

# Abstract

Most EFL students find difficulties to master all aspects of writing skill and to produce acceptable summaries, therefore, the present study tries to give a clear idea about teaching writing skills to third year EFL students. It aims at examining the EFL learners' summary difficulties and their use of strategies and to discover the main causes standing behind their weaknesses.

For collecting more insights about the issues, the researcher has adopted various research instruments namely; students' writing test, teachers' and students' questionnaires.

It has been shown from the results obtained in this study that students' low achievement in summarizing performance is due to their lack of coherence and cohesion techniques , lack of comprehension, difficulty of summary techniques and lack of the learners' awareness of the summary techniques.



# Acknowledgments

*Before all, our thanks go to the world creator and the merciful God.*

*It is after hard and strong efforts, the researcher has reached the end of this*  
 *humble work and she thanks to several people whom she would like to express our gratitude .*

*Special thanks go to my teacher and supervisor Ms. DJEBBARI ZAKIA who has guided me with great professionalism and whose guidance and suggestions have helped me a lot in the fulfillment of this research work.*

*I also welcome this opportunity to express my appreciation to all the teachers the department of English from whom I have learnt a lot.*

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# List of Abbreviations

**B.E.M** : Brevet d' Enseignement Moyen

**E.F.L** : English Foreign Language

**ELC**: English Language Courses

**E.L.T**: English Language Teaching

**F. L**: Foreign Language

**I. O. L.C**: International Online Language Conference

**L.M.D**: License Master Doctorate

**S.L**: Second Language

**1°.A.M**: Première Anneè Moyne (First Year Middle School)

**2°.A.M**: Deuxième Anneè Moyne ( Second Year Middle School)

**3°.A.M**: Troisième Anneè Moyne (Third Year Middle School)

**4°.A.M**: Quatrième Anneè Moyne( Fourth Year Middle School)

**1°.A.S**: Première Anneè Secondaire ( First Year Secondary School)

**2°.A.S**: Deuxième Anneè Secondaire ( Second Year Secondary School)

**3°.A.S**: Troisième Anneè Secondaire ( Third Year Secondary School)

# **General Introduction**



## General Introduction

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Recently, in the field of foreign language learning process greater attention have been oriented towards the educational curricula and framework in order to promote the learners' language skills and competences. Although, the teaching and learning process have always been considered as the focal point of hot debate and discussion among researchers, the majority of EFL learners still show serious deficiencies in their learning language skills in general, and in written performance in particular.

Writing plays a crucial role in academic context which have led to consider it as very integral in learning language skills. However, the EFL students in different academic settings find it a difficult skill and due to its complexity, learners suffer from many obstacles to master all techniques of writing skills, especially, summary techniques.

Hence, the main purpose of this research work is to shed light on EFL students' summary difficulties and to examine whether the EFL students use correctly the summary steps in their writing. thus, the present study attempts to find convincing answers to the following research questions

- 1. Why do EFL learners find different difficulties in summary techniques?
- 2. What are the real causes behind learners' weaknesses in their summary writing performance?
- 3. What are the effective strategies that hamper learners to produce a correct piece of writing ?

Identifying these questions will hopefully shed light on the source of students low achievement in summarizing performance and, The following hypotheses were put forward:

- 1. Most of students do not have basics of a good summary due to the complexity of the summary techniques.

## General Introduction

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- 2. Misunderstanding of summary technique steps and lack of effective strategies may be the causes behind learners' weaknesses
- 3. Identifying and clarifying key concepts, making a plan, generating the main ideas, writing draft and revising, may be effective strategies used to produce a correct piece of writing.

To answer these questions, four chapters were used; the first chapter provides a theoretical background of the writing skill defining it, focusing on its importance, it also offers a historical survey of writing in foreign language teaching.

The second chapter tries to give a clear description of the target situation and population stressing on writing in the Algerian educational system from the middle school to university level. It also describes the LMD system in Algerian universities and the research instruments used.

The third chapter is entirely devoted to the presentation of data analysis procedure. In fact, this chapter is aimed to provide the qualitative and quantitative results of the undertaken study. It also interprets the collected data from the students' writing tests and students' / teachers' questionnaires to find satisfactory answers to the asked questions.

The fourth chapter presents some suggestions and recommendations regarding the teachers' and learners' role in language learning process, in general, and summary performance skills, in particular. It also attempts to suggest the main characteristics of valuable summaries.

# **Chapter One**

## **Theoretical Approaches to the Study of Writing and Summary Skills**

- 1.3. Introduction
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## **1.1 Introduction :**

Writing is one of the four language skills, it is the center of teaching and learning in higher education. This introductory chapter presents a general survey which aims to provide some basic concepts in Foreign Language Learning (FLL) relating to writing skill, it reviews a critical analysis of previous studies, clarifies key –words, explains the difficulty of learning this skill and presents the major approaches and methods used in its teaching and learning.

Summary writing skill must be given its rightful place in the process of learning. This chapter tries to consider the summary techniques as one of the most integral learning techniques also attempt to explain its issues in particular. Thus , it is essential to know more about this mechanism an how it could be taught effectively.

## **1.2. Writing as a Language Skill**

Writing is considered as a productive skill, it focuses on vocabulary building, time management, concentration, reading books and taking notes. The main concern of writing skill is developing those skills needed by the learners to fulfill typically writing assignments. Thus , it is important to grant greater attention and concern to the development of this skill by learners.

