday	A	B					
Wednesday		A					
Thursday		B					

3.5 Instruments of the Research

3.5.1 An the Instructional Material

As stated previously, 5th year secondary school students have been chosen to be the sample of the experiment. The material is taken from The New English Course for Iraq, Book VII, units 4, 5, 6, 7, and 8 and the Literary Reader 2 "Oliver Twist" by Charles Dickens, chapters 4, 5, 6, 7, and 8.

So, each unit and its chapter of the Literary Reader is going to be covered in ten days. Two days will be left for the pre/post-tests and one day for the second exam of the first term.

3.5.2 The Behavioral Objectives

The behavioral objectives are defined by the English syllabus of each stage of learning. They are classified in relation to the cognitive, affective and psychomotor domains. Thus, the receptive skills (listening and reading) and the productive skills

(speaking and writing) are specified and graded according to these taxonomies or classifications (Al – Mutawa and Kailani, 1989: 5).

The English language syllabus for the 5th year secondary classes aims at further development of the pupils' communicative skills. It consists of 3 major divisions: The first division involves the training and development of the receptive skills (listening and reading). The second division involves language training and contains sections carrying the following titles: (1) Dialogue (2) Pronunciation (3) Oral Practice (4) Written Work.

The third division is the Literary Reader, which is devoted to Charles Dickens' novel "Oliver Twist".

The Written Work aims to reinforce the grammatical points introduced earlier in the Oral Practice section, and to help the students to write one or more paragraph correctly on a wide variety of suggested topics (A committee in the Ministry of Education , 1994: 1-3).

So , the Literary Reader "Oliver Twist" has been used to enhance the student's summary writing ability and to encourage the students to read, comprehend, and write what they have comprehended by using their own simple words,

3.5.3 Lesson Planning

For students, evidence of a plan shows them that the teacher has devoted time to thinking about the class. It

strongly suggests a level of professionalism and a commitment to the kind of preparation they might reasonably expect. Lack of a plan may suggest the opposite of these teacher attributes. For the teacher, a plan – however informal – gives the lesson a framework an overall shape. It is true that he or she may end up departing from it at stages of the lesson, but at the very least it will be something to fall back on. Of course, good teachers are flexible and respond creatively to what happens in the classroom, but they also need to have thought ahead, have a destination they want their students to reach, and know how they are going to get their (Harmer, 2000: 121).

Teaching is best when the teacher is able to draw his lesson plans according to the needs, interests and capacities of the pupils involved. Lesson planning varies according to the subject the teacher intends to teach. Some subjects may necessitate detailed plans while others require a brief outline (Al – Mutawa and Kailani, 1989: 140).

Taking all the points above in consideration, the necessary lesson plan has been prepared previously and Appendix 6 shows an example of this. As for the control group the lesson plan is worked out according to the instructions of the teacher's guide of Book VII on pages 5 – 6 . The experimental group lesson plan is worked out for Book VII as in the instructions of the teacher's guide, but for the Literary Reader "Oliver Twist" the lesson plan

is worked out according to the independent variable, which is summary writing strategies.

3.5.4 The Post – test

To assess the degree of success of the experiment, the instrument comprises a written test. A subjective test is constructed to measure the students' ability to write in English by using the suggested summary writing strategies. The post – test is taken from the Literary Reader *Oliver Twist* by Charles Dickens Chapter 6 / section A , where the students' are asked to write a clear and correct summary of the aforementioned section by using their own words (See Appendix 1). Hence a good test must be valid, reliable and usable.

3.5.4.1 Validity of the Post – test

"By far the most complex criterion of a good test is validity, the degree to which the test actually measures what it is intended to measure" (Brown, 1987: 221). "A valid test measures what it ought to be testing" (Al – Mutawa and Kailani, 1989: 146).

The test that is constructed to fulfill the aim of this study should have face validity, since it is based on a careful analysis of the skills the course involves.

To ensure the face validity of the test, it was exposed to a jury of seven members who are asked to give their agreement, modification or any additional points concerning the test. It is necessary to note that the post - test is judged valid by all the of the jury's members, which means 100% agreement. In addition,

all the members agreed that there is a need for a glossary giving the meaning of some of the words that may be new or difficult for the testees. (See appendix 1).