### **1.2.1. Writing Defined**

Writing is one of the most fundamental language skills which has given an important contribution to Foreign Language Learning (FLL), it has always occupied a crucial place in most English language Courses (ELC) and it is also considered as a typically skill that shows the students proficiency. Writing skill is described as a graphic system used for interaction as stated in Crystal(1995 :257) :

*“Most obviously writing is a way of communication uses a system of visual marks made on some kind of surface“.*

For some researcher, writing skill involves not only the graphic representation of speech but it also consists of an active thinking in the sense of throwing ideas in coherent and logical manner. As far as writing skill is concerned, there are a large and various number of writing activities which make thoughts tangible and appear on a piece of paper, also it gives the opportunity to revise what have been written. Harris (1993:12) stated that

*It is almost as if the act of writing makes thought visible and tangible, this in turn, provides the opportunity for revision and refinement because the thoughts are there on the paper to be worked on.*

The ability to write effectively in English is becoming increasingly important in our global community. Thus, it is widely recognized as an integral element for education. Writing skill requires from the learner the mastery of writing mechanism which consists of grammar, vocabulary, handwriting, spelling, layout, punctuation and finally organizing them in coherent manner. Badger and White (2000 :157-158) explain that : “ *Writing involves knowledge about language knowledge of the context in which writing happens and especially the purpose and skill in using language .* “

On the other hand , writing effectively is neither easy or spontaneous skill in the sense that writing is almost a thinking process where a number of mental operations come to play . According to Chastain (1988), writing is a mental process which focuses on putting ideas and thinking how to express them in a correct way, clear to the reader

### **1.2.2. Writing in Language Learning**

Writing for learning is a kind of practices which make students more active in their learning and associated assessment, the multiple purposes of writing for learning is to create self-regulated and self- confident learners ready

to reach life-long learning . It is helpful to distinguish between the different goals of writing within the learning process.

Despite its importance, there is considerable concern about the students' writing capacities. In fact, learning to write and writing to learn are interdependent.

### **1.2.2.1. Writing for Learning**

Foreign language learning with its four skills is a creative process, especially the writing skill. This process entails learning to write and many EFL students have weak performance in writing skill. Discussing some principles and aspects of writing skill may be helpful to get an overall understanding of its importance; in this respect. the teachers are required to make students demonstrate their learning in essays, in this way they will not find problems in evaluating the students' performance.

Students always prefer to know things on short answers or multiple choice tests ; thus , writing for learning is particularly effected at promoting learning and involvement in course materials. There are many occasions to practice writing skill which can not only help students bring to mind their homework or previous lectures , but also makes them integrate and internalize the course materials .

The importance of writing in the Second language ( S2 ) or Foreign Language ( FL ) learning takes into consideration the ways in which writing skill promotes the development of language proficiency, these ways have focused on the process of writing itself . Recent studies imply that there is relationship between writing and cognition and have shown that writing is a tool for learning , writing to learn is just as important as learning to write and this relationship exists in all fields. According to Spivey (1997) writing for learning process may support students use a meaning –making process which involves organizing and integrating ideas, then they follow a logical manner

which makes connection within and across the essay in order to communicate their ideas effectively while writing .

### **1.2.2.2. Writing for Communication**

The main concern of the communicative approach when producing a piece of writing is its audience and purpose, the fundamental aspects in this approach is to learn and use language whether in speech or in writing. Writing basically is a communicative activity , Riames (1985 :83) states that : *“Writing should be primarily means of communication”*. Harmer ( 2001) argues that teaching productive skill takes into consideration the communication skills and activities; without this skill , there is no productive skill category.

According to IOLC (2011) the importance of learning writing in a communicative way in EFL classrooms has become more increasing, learning a foreign language entails learning to communicate effectively which considered as the most integral goal in learning process. To have a kind of success in learning language skills is very important to evolve writing skill in a communicative way , the learner has to use different techniques and strategies in order to develop his communicative writing , also he should have a clear goals in the learning process, this way encourages students to learn actively and reaches a higher level of communication . Chastain (1988 :244) states that : *“Writing is a basic communication skill and a unique asset in the process of second language “*, writing is not only necessary for learning but also for communicating.

### **1.3. Difficulties of Writing Skill**

The complexity of the writing skill has led the majority of students to suffer when they write paragraphs and essays which lead to negative results, in writing. Thus, investigating these issues seems to be crucial within our study. Pointing out to the problems of writing skill , Bereiter & Scardamalia (1987) seek a model of the writing process that help in

understanding how students actually think and why different learners write in various ways, they try through their model to explain what skilled and unskilled learners do while writing. In the same way, Kroll (1990 : 140) explains the difficulties of this mechanism and states that :

*For English as a second language ESL students, it seems fair to say that writing is particularly difficult. ESL students must learn to create written products that demonstrate mastery over contextually appropriate formats for the rhetorical presentation of ideas as well as mastery in all areas of language. Herculean task given the possibilities for error. it is partially the multiplicity of skills involved which contributes to the overall difficulty of writing.*