The jury members are:

- 1- Professor Al - Rawi, Sabah S., Ph. D./College of Languages.
- 2- Professor Al – Ani, Ayef Habeeb, M.A./College of Education/ Ibn Rushd
- 3- Assistant Professor Al – Dulaimi, Munthir M., Ph.D./College of Languages.
- 4- Assistant professor Sa'eed, Mu'ayad M., Ph. D./College of Education/ Ibn Rushd.
- 5- Instructor Al- Jumaili, Abdul – Kareem F. Ph. D./College of Education/ Ibn Rushd.
- 6- Instructor Hassan, Dhuha Atallah, Ph. D./College of Basic Education.
- 7- Al – Jubori, Radhiah Kadhum / Al- Nahdhah Secondary School for Girls/ the actual teacher of English for the 5th year scientific branch.

3.5.4.2 The Pilot Administration of the Post–test

The pilot administration is carried out on December 28th, 2003. The test is given to 90 students similar to the sample of the study from Al – Nahdhah secondary school for girls. The researcher has chosen the 90 students from Al – Nahdhah secondary school for girls, 5th year, sections (C, D, E).

The pilot test is a try out for the test directions, and the time required for the tasters to work out the test by counting the average length of time needed by the tasters to do the test, which is found out to range between 35 to 45 minutes. So the average length of time needed for the test is 40 minutes, which means that the time of one lesson is enough for doing the test; and it also shows that the directions of the test are clear and that there is no ambiguity in it.

3.5.4.3 Reliability of the Post- test

"Reliability has to do with the stability of scores for the same individuals. If the scores of students are stable the test is reliable; if the scores tend to fluctuate for no apparent reason, the test is unreliable" (Lado, 1965: 330).

To determine whether the test of the present study is reliable or not, Pearson Correlation Coefficient formula is used. The method which is used to find out the reliability of the test is the mark/remark method. Heaton (1975:155) believes that this kind of reliability method indicates the extent to which the same marks or scores are obtained if the same test sheets are marked or corrected by two or more different examiners or by the same examiners on different occasions.

Hence, in order to compute the reliability coefficients, one scorer^(*) in addition to the researcher herself, participated in correcting the tasters' papers. Therefore ; a sample of the tasters'

(*) Mrs.Rawa Hafidh Majeed / School teacher and an M.A. Candidate in TEFL at the College of Education /Ibn Rushd.

papers are corrected twice, by the researcher once and by the participant i.e. the second scorer twice. The total number of papers to be corrected to calculate reliability coefficients is 30 chosen randomly from the testees' papers of the pilot study sample. The test reliability would be acceptable if it is not less than 0.50 (Hedges, 1966:22; Nunnally, 1972: 226). After correcting the test papers of the sample, Pearson's formula is applied and the reliability coefficient is found out to be 0.82, which is considered an acceptable coefficient.

3.6 Experiment Application

The application of the experiment has been started on the 1st of November, 2003. On that date, the pre – test is applied, and on the 18th of December, 2003 the students are exposed to the second exam of the first term of Book VII, on units 4, 5 ,and 6. Finally, and on the 30th of December, 2003, the post – test has been applied.

3.6.1 The Control Group

The control group has been taught depending on the traditional method and through teaching the sample all the material included according to the instructions of the teacher's guide of Book VII. (See appendix 5).

3.6.2 The Experimental Group

As for the experimental group, the teaching of Book VII has been separated from the teaching of the Literary Reader "Oliver

Twist". The lessons of Book VII were arranged on Saturday, Monday, and Thursday; and the lessons of the Literary Reader "Oliver Twist" were arranged on Sunday and Tuesday of every week (See appendix 5). The material of Book VII is taught to the experimental group according to the instructions of the teacher's guide of Book VII; but the material of the Literary Reader "Oliver Twist" is taught according to the instructions suggested by Palmer (1996) of the summary writing strategies on separate days.

3.6.3 Palmer's Instructions on Summary Writing (1996)

Palmer (1996) suggests a list of rules that students should know and follow in order to improve their summarizing ability. They are explained and taught only to the experimental group. They included the following:-

- 1- *Summarizing means writing a short version of another person's work maintaining the gist of the information.*
 - Here the researcher explained to the student what is meant by the word "gist" by giving them some examples.
- 2- *Summaries should not have repeated information.*
- 3- *One should start by finding the main topic of the summary.*
- 4- *Read the text thoroughly once in order to see what is the main topic. Read it again starting to underline all the important information.*

- Here the students are asked to use a pencil and a paper to write down the main topic sentence and not to underline them, because the book is going to be reused by other students the next year. So the students are not encouraged to underline or write anything on the textbook papers.

5- *To select important information, use planning techniques, such as underlining or mapping.*

The technique used by the students is stated in appendix 6.

6- *Do not copy verbatim sentences from the original text. In case of doubt, paraphrasing is always better than copying.*

- The meaning of the word verbatim is explained, which means exactly the same, and the students are encouraged to use their own words in constructing sentences giving the main idea of the paragraph or the section.

7- *Although the length of the summaries depends on the importance of the information appearing in the source texts, an average of 15 – 20% of the total length of the source text will be advisable.*

8- *One should only use examples when it is absolutely necessary.*

9- *Avoid personal comments and opinions.*

10- *Maintain coherence and cohesion in your summaries.*

- The meaning and application of these two words "coherence" and "cohesion" are explained and simplified.

11- Combining clauses can help to shorten one's summaries, but it is a difficult task, and has to be carried out with great care.

12- Only when one has understood the text completely, one will be able to comprehend the different lexical, semantic, and grammar choices selected by the author. Once there, one will be able to choose his/her own decisions towards the creation of one's very own summary.

3.7 Final Administration of the Post– test and the Scoring Scheme

After achieving the post – test validity and reliability, it has been administered to both groups, the experimental and the control, on the same day, the 30th of December 2003, and at the same time. The researcher has managed to get the assistance of two of the teachers of English in the school, to monitor the classes while she explains the question for the students. The time is one lesson of 45 minutes. Scoring is done according to Palmer's taxonomy (1997) which pays attention to the basic summarizing strategies employed by the students, and they are classified into three types: copy verbatim, generalization and combination of two main ideas. As for the scoring scheme of the post –test, the total score is 15, two grades for each of the following points: the topic sentence, clear organization of ideas, paraphrasing, and writing a brief gist. The total score for these

points is 8. The rest seven scores are distributed for the inclusion of important information, and the use of a correct language (grammar, spelling, punctuation) points.

3.8 Statistical Tools

The following statistical tools are used:

- 1- The Percentage is used to find out the agreement of the jury members on the face validity of the tests.
- 2- t – Test for two independent samples is used to find out the significant differences between the two groups in the dependent and independent variables. The following formula is used:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{(n_1 + n_2) - 2} \times \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

(Glass and Stanley, 1970: 295)

Where: \bar{X}_1 = the mean of the experimental group.

\bar{X}_2 = the mean of the control group.

n_1 = the number of subjects in the experimental group.

n_2 = the number of subjects in the control group.

S_1^2 = the variance of the experimental group.

S_2^2 = the variance of the control group.

- 3- Chi – square is used to find out the significance of differences in the variable of parents' education. The following formula is used:

$$X^2 = \sum \frac{(O - E)^2}{E}$$

(Isaac and Michael, 1971: 135-138)

Where: O = the observed frequencies

E= the expected or theoretical frequencies

4- Pearson Correlation coefficient formula is used to calculate the reliability coefficient of the pre – test and the post – test, using the mark – remark method. The following formula is used:

$$r = \frac{N\sum xy - \sum x\sum y}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

(Glass and Stanley, 1970: 114)

Where: x = the first variable

y = the second variable

N = the size of the sample

2.1 An Introductory Note

This chapter presents the theoretical background and related previous studies that have dealt with and investigated summary writing strategies and their influence on writing in English.

2.2 Description of Summary

"A summary must be written in a continuous prose (not in note form). As far as possible, it must be written in the summarizer's own words (not in the words of the original passage)" (Burton, 1986: 89).

On the surface, summarizing would appear to be an easily acquired strategy, but this is not true. It is a cognitively challenging response to a text. Summarizing is closely related to and may be dependent on the technique of paraphrasing, which is the rephrasing of the main idea of a sentence, a paragraph or a short passage. Summarization requires an understanding of what was read as well as the ability to put that understanding into one's own words and write it down in one continuous passage. This idea shows that there is a link and a close relationship between reading and writing as two main skills in ELT. It also demands a certain amount of brevity. Readers must learn to reduce the text to its gist (condensing without omitting key ideas), maintaining the author's point of view, and sequencing the information in a logical way. The goal of summarization is

to capture the essence of the text clearly and concisely (Internet Reading Instructional Handbook, 2003: 64).

2.3 Importance of Summary

A summary exercise is an important one in TEFL for the following reasons:

- 1- Summarizing is a frequently needed skill. For example, it is often necessary to make a summary of papers, correspondence, articles, books or sections of books in order to abstract important material needed for working purposes (Burton, 1986: 89).
- 2- The mental activities and linguistic capabilities are called into play when summarizing takes place (Ibid.).

This point, infact, is an attempt to link reading comprehension and writing fluency, because here summarizing is a very motivating task (Bracewell, 1981: 400 – 422).

- 3- Creating a summary is also identified with the development of the organizing abilities, based on the rearrangement of the information in a way that should be both clear and appealing (Donin, et al, 1992: 209 – 236).
- 4- This type of activity shows the full comprehension of the source text, because only those who comprehend the original text will be able to create a new version of it by

condensing the gist of the text using their own words (Winograd, 1984: 404 – 425).