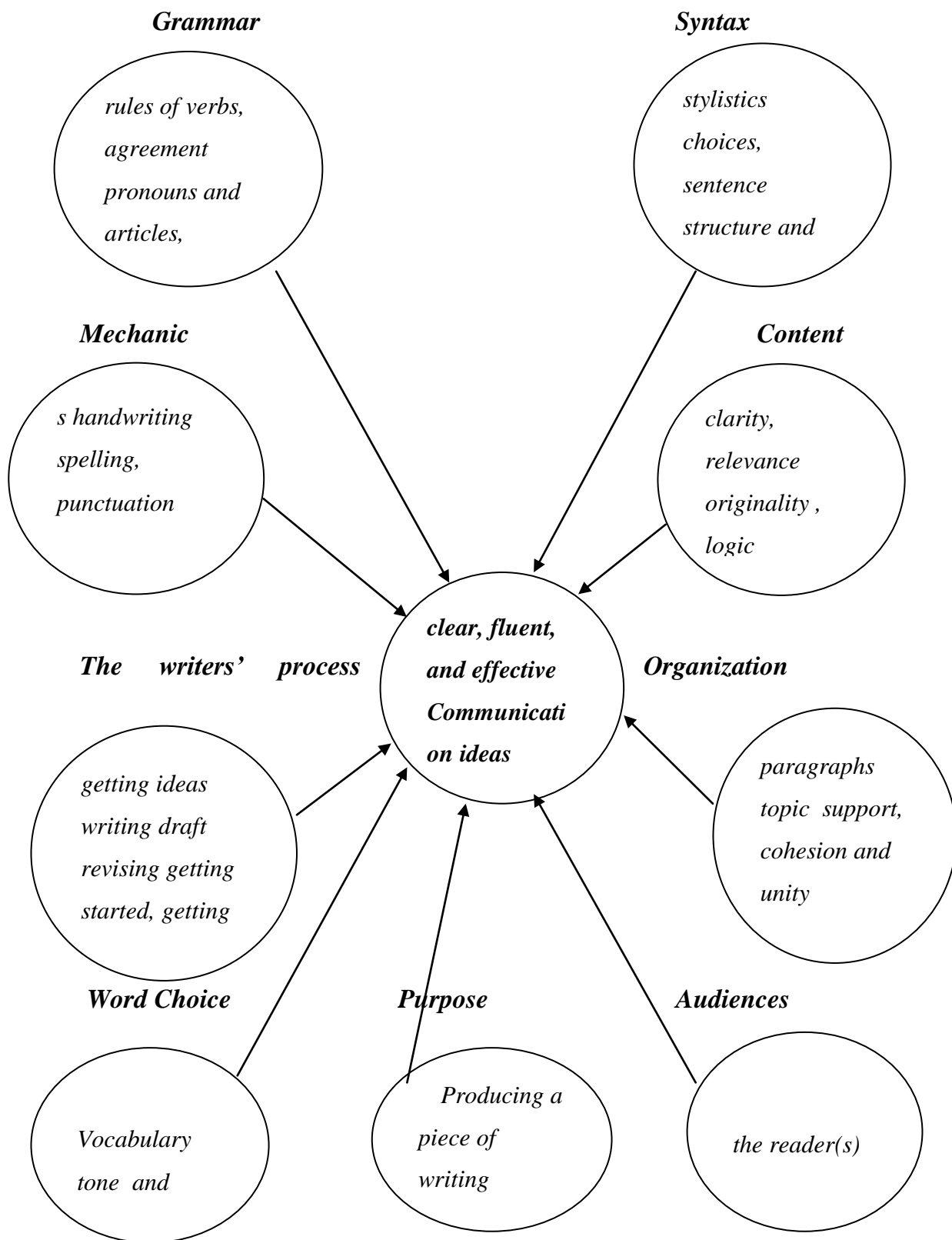
Writing and learning to write has always been one of the most complex language skills. Nunan (1989) argues that it is easier to learn to speak than to write no matter if it is a first or second language, it is not easy task to achieve since, it requires a hard work ; lengthy steps, enough time and more practice. When learning the four language skills, learners usually follow a certain order beginning with listening, speaking, reading and writing. Hadge (2000) explains that it is placed at the end because it's thought to be considered as complex and difficult skill to master even for native speakers.

Rcently, English plays an important role in education and students are expected to communicate effectively in institutions where English is the medium of interaction, learners face the task of mastering content area in any subject. According to Nunan (2000:217): “ *it is an enormous challenging to produce a coherent fluent extent piece of writing*”. Byrnd (1988) states that there are three issues behind learners' weaknesses in their writing skill notably ; *psychological factors* which represent the lack of interaction and feedback between the readers and the writer; *cognitive aspects* implying the organization of learners' ideas in written communication to be more effective



an finally, *linguistic factors* in which learners should express themselves in clear and more grammatical manner than in speech.

Many students are able to understand language but most of them face the problems of communicating their ideas in coherent way, among the prominent problems :the adequate store of vocabulary, lake of creativity, misuse of grammar rules , syntax, lake of ideas' organization , purpose ....etc , the following figure explains these issueless put by Raimes (1983 :6) :



**Figure 1.1 Producing a Piece of Writing Riames (1983 :06)**

### 1.4. A Historical Survey of Writing Skill in Foreign Language Teaching

Writing is a creative process which occupied a great place in foreign language teaching, it has been dealt with differently according to various methods, the following table will shed light on a number of methods.

<b>Methods</b>	<b>Achievements vis-à-vis Writing</b>
<b>Grammar Translation Method</b>	<ol style="list-style-type: none"> <li>1- It focuses on the organization of language at the sentence level</li> <li>2- It makes students read the literature written in the target language</li> <li>3- It emphasizes on grammar rules and vocabulary</li> <li>4- It develops the students writing style</li> <li>5- Writing is not a skill in its own right, but rather a techniques</li> </ol>
<b>The Direct Method</b>	<ol style="list-style-type: none"> <li>1- It takes into consideration the oral interaction than the written one</li> <li>2- The focus is on both speech and listening comprehension</li> <li>3- The primary goal of this method is motivated students speak rather than write</li> </ol>
<b>The Audio-Lingual Method</b>	<ol style="list-style-type: none"> <li>1- The memorization of series of dialogues are emphasized</li> <li>2- It considers language as speech not written form</li> <li>3- It aims to make students learn through imitation and repetition</li> </ol>

<p><b>The Transformational Generative Grammar and Cognitive Approach</b></p>	<ol style="list-style-type: none"> <li>1- This method explains the idea that each sentence in a language has two levels of representation deep and surface structure</li> <li>2- It argues that learning language skill is a kind of creativity</li> <li>3- It establishes a landmark in studies of the effectiveness of grammar teaching in the development of writing quality</li> <li>4- This method has aimed to enhance knowledge awareness of how writing skill works</li> </ol>
<p><b>The Learner Centered Process Approach</b></p>	<ol style="list-style-type: none"> <li>1- Student centered learning is one of the possible pedagogical approach</li> <li>2-This method takes into consideration writing skill as a very important process</li> <li>3- The process of writing involves not only the act of writing itself but prewriting and rewriting stages .</li> <li>4-This approach focuses on the design and organization of the topic while writing</li> </ol>

**Table 1.1. Writing within different methods**

### 1.5. Writing Techniques

Writing reflects the capacity of students in mastering writing techniques which consists of analyzing , paraphrasing and summarizing . The awareness of writing techniques may help in promoting EFL writing skills and changing the negative attitudes towards writing into positive one. Writing techniques are ways of controlling writing process to create a well organized piece of writing, in this sense summary is considered as an effective technique .

### 1.5. 1. Summary as Writing Technique

Discussing some principles and aspects of the summary writing skill is worthwhile as a starting point, the aim at this level is to gain an overall understanding of what is meant by summary and how to learn and develop this technique. Thus, summary writing skill has to be taken into consideration ,it has two main characteristics which are helps students learn and make learners practice their background knowledge with their own styles, it is a way to discover how to write a correct piece of writing. In this sense, Grad and Kaplam (1996 :6) state that :“ *this techniques is a set of skills which must be practiced and developed* “. It has an importance contribution in the development of the ability to use structures and the lexical items.

The final product of summary skill is the result of various operations, it is a complex process because it consists a number of cognitive activities, setting goals, generating information , selecting appropriate language, making a draft, reading and revising. This technique can not be achieved if there is no coherence between the words or the sentences which arranged in a particular order with keeping of the essential meaning .This kind of activities may help learners to demonstrate their understanding of reading materials .

Summary writing skill has always been considered as an important skill in teaching and learning process , it is useful in two respects , first it motivates students thinking and organizing their ideas. Second it strengthens students learning and thinking in relation to the context. Summarizing is significant to the learning process because it facilitates students' acquisition of the basic skills needed for understanding what they learn and expressing in their own words .

The fundamental purpose of summary writing skill in foreign language is to make students' writing more effective and expand their vocabulary knowledge.

### 1.5.2 . The Steps of Summary Writing Skill

There are many cases in which the learner practice a summary, he may be asked to summarize books , note taking and planning process for a research paper . Through the use of this mechanism, in any assignment students can condense a range of information. According to Spivey (1997 ), students in summary writing essay tasks use a meaning process that involves organization ideas , selecting information from texts and integrating ideas . In summarizing, learners should use cohesion markers to make connection within and across text in order to communicate their ideas while writing. The importance of summary writing skill in learning is considered as a central element of language development .

One of the challenges of academic summary writing skill is that the readers should have clear understanding the essential meaning of the summary. To write readable summary, it is important to understand the source that the learner work with, these are some useful steps in writing a summary :

1- *Read down* : the learner should read the text for many time, he is required to summarize, identify the key concepts and divide it into sections.

2 - *Read* :the learner should read the passage carefully and highlight the important information and generate the principle ideas.

3- *Writing draft*: In this step, learners write the main idea of each section, he must clarify the key facts with the identification the areas that he does not understand .

4- *Thesis statement* : The learner should write a thesis statement which means the basic element, this is the key of any successful summary.

5- *Check for the accuracy*: At this point , the learner should read his summary and check the validity of his work and in the same time represent the authors' points.

6 -Revise, the learner should take into consideration his style, grammar, punctuation and from time to time revise them .

The purpose of writing a summary, is to accurate , represent what the author wanted to say and not provide any critique.

### **1.5.3. Elements for Effective Summary**

Summary is an accurate measure of the learners' ability to communicate their ideas , a comprehensible summary must be complete and self contained which means that it must convey the whole sense of the passage, . The purpose of summary writing is to see whether the learner has understood the passage and shift from the essential to the non essential, in order to reach this goal, they should follow the fundamental elements required for effective summary such as: Grammar, punctuation, cohesion and coherence.

#### **1 .5.3.1. Grammar**

Grammar is an integral element in teaching and learning language process, it plays an important role in this process. Most of the researchers agree that grammar is a set of rules which help the learners to combine correct sentences. Thornbury (1999:01) states that : “*Grammar is the study of what forms or structures are possible in language*”, he also explains that grammar is a description of the rules which govern how language sentences are formed and structured, in other words, grammar rules help learners to know whether the sentence is correct or not. Therefore, a comprehensible summary requires correct grammatical sentences which make the summary more readable, relevant and logical for the readers.

#### **1.5.3.2. Punctuation**

Angelillo (2002) explained that punctuation markers are one of the basic components of writing mechanics, these markers are divided into internal marks that referring to the punctuation marks within the

sentence, and end marks which are used at the end of sentences or a quotation. On the other hand, Sun (2003) put them as marks within the words like apostrophes and hyphens and marks between words. Therefore, punctuation is a crucial elements for better understanding of any summary, it helps to draw the reader attention.

Incorrect punctuation may affect summary quality, in this sense, King (2003) considered capital letters as one form of punctuation, he adds that the wide use of capital letters helps the reader in understanding understand the summarized passage.

### **1.5.3. 3. Coherence and Cohesion**

Coherence is very essential in enabling the reader follow the connection of ideas, in this sense Richards(1990), supports the effectiveness of coherence as an important quality of effective summary. The concept of coherence is an effective element of the semantic relations and linguistic devices used by writers to produce a meaningful summaries. Van Dijk (1980:53) says that coherence: “(...) involves semantic relations between sentences, hence, relations between propositions expressed by these students”. Halliday and Hans (1976) state that «*Cohesion is a semantic relation, it refers to relation of meaning that exist within the text*”.

Besides, Gebhardt and Rodrigues (1989) explain the importance of coherence in making ideas connected to each other where each sentence should relate to the proceeding one with the following one. They mention four tools that may enhance coherence : repetition of words ,ideas , phrases ,synonyms ,pronoun reference

### **1.5 .5 Difficulties of Summary Writing Skill**

Summary skill is necessary at the higher education level because students always use it to condense information for text books and other bibliographical sources in their fields. Summarizing seem to be the best way



to see whether students understand the whole reading passages or not since they have to use their own words to mention the main ideas, even if the ability to summarize information is an essential skill, many students can not do well in summary writing skill because there is some reasons behind this weaknesses. First of all, they have difficult in determining which information is relevant and necessary for clarity in their summaries (Wehmeyer 2001)

They can not get an accurate summary with main ideas, in this case, the summary usually contains many copied text as included in their work. Second students who do not know much about summary writing rules tend to express their own opinions into a summary. Third, learners are not able to organize their ideas in correct way

Besides, Quorro (1988) mentions that most of students have summary writing problems in expressing their ideas systematically and logically. Students usually mix English structures and expressions, among these problems there are also capitalization, punctuation, poor organization, spelling and grammatical errors. Under these circumstances comprehension becomes difficult and the intended meaning is highly affected. Thus, for students these summary writing difficulties may arise from pedagogical reasons and the researchers conclude that summary writing problems can be minimized if the students are aware enough of the summary importance.