2.4 Kinds of Summary

According to Thury and Drott (1997: 1), there are at least two kinds of summaries, which are:

- 1- The analytic summary, in which the student speaks in her/his own person, explaining what the author of the work she/he is summarizing, and speaking of the author as a separate person.
- 2- The paraphrase summary, in which the student pretends to be the author of the work and speaks from her/his point of view.

The major difference between these two kinds of summaries is in the perspective from which the student writes them. It means that the student should find out which of these two kinds is called for writing with.

According to Burton (1986: 90 – 92), there are three kinds of summary, which are:

1 - The Whole – Passage Summary (Précis):

The word (précis) – French – is still in common use as a synonym for summary, although it appears much less frequently in examination instructions than it did. If the student is instructed to "Make a Précis of this passage", the student should

remember that it is simply another way of saying "Summarize this passage".

A whole – passage summary requires the student to include in the summary all the chief points (topic sentence and main ideas) expressed in the passage set. The topic sentence is a sentence that captures the meaning of the entire paragraph or group of sentences. It tells what the passage is mainly about; while the main idea is the important information that tells more about the overall idea of a paragraph or section of text (Brown and Day, 1983: 1 – 14).

2 - The Selective Summary:

The selective summary requires the student to summarize a particular part (or parts) of the contents of the set passage. The teacher selects one (or more than one) aspect of the subject matter and requires a summary of that and only of that. A selective summary is often a shorter exercise than a whole – passage summary, but by no means easier to write. The teacher tries to enhance the student's ability to reach the heart of the matter. Much that is important in the passage must be disregarded in the summary because it is irrelevant to the task that the teacher has been set.

3- The Short Summary:

The short summary often shows how closely comprehension and summary are connected. Such kind of summary is a condensed form of the selective summary,

requiring the same concentrated attention, the same mental processes, and the same writing skill.

The researcher has chosen the first kind of summary writing (i.e., the whole – passage summary) because it is the best way of learning the art of summary for while the students are learning how to make a good summary of a whole passage, they are at the same time mastering the kind of thinking and the language techniques needed for the selective summary and the short one (Burton, 1986: 92). Besides, the whole – passage summary fits the procedures followed in the present experiment as stated in Chapter Three (see pp. 56 – 58).

2.5 A Whole – Passage Summarizing Method

Al – Hamash (1981: 143 – 144) presents the following method to be used in writing the whole – passage summary (précis):-

- 1- Read through the passage carefully, making sure that you know all the words and exactly what they mean.
- 2- Read it through again to discover what is the main line or thought (i.e., the main idea).
- 3- Underline the words and phrases which are essential and must go into the summary.
- 4- Draw a line through the words and phrases which are not essential.
- 5- Of the words left, some may be put in, perhaps in a different form, others will have to be left out.

- 6- Write a rough draft of the summary. Compare your draft with the original passage. Make sure you have not omitted any essential points. Count the number of words you have used. If you have used too many words, go through the draft to see what can be eliminated or expressed more briefly. If your summary is too short, you have probably omitted some points which should be included.
- 7- Write the final copy of the summary. Read it through to make sure that the grammar, spelling and punctuation are correct, and that it would be easily understood by a reader who had never seen the original passage.
- 8- Append at the foot of your summary a note of the number of words it contains.

On the other hand, Burton (1986: 92 – 96) presents a step by step method for the whole – passage summary writing, which is:

- Step 1:** Get the gist of the passage. State it briefly and in your own words.
- Step 2:** Get to grips with the writer's purpose by "tuning in" to the "slant" and "feel" of the passage.
- Step 3:** Make a skeleton outline of the writer's presentation of the main theme by noting each key point as it occurs in the passage.
- Step 4:** Use your list of key points as the framework of a detailed plan for your summary.

Step 5: Write a draft of your summary.

Step 6: Prune and polish the draft.

Step 7: Write the final version of your summary.