## 1.6 . Conclusion

This chapter was primarily concerned with writing as a skill on its own right. From the review of literature, many educationalists deduce that writing is a sophisticated and complex productive skill, and it is a difficult to acquire. Hence, writing is a process which must be learned and practiced because of the considerable importance for language learning and for their future career . for that reason, this type of skill should be carefully taught and learned with keeping a balance between accuracy and fluency . This would make the study of summary writing technique a crucial

The next chapter will try to shed light on the teaching situation of writing skill in the Algerian educational system in general and at higher education system in particular.

## **Chapter Two**

### **Case Study Background**

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2.4. Research Methods and Design

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2.4.2. Research Instruments

2.4.2.1. Questionnaires

2.4.2.2. Students' Writing Test

2.5.Conclusion

## **2.1. Introduction**

The present study aims at investigating the development of teaching writing skill for third year EFL university learners, for this purpose, the actual educational context in Algeria will be discussed where various methods and approaches are already adopted to pave the way towards improving EFL teaching / learning process. The main concern of this chapter, is to give a general overview of the Algerian educational system, particularly, instruction received by EFL learners from the lower level of education (middle and secondary school ) to the higher one university. The case study will be explored and described to facilitate the research procedure.

## **2.2. Teaching Writing Skill at the Different Levels of Education**

Since the concern of the present study is to show the general situation of EFL writing in the Algerian educational system which has witnessed a gradual development , it would be wise to explain teaching practices, learning outcomes and their goals during the three levels of education; the following section will describe this development.

### **2.2.1. Teaching Writing Skill in the Middle School**

For any responsible authorities around the world, enhancing and developing the educational system has priority. Algeria is one of the countries which gives a huge importance for Foreign Language Learning ( FL), therefore, it has adopted new educational Reforms to better the educational, modernize and develop the educational curriculum. Since the last educational reform of 2003, English is considered as second foreign language and is introduced for the first time in the first year Middle School (1AM).

At this level, students do not have the ability to use language appropriately because they have little knowledge of the language, particularly, students' writing competence tend to be one of the most difficult skill to acquire. Learning to write correctly seems to be very hard task to achieve and many students never manage it even in their native language. Thus, the majority

of middle school students suffer from difficulties to learn all aspects of writing skill.

At the middle school level, students learn the basic language structures (the combination of letters, words and sentences) and new vocabulary and most of the time they correct sentences containing grammatical mistakes. Through various activities in grammar, students normally build correct sentences, they also acquire the basic parts of speech which include verbs, nouns, adjectives and adverbs.... etc. At the same time, understand the role of each part in order to write in English language with sufficient accuracy and fluency.

The educational curriculum consists of various units (there are about five units for a whole year in the different levels), at the end of each unit there is a kind of exercises session to fulfill typical writing assignments. Writing is evaluated by one or more written tasks that are significant in deciding which approach is chosen to motivate and guide students to improve their writing performance, these tasks can take the form of gaps filling activities, arranging sentences in coherent way, matching clauses and complete dialogues.

Concerning the other levels (2AM,3AM and 4AM ) students are involved to study texts and answered comprehension questions, they are also asked to write simple paragraphs of six to ten lines. The focus in writing is on the form of written product rather than on how students should approach the process of writing. Therefore, the responsibility of the teacher is to find reliable and valid methods of evaluating the students' writing capacities.

Many students are able to understand language but most of them suffer from problems in communicating their ideas effectively in the written form because writing in English is considered as a challenge for the majority of middle school learners. In this sense, the modern methodologies help learner create an interest towards learning process and make the classroom activities more effective. Concerning the educational programme at the different levels, it is very heavy, thus teachers are pressed by time to complete the programmes

and realize their objectives. At the same time, the most important factor that may hinder the writing mechanics in this level, teachers are still found to be lacking how to involve the students in the classroom environment by considering the type of activities in which they are motivating.

Students have English sessions three times a week with specialized teachers and they take two tests and one exam each semester. The middle school syllabus makes English compulsory for the four years of instruction. The last changes in the education domain have adopted new approaches which are always influencing the learning process and aiming to develop the learners' accuracy in writing performance as well as achieving a certain communicative competence .

Finally, learners in the middle level are prepared to acquire different language skills, much of knowledge, and they learn how to improve their awareness of the elements that make the learning process easier. They are intended to develop a certain levels of oral /written competences. However, as a result of the new reforms in the educational system, learners suffer from weaknesses and deficiencies in different subjects, particularly, writing performance, because the communicative approach used to teach English that prevails oral skills over the writing one. Hamzaoui – El Achachi (2006)

### **2.2.2. Teaching Writing in the Secondary School**

After, the middle school stage, students pass a final national exam at the end of this stage (BEM) in order to go to the secondary school where they learn three years (1AS, 2AS and 3AS ) ending with another national exam of baccalaureate . The Algerian English Foreign Language syllabus for the secondary educational system describes the approaches of teaching and learning process , underline the curriculum details and the competences for each year as well as sets specific goals for the years of secondary school.

However, students have already been acquired the basic knowledge in the middle school, they cannot improve their thinking and linguistic skills that

help them to create a well writing performance, Bouyakoub- Bouabdallah (2012). At the secondary level, the goal of English teaching is to consolidate the learners' language capacities and skills. The main concern in the first year (1AS) is master on the grammatical structures where the approaches focus greatly on the traditional teaching of grammar, vocabulary and study skills, The general syllabus' objective take into consideration that learners should acquire a kind of communication' skills with its various forms and aspects in order to interact fluently and accuracy.