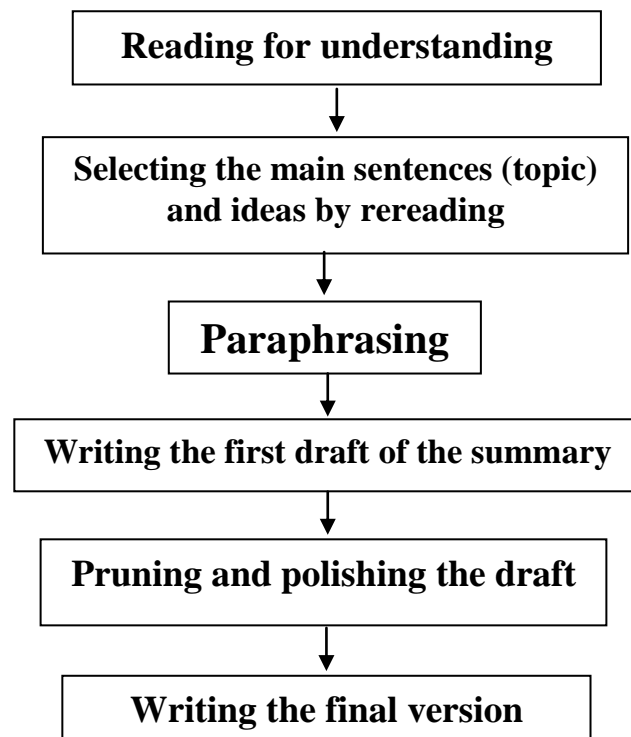
As for Greenway (2003: 1 – 2), he suggests the following steps for summary writing:-

- 1- Read the piece for understanding first. Never summarize as you read the article for the first time.
- 2- Before you begin to write, check the topic sentences and key words (words that are underlined, italicized, or capitalized). These will clue you in on main ideas.
- 3- Jot down the organization of the original and follow that pattern in your summary.
- 4- Check your summary to be sure you have been objective. Your opinions are not part of the original.
- 5- Check your summary to be sure that you have properly documented any words or phrases that you have taken from the original.
- 6- Identify your summary and its source. Some instructors will ask you to do this as part of the title of the piece; others will request a footnote.

There is also Palmer's perspective (1996: 13) which is presented in detail in Chapter Three as part of the adopted experimental procedures. It is used by the researcher because she has found out that it is the most comprehensive one. Its

instructions are very clear and the students can understand them so easily. It is more applicable than other methods or perspectives of the summary writing strategies.

To sum up, the following diagram shows the process of summary writing based on the aforementioned perspectives and classifications:



2.6 Characteristics of a Good Summary

A good summary must:

- 1- be brief,
- 2- describe the main topic or theme of the selection,
- 3- include only the important information,
- 4- omit minor or irrelevant details,
- 5- organize the information in a clear way, and
- 6- restate the meaning in the reader's own words

(Internet Reading Instructional Handbook, 2003: 65)

Al – Hamash (1981: 143) states that a good summary should give the substance of the original text in a clear and concise form, so that it may be easily and quickly understood. The summary should be one – third of the length of the original text, and it should contain all the major ideas expressed in the original text. The summary should normally be contained in one paragraph.

2.7 Summary Writing and the Communicative Approach

Al – Hamash (1979: 18 – 32) states that one of the methodological implications of communicative language teaching is that the four major language skills must be integrated. The communicative approach emphasizes the idea that putting certain divisible rules for presenting language items in the classroom is not favorable because sometimes students have to listen to some texts (listening), take some notes (writing), and take a part in a discussion (speaking) of the ideas and concepts presented in those texts. Therefore; to resemble real life situations when teaching a foreign language, the basic skills of language must be integrated.

Darwesh and Al – Nassiry (2000: 10 – 15) believe that the techniques used in communicative language teaching should aim at involving students' feeling, opinions, desires, reactions,

ideas and experiences to participate in the language practices to be presented by the teacher. This requires the use of techniques that demand full involvement of students in the lesson. No single technique can achieve and call for all the mental abilities and concentration of the students. Therefore; a variety of techniques must be adopted to achieve the highest possible degree of effective learning as possible. The suggested techniques which are quite useful in the opinion of the writers are: dialogues, interviews, problem – solving, task assignment, role playing, and games.

Summary writing could be applied under the technique of task assignment, where the teacher can give his students texts and ask them to write a summary of the given text, so that other students can understand what the text is about without reading the original one.

By applying this technique inside the classroom the teacher is in fact integrating the skills of reading and writing, because in summary writing the students should first read the text and understand it with the meaning of the new words, then write down on a sheet of paper the main ideas using their own words, and the main sentences using paraphrasing. After that, the students start to write their first draft of the summary, next check the language of the written summary. Finally the students should write their final new version of the text summary.

2.8 Language of Summary

After writing the draft of the summary, the student should check its language. Burton (1986: 96 – 99) states that the language of a summary must be:

1- Plain, Clear and Brief:

- Plain, because a summary is a restatement of the bare bones, the essential meaning, of a given passage. So, no 'frills' of any kind: no figures of speech; no illustrative examples; no rhetorical questions or repetitions; no decorative writing.
- Clear, because a reader who has not seen the original passage must be able to grasp its essential meaning quickly, easily and accurately from the summary alone.
- Brief, because the limit imposes a strict discipline and not a word must be wasted.

2- Condensed:

The use of condensed language (language that boils down a lot of meaning into very few words) is necessary. The student must take every opportunity of contracting clauses into phrases and phrases into single words.

The student must also remove all redundant (superfluous) words. Verbose language (language that uses more words than are necessary) is always a fault. Example:

- She made a list of things she needed such as butter, cheese, raisins, salt, sugar, flour and frozen food.

- She made a list of groceries she needed.

3- Correct and Appropriate:

There must be no errors in grammar, punctuation and spelling, but correct language alone is not enough. It must also be appropriate. The language of summary is formal (without being stiff or pompous). Therefore; the student must not use:

- colloquialisms (free and easy expressions suited to conversation and informal writing);
- contractions (didn't = did not, and so on);
- abbreviations; and
- slang.

4- Reported Speech:

The language of summary is impersonal. Therefore, the student must not use direct speech. Any direct speech in the passage that contributes to the essential meaning must be turned into reported (indirect) speech in the summary.

2.9 Reading – Writing Connections in Summary

Writing

Summary writing, as the researcher has noted in 2.5, begins with reading and ends up with writing. Reading can be described as the process of extracting meaning from printed material, that is, the ability to decode meaning from graphic symbols as illustrated by Goodman (1967: 113):

graphic code ———→ decoding ———→ meaning.

However, it involves a whole series of subsidiary skills. These include the recognition of the alphabetic system, the correlation of the graphic symbols with formal linguistic elements, as well as intellectual comprehension and mechanical eye movement (Al – Mutawa and Kailani, 1989: 114). As for Lado (1964: 132), reading is to grasp language patterns from their written representation. While Vanniarajan (2003: 1) states that reading is a complex cognitive skill consisting of a coordinated execution of a collection of oculomotor processes that direct eye from left to right (or from right to left in some languages), perceptual processes that recognize vocabulary from memory, and comprehension processes that compute and generate the overall intended meaning of the text. Writing is also a complex skill consisting of a coordinated execution of a collection of sensorimotor processes that direct the hand from letter to letter, word level processes which retrieve the appropriate vocabulary from memory, and text level processes of generating semantic, syntactic, cohesive, and coherent relationships among successive words, phrases, and sentences in a text to communicate the overall intended meaning. The major difference between the two processes is that the goal of a reading process is to compute the writer's communicative intent while that of writing is to successfully communicate one's intentions. The major similarity is that both are cognitive skills

working with the same cognitive resources and both are learnable. In other words, both skills can be taught.

Literature identifies three kinds of connections between reading and writing: directional, nondirectional, and bidirectional. According to the directional hypothesis, a reader who is able to perceive a kind of structure or genre or register in a reading piece will be able to use it in his writing or a writer who is able to perceive a structure in his writing will be able to use this knowledge in his reading. The directional hypothesis assumes that the resources of the two skills are transferable but training may be necessary. The nondirectional hypothesis assumes that training in one skill will necessarily result in the refinement of the other for the reason that both work with the same resources; in other words, there is no need for any additional training since there is a single cognitive proficiency underlying both skills. The bidirectional hypothesis claims that reading and writing are interactive as well as interdependent. The main contentions of bidirectional hypothesis are that there exist multiple relations between the two processes and that the nature of the relationship changes depending on one's proficiency in reading or writing (Ibid: 1 – 2 and Buhler, 1996:1).

In sum, the teacher must understand the interactional view of reading and writing connections in the development of teaching techniques and teaching methods. The teacher should

understand that he/she cannot teach writing without teaching reading and that he/she cannot teach reading without highlighting how it has been written.

2.10 Summarizing and Paraphrasing

2.10.1 Summary: The Author's Ideas

A summary will help the student to understand the major direction, the main points, and the overall shape of the more detailed original text. A summary restates the essence of the original in as few words as possible. In writing a summary, the students focus on the most important statements of the original passage and eliminate less important material. Producing a summary involves selection and deletion followed by gathering the main points into coherent. A summary can be used for many purposes: to understand the main points and structures of an author's argument, to convey that understanding to others, to present background information quickly, and to refer to another writer's ideas in the course of the student's own original statement (The Quality Writing Center, 2003: 3 – 4).

So a summary reduces the length of a longer statement using ones own words, in which the students are just including the topic sentence, the main ideas and relevant points he/she wishes to make (Joslin's Writing Tips, 2003: 2).