On the other hand, in the second year (2AS) English teaching aims to enhance learners' capacities to communicate effectively, not to keep their linguistic knowledge passive i.e, learners should be able to understand the language functions in which they need to use a set of linguistic forms. Concerning the third year (3AS). The ministry of education (2005:4) states that there are three main categories of general objectives which are put as follow:

- *Linguistic objectives develop the basic language knowledge.*
- *Methodological objectives consolidate study skills, strategies, techniques and improve self- evaluation.*
- *Cultural objectives make the learner develop positive attitudes towards different cultures.*

Learners should be able to use language correctly, particularly, in written form ,English syllabus (2004:10) aims at making learners :”*master different writing skills, not taking, organizing and summarizing; so as to be autonomous in writing expression when starting from models learnt in class*”. Bouyakoub (2012:91). The main principles of the official English syllabus focus on the communicative language teaching, it provides the learners the real and meaningful communicative skills, it also makes them improve both fluency and accuracy. The introduction of some discourse models and new language structures are quite considered a difficult aspects to master. Concerning teaching writing skills, they always focus on the final product specifically, grammatical / lexical patterns and writing activities are usually done in

transforming paragraphs into dialogues, taking notes then reformulating it into a coherent text.

The main concern of the teacher in the intermediate school develops the learners' primary language skills, specially, speaking one but in the secondary stage learners are expected to get sufficient level in their writing performance which is not enough to make them pass formal examination .Therefore, teachers make a strong efforts in order to enhance EFL learning process , reach a clear and a achievable learning outcomes, motivate learners to achieve a satisfactory level in language skills, particularly, writing skill. Hamzaoui Elachachi(2006)

In fact, student learning outcomes are usually not favorable, specially, in Baccalaureate examination and the main factors behind students' low performance in writing skill are presented as follow: lack of teaching time, insufficient writing practices, negative attitudes writing mechanics and lack of effective education programmes which help to shift from lower proficiency level to a higher one.(ibid:91) hamzaoui Elachachi

### **2.2.3. Teaching Writing at University**

The academic organizations in the Algerian universities aimed to motivate the new Baccalaureate holders learn the foreign languages specially, the English language and open the enrollments' door in the department of English. With the implementation of the LMD system students are oriented towards further academic researches, they learn three years to obtain the English License Degree. Through this period, students are supposed to develop linguistic and communicative competence which is quite a challenging task in the same time they are trained to become English language teachers in the lower level of education or to carry on post- graduate studies at university.

At this level, English language is considered as a medium of interaction and instruction for all modules; most of the new Baccalaureate holders suffer from deficiencies in the English language in terms of written and oral skills. As far as writing is concerned, it is almost viewed as a new challenge; students find



s(1996: 69) states that: “*At university, students are expected to learn to write specific types of technical texts that are pertinent to the fields they are studying*”. writing is an integral skill for the university studies mainly for the students preparing an English license degree because their writing performance is evaluated by means of writing

Despite the attention given to writing as a skill in foreign language learning, students still have difficulties with this skill and their writing performance are always not favorable, most of the Algerian students cannot produce acceptable paragraphs or essays, this may be due to the fact that, are not aware enough of the writing mechanics, control of the basic syntax structure and the lexical items ,specifically, coherent and cohesion techniques. Therefore, EFL students should take into consideration that the development of the writing skill involved more than the accurate use of grammar and vocabulary, it requires from them the mastery of writing convention and apply it appropriate aspects for the presentation of ideas.

The Algerian English graduate students are lacking the effective writing performance, in this vein, Bouhadiba ( 2000:104) implies that the most prominent reason behind learners’ low achievement in writing is the fact that there is :

*No adequate responsive education or pedagogical programmes have been suggested. this far the BA curriculum dates back to the (1980) and no substantial change has been brought about in spite of the drastic changes in the social-economic environment.*

Many changes hinder the process of language teaching and learning, as result, the educational curriculum was influenced by these of changes and it is still suffering from the lack of drastic objectives, therefore, it is very important to enhance and improve writing curriculum for EFL university students.

### **2.3. ELT at University: LMD Implementation**

The world has recently witnessed a rapid changes because of the globalization which increases the mobility of individuals and thoughts that made the world as a small village. Education as the other fields was influenced by these changes, therefore, the purposes of the Algerian educational curriculum are framed in a set of guiding principles, moreover, The educational authorities strive to find whether these curricula are taking into consideration the students' capacities.

The Algerian educational system has gone through several reforms, the first one was in 1971 which is aimed to Arabize and structuralize the higher educational curricula, this system worked for a long period but in the recent years, it has shown its weaknesses and the results of the higher education system were no more satisfied with the classical programme, Thus, The Algerian government has begun, recently , global reform of the higher educational system to meet these new requirements and integrate the principles of the LMD system at higher education.

During the academic year 2004-2005, the Algerian universities have joined the rules of Bolonga process which has provided some innovation in the design and the development of the higher educational curriculum by adopting the LMD system (License, Master and Doctorate). As each system, the LMD is a set of elements that interact forming an integrated whole working for a common goal in order to promote and develop academic exchange at the graduate level.

Algerian universities has implemented the LMD system which improves new pedagogical practices and enhances both the teaching and learning process. Within this system , academic staffs are required to innovate some of their principles, they need to develop the content of their pedagogical programmes. This system focuses more on the learner-centered approach rather than the teacher- centered approach and students are supported through a special system

which develop the study of self-learn skills that makes students take the responsibility for their studies inside and outside of the classroom.

The English language department of Tlemcen university was first opened in 1988, at that time, the faculty of foreign languages includes only French and English languages. In 1994, it became autonomous and by the end of 1999, the institution of foreign languages was considered as faculty of Arts, Human and Social Sciences and the department of foreign languages consisted of four sections: French, English, Spanish and Translation, Bouyakoub (2012). As far as the English language is concerned, the LMD system was introduced in 2009 at the university of Tlemcen, as immediate solution for the higher educational problems, specially, at the level of methodological and pedagogical foreign language teaching.