The topic sentence is the sentence that contains the main idea of the summary. It is usually the first, as well as the most

general, sentence of the summary. The student can create a topic sentence by figuring out what the main idea of the article/ text is, and then rewriting it in his/her own words. Or the student can figure out the topic sentence from the original article /text and use it by paraphrasing it (Summary Guidelines: 2003: 1).

2.10.2 Paraphrase: The Author's Thoughts In One's Own Words

By writing a careful paraphrase, students will clarify for themselves the full meaning of another writer's statements. In the process of writing a paraphrase, they must pay close attention to the meaning of the original passage in order to reproduce that meaning in their own words. Substituting synonyms for individual words and rearranging the sentence structure will help the student find a new way to express the original meaning. Paraphrasing will not only help the student increase their own understanding of a particular passage but will allow them to communicate the meaning of that passage to others. The paraphrase is a useful skill for both reading accurately, when students want to take precise notes on what they have read, and for writing, when they want to reproduce other writer's ideas (The Quality Writing Center, 2003: 1).

So paraphrasing can be defined as restating (or rewriting) someone else's ideas using our own words. It is often used to make the meaning clearer, either to one's reader or to oneself (Summary Guidelines, 2003: 2).

Wecklser (in Ibid.) believes that when paraphrasing, be sure to include all the information in the original excerpt. To paraphrase, the student can do a number of things:

- 1- Use synonyms.
- 2- Use different forms of a word (noun → verb; adverb → adjective, etc.).
- 3- Change the connectors/ transitions, making sure to make any grammatical changes that are necessary.
- 4- Change active sentences to passive ones (and vice – versa).
- 5- Change negative to affirmative, or vice – versa.
- 6- Avoid giving your own opinion or new information when paraphrasing.
- 7- Avoid changing vocabulary items in certain fields, such as science, technology, education, government, geography (but sometimes you can paraphrase some geographical names), language, brand names, or ordinary, everyday words that have no synonyms, such as dictionary, chair, or toothbrush.
- 8- To avoid plagiarism, always cite your sources. The student can do this by writing an introductory clause which mentions the author and title of his/her source.
- 9- If the information in the statement is common knowledge, the student does not need to cite the source.
- 10- Beware of using a bilingual dictionary or a thesaurus when paraphrasing, because some synonyms are quite different in meaning and usage.

- 11- Be sure that the meaning of the paraphrasing is the same as that of the original statement.

While both paraphrases and summaries are restatement of the source material, a paraphrase alone focuses on a specific passage and rewords it. However a summary gives an overview of the general ideas of a work or a passage. A paraphrase must include all the same information as the original source material and is not necessarily shorter than the original wording. On the other hand, a summary avoids specific details or examples, and should be more concise than the original source material (Writing Center Navigator, 2004: 1).

2.11 Note – Taking / Making and Summary Writing

There are two main purposes of note – taking/making:

- 1- recording information for use in writing essays, and
- 2- revising for examinations (Canterbury Christ Church University College, 2003: 1).

The process of summarization starts with taking notes from the original text, and then these notes are paraphrased into the writer's own words. This paraphrasing represents note making. In sum, the summarization process includes both note – taking and note – making.

As the students get involved with the complexities of note – taking, these hints can be used to direct him/her:

- 1- ***Be alert*** – so that the students are aware of and prepared for the lesson content and situation.
- 2- ***Be orderly*** – so that the students can process the lesson now and for review later.
- 3- ***Be systematic*** – so that the students can establish a habit pattern and will not miss anything important.
- 4- ***Be up to date*** – so that the students' well designed note – taking system gets done.

(Academic Skills Center/ Notetaking Tips, 2004:1).

As stated in the Research Note Taking (2003: 1 – 2) there are five basic kinds of notes:

- 1- **Paraphrase:** To repeat phrase by phrase, but in the student's own words, what an author has written (a paraphrase has the same organization and the same length, approximately, as the original). The student should not interpret, just restate. The student should write "Paraphrase" beneath the note.
- 2- **Summary:** To record in the student's own words the essence of a passage, omitting examples or explanations (a page might be summarized in a paragraph, a paragraph in a line or two, etc). The summary reports only the central idea of what an author has said. The student should write "Summary" beneath the note.

- 3- **Direct Quotation:** It is the easiest, but one should use it sparingly to avoid overuse of quotations in paper (often considered undesirable). One should use it only when:
 - 1- The material is so significant or controversial that it must be stated with utmost accuracy.
 - 2- The style is so perfect, memorable, vivid, and succinct that it seems beyond changing. Therefore; the student should write "Direct Quotation".
- 4- **Personal Comment:** As thoughts, reactions, opinions about what the student is reading occur to him/her, record them, too, on separate note cards. Aim to create several personal comment cards during the student's research /summary doing will greatly simplify structuring and writing his/her research paper /summary. Use the same form as other note cards. The student should write "Personal Comment" beneath the note.
- 5- **Combination Note:** It is a note which combines any two of the other kinds of notes (e.g., summary/ Direct Quotation/ Personal comment, etc.). The student should specify the combination beneath the note.

2.11.1 Summary – Outline Notes

Summary – outline notes are a form of note - taking using a divided page. This type of notes proposes taking a notebook page and dividing it down the middle, then writing the main points in the left hand column leaving a few lines between each.

In the right hand column, one should summarize the points in the left column in a few sentences. This will help the students get an overall picture of the argument of the passage through the outline, and a more detailed reminder of the content via the summaries (Resources for Writers, 2003: 2).

2.12 Related Previous Studies

Through reviewing the previous studies concerning summary writing strategies, the researcher has found some studies which tackle problems and/ or use procedures similar to those of the present study.

In presenting these studies, the focus has been mainly on the following:

- a- The aim of the study.
- b- The population and sample of the study.
- c- The procedures of the study.
- d- The findings of the study.

2.12.1 Carter's (1989)

This study aims at investigating the effect of feedback and the method of summaries in comprehending subjects. The study was carried out in the U.S.A.

The sample of the study includes 106 students of Mirland College, who has randomly been chosen, and distributed into three groups:

- 1- The first experimental group includes 35 students and has been exposed to feedback.

- 2- The second experimental group includes 35 students and has been exposed to the summary method.
- 3- The third control group includes 36 students and has been taught by the traditional method.

A post achievement test has been applied on the three groups and the data are analyzed and manipulated statistically. The following findings or results are found out:

- 1- There are statistically significant differences between the average achievement of the two experimental groups and the control one on the side of the two experimental groups.
- 2- The achievement level of the second experimental group which is exposed to the summarizing method; is much better than that of the first experimental group which is exposed to feedback.

2.12.2 Palmer's (1998)

This study aims at investigating whether summary writing instructions and L₂ proficiency level account for differences in L₂ summary writing performance. This study is carried out in Spain.

The sample of the study includes 30 subjects who are:

- 1- The experimental group which includes 15 1st. year University students majoring in Education and has an intermediate level of English, and who are instructed by using the rules of summary writing.

2- The control group includes 15 Spanish teachers of English, who has an advanced level of English, and who are not instructed in using the rules of summary writing.

A pre – test is constructed to measure the subjects' previous information regarding advanced grammar and vocabulary.

At the end of the experiment, a post – test is applied to measure the subjects' ability in writing summary, and the researcher has found out that there are statistically significant differences between the experimental group and the control one, on the side of the experimental group.

2.12.3 Al – Karkhi (2004)

This study aims at investigating the effect of English language proficiency on university students' précis – writing. The study is carried out in Iraq.

The sample of the study includes 282 students from the fourth year of the Departments of English in three Colleges at Baghdad University.

A TOEFL test is adopted to determine the students' proficiency in language, and examine them in the précis writing, and then statistical means are used to determine whether there is any correlation between the results of the two tests or not.

The following results are drawn from the analysis of the data:

- 1- There is no significant correlation between the overall language proficiency of the learner and his/her achievement in précis writing.
- 2- There is no significant difference among the students at the three colleges in the level of language proficiency.

2.12.4 Discussion of the Previous Studies

After presenting the previous studies, it is found that they correspond with the present study in some points and do not with others, as shown below:

- 1- The present study corresponds with Carter's (1989) and Palmer's (1998) studies in teaching summary writing instructions to the experimental group, and aiming to find out the effect of these instructions on the samples' achievements, while Al – Karkhi's (2004) study does not teach summary writing instructions to the three samples of the study because it is a descriptive one.
- 2- The sample of Carter's (1989) and Al – Karkhi's (2004) studies included three groups, which do not correspond with the present study; while Palmer's (1998) study included two groups, an experimental group and a control one, just like the present study.
- 3- Carter's (1989) study was dealing with L₁, while Palmer's (1998) and Al – Karkhi's (2004) studies were dealing with L₂, which correspond with the present study.

4- Carter's (1989) and Palmer's (1998) studies correspond with the present one in that the researcher himself/herself has carried out the experiment, while Al – Karkhi's (2004) study does not because it is not an experimental study.

From all the above, the researcher has found out that Palmer's (1998) study is the nearest study to the present one in sample selection and experimentation procedures.

TO
MY PARENTS
WITH
LOVE, RESPECT AND GRATITUDE

HIND