## **2.4. Research Methods and Design**

To get interesting data about students' writing performance, the present research work has chosen the third year EFL students at Tlemcen university. The primary goal of this study is to investigate in depth the students' difficulties encountered when writing ,in order to overcome these weaknesses this research work uses different methods.

### **2.4.1. Sample Adopted**

The case study of the present research work consists of thirty-nine students , two groups were selected from the third year EFL students. The first group involves twenty students and nineteen students in the other one are principle elements in undertaking research, it is defined as research methodology. Adelman and Kemmis (1976:140) state that case study is a study where” *one selects an instance from the case of objectives and phenomena, one is investigating and investigates the way this instance functions in context*”, however ; this research method presents a range of information which helps to enhance and demonstrate the awareness of the issues raised by other cases. Nunan (1992:89) mentioned that:

*One can learn a great deal about ones' own students in general through a detailed study of one particular students, in the same way as insights into language classrooms in general, can be derived from the intensive analysis of a single classroom.*

More precisely, case study is the basic element of any research methodology which helps to get a systematic analysis and effective result in a given topic, it can lead to a new contributions to the existing knowledge.

#### **2.4. 2. Research Methods**

Any research is focused on the information provided by the target population chosen for the study, the researcher must ensure that the instruments chosen are valid and reliable because the validity and reliability of any research work depend to a large extent, on the appropriateness and effectiveness of the research tools. By using various methods, the researcher will get confidence in his / her work, the multiple tools is considered as the best way of checking validity of the research. Cohen and Manion (1994) argue that using a single method gives the researcher only partial view of a complex situation.

The present research work relies on the collection of data from the third year EFL students' writing performance, To carry out this research two research instruments have been used not only to guarantee the hypothesis validity, but also to get a deeper insight into writing difficulties into which appropriate techniques and effective methods can overcome the learners' weaknesses. The researcher will approach the investigation by way of two research methods; two questionnaires administered to teachers of written expression and to third year EFL learners and student writing test. Each of these methods is described below.

### 2.4.2.1. Questionnaires

Questionnaires are one of the most valid research instruments adopted, it may be defined : “*as a document containing question and other types of items designed to solicit information appropriate to analysis*” Babbie (1990:377) . The term questionnaire generally is a research tool consisting of a list of questions which a number of participants are asked to fill in., It is a form of inquiry document that contains a systematically compiled and well organized series of questions intended to elicit the knowledge which will provide insight into the nature of the issues under the investigation.

This research tool can be used to introduce a given topic, to arise the learners interest in the subject and to create awareness about their own views in a given topic. The analysis of the results and the identification of various research areas all depend on the how perfectly the questionnaire is constructed, therefore the questionnaire construction should be taken into consideration because it is the most integral part of the research , according to Richterich and Chancerel ( 1980:59) state that: “*Questionnaires are structured instruments for the collection of data which translate research hypotheses into question*”.

#### 2.4.2.1.1. Teachers’ Questionnaire

This questionnaire was distributed to eleven teachers of written expression. They showed much interest in participation in this study because according to them they needed to a new conceptualization of writing techniques.

The main objectives behind such a questionnaire is to shed light on the third year EFL students summary writing performance and examine the main difficulties of students encountered when summarizing. This questionnaire was a mixture of closed and opened questions and it contained four rubrics:

**RUBRIC ONE AND TWO:** this section consists of degrees held of teachers, it was sought to collect general information about teachers’ status at the

university. It also includes a general background about the teachers' experience in teaching written expression and the main goals standing behind teaching writing skill.

**RUBRIC THREE:** this section contains 6 questions, it is concerned with assessments of learners' level in summarizing performance, these questions aim at highlighting the teachers' points of view about the main problems standing behind learners' weaknesses in their summarizing .

**RUBRIC FOUR:** this section includes 2 questions, that serve to check the use of strategies by teachers to enhance the learner summary skills.

#### 2.4.2.1.2. Students' Questionnaire

This questionnaire is largely conceptualized on the basic of the review described in the theoretical part of the present research , thirty students have answered this questionnaire. In order to prevent any misunderstanding the questions were explained to students who ask for any clarifications. The researcher mainly used *close-ended* questions which are questions that ask participants to choose from pre-determined answers, also follow- up questions were asked in the form clarification such as specify or justify your answer in order to help the researcher obtain clear and complete responses to open questions .Numeric questions are also used to gain background information of the participants. The questionnaire consisted of seven questions ( see appendix A) organized in four rubrics

**RUBRIC ONE:** this section contains two items they seek to collect general information about situations such as age and sex.

**RUBRIC TWO:** it consists of three questions, this part is about the writing techniques students find it difficult to acquire, and the main reasons behind their difficulties in summary writing performance.

**RUBRIC THREE:** this part examined students' level in summary performance, it consists of three questions designed to know whether the

learners use of draft when summarizing. In addition, it investigates if students follow a specific steps in summarizing tasks or not.

**RUBRIC FOUR:** the last section focused on the strategies and techniques used to produce a well organized piece of writing

#### 2.4.2.3. Students' Writing Test

It is worth mentioning that the majority of third year EFL students are expected already to master the writing skill in general, and its techniques in particular. They may reach this level with little systematic and conceptual knowledge. Although learners have dealt with writing skill in various activities for a relatively long period. They still found to be lacking the appropriate use of the language in both written and oral forms.

In this study, two groups were selected for the written text. In any valid research, there are at least two groups the control and experimental group. Concerning the first one, *control group* is the group in a given experiment that does not receive the variable which the researcher is looking for, in this case it consists of 19 students; On the other hand, the *experimental group* is the group that receive variable being tested as an experiment. As far as the experimental group is concerned, the researchers should take into consideration how and when they are setting up an experiment and they should know exactly what variables they are going to be testing. In this way the researchers can compare the results obtained from two groups that aims to achieve the validity and reliability (Liza Roundy, 2015). In this situation, it contains 20 students. Regarding the test, they were asked to summarize text. Summary test was used to identify students' weaknesses and deficiencies, also the pedagogical inadequacies which may help treat the situation at hand.

The main goals of the students' writing test seeks to know and evaluates the students' writing proficiency level as well as clarifies their capacities to do a written task successfully, the researcher elaborated the framework of this test as follow:

<b>Test Production</b>	
Objectives	<p>To shed light on the EFL learner summary writing Difficulties.</p> <p>To seek whether the EFL learners follow the steps summary technique or not.</p>
Type of task	Summarize Paragraph
Text type	Descriptive text
Text topic	Summarizing a paragraph about the use of computer technology in EFL classroom
Text length	The text is about ten lines

**Table 2.1. Production test design**

It is worth mentioning light on the test as effective research instrument which involves a set of techniques, procedures and items that should be explicit and structured. tests generally measure a specific knowledge , it seems necessary for the tester to take into account the individuals background in the domain in which he / she is tested .s

This indicates that all kinds of tests are perceived as formal assessment for being administered and for their characteristics of determining the failure and success of students. A test seems to be a useful research method in undertaking a research as Bachman (1990) explains that the research can use test not only as form of analysis of measurement of the learners performance but also as a kind of the analysis of the teaching situation. On the other hand, Bob Kizil(



2012:03) considered test as e kind of students' assessment , in this line of thought, he stated that test is:

*As a method to determine a students' ability to complete certain tasks or demonstrate mastery of a skill or knowledge of content. Some types would be multiple choice tests, or a weekly spelling test. While it is commonly used interchangeably with assessment or even evaluation. It can be distinguished by the fact, that a test is one form of assessment.*

## **2.5 Conclusion**

This chapter aimed to provide a description and analysis of the teaching / learning situation in Algeria educational system, in general and the development of the writing skill throughout various levels of the education , in particular, it was presented a picture about the circumstances that have shaped the writing performance of the Algerian EFL students. this chapter was a description of the case study and the research instruments used: students' writing assignment and teacher / students questionnaire. The following chapter will analyze the data provided by the population then discuss the results of these data.

# **Chapter Three**

## **Data Analysis and Interpretation**

- 3.1. Introduction
- 3.2. Data Analysis
  - 3.2. 1. Teachers' Questionnaire Analysis
  - 3.2.2. Students' Questionnaire Analysis
  - 3.2.3. Students' Writing test Analysis
- 3.3. Data Interpretation
- 3.4. Conclusion

### 3.1. Introduction

This chapter aims to provide a systematic analysis of data obtained from two different research instruments, mainly , students' writing test and teachers' and learners' questionnaires , so as to gather the necessary data about the EFL learners' writing proficiency.

This chapter presents the research questions and hypothesis in order to pave the way for the understanding of the design and methodology of this study, it also gives the interpretation of the results obtained using tables and figures in order to make the study clear. The crucial findings achieved from this investigation are summarized in this chapter to see to what extent the research questions have been answered.

### 3.2. Data Analysis Procedures

One of the main challenges facing the researcher ,is how to analyze data and how to understand the implementations of this analysis for logical results interpretation. According to ( Lally 2000), such analysis leads the researchers to act upon the situation studied to develop it for the readers ,in general as well as for themselves in particular. In this sense, data analysis is a kind of process for achieving data and converting into useful information discussion and interpretation. This process evaluates data using analytical and logical reasoning to check the validity of each component of data obtained, these data is collected and analyzed to answer the research questions asked. Woods, Fletcher and Hughes (1986:8) explain this term as follow:

*When a linguistic study is carried out , the investigator will be faced with the prospect of understanding and then explaining to other, the meaning of the data which have been collected. An essential first step in the process is to lack for ways of summarizing the results which bring out their most obvious features.*

Using various types of data analysis is contributed to provide more reliable research findings, in this research work two different data analysis methods were used quantitative and qualitative analysis

#### *Quantitative Analysis*

Quantitative analysis is useful tool in evaluating process, because it considered as an effective element which provide quantifiable , it is aims to complete detailed description for the results obtained, but the data that emerges from quantitative analysis is less rich than that obtained from qualitative one. Quantitative research classifies, counts and even construct more complex statistical models in the purpose of presentation an explanation of what is observed during the study. Dorny(2001:192) states that :

*Quantitative research employs categories, view points, models as precisely defined by the researcher in advance as possible and numerical or directly quantifiable data are collected to determine the relationship between these categories, to test research hypotheses and to enhance the aggregation of knowledge.*

#### *Qualitative Analysis*

Qualitative research is useful for obtaining insights into problematic experiences and the meaning attached to these experiences of selected population. Qualitative data consists observations, interviews and different documents which aims to shed light to uncover the emerging , themes, patterns, concepts and knowledge, (Patton 2002). Cohen (2005:461) argues that:

*Qualitative analysis involves organizing, accounting for explaining the data , in short*

*making sense of data in terms of the participations definitions of the situation, noting patterns, themes categories.*

### **3.2.1. Teachers' Questionnaire Analysis**

The present section is devoted to the analysis of the teachers' questionnaire, the collected data and results will enable the researcher to diagnose the students' writing weaknesses.

#### **Question Two:**

According to the results obtained, all the respondents were familiar more with teaching by objectives and they reported that the teachers should put objectives of their writing lessons before teaching. This may referred that the majority of them want their students to know exactly what they will do and for what aim. The collected data are showed in the following points:

- 1) To enhance the learner to become a good writer.
- 2) Improve the learners' writing skill and make them aware of the import of writing mechanics.
- 3) Develop students' knowledge about the form the content of their writing.
- 4) Develop learners' writing competence in general and academic writing in particular.
- 5) Make learners' write coherent and cohesion paragraphs.
- 6) To get the learners to reach a certain level in fluency and accuracy in their writing .
- 7) Promote the teaching of writing in English using personal experience.
- 8) Improving students' writing strategies
- 9) Enhance students' ability to communicate effectively in writing in variety of situation.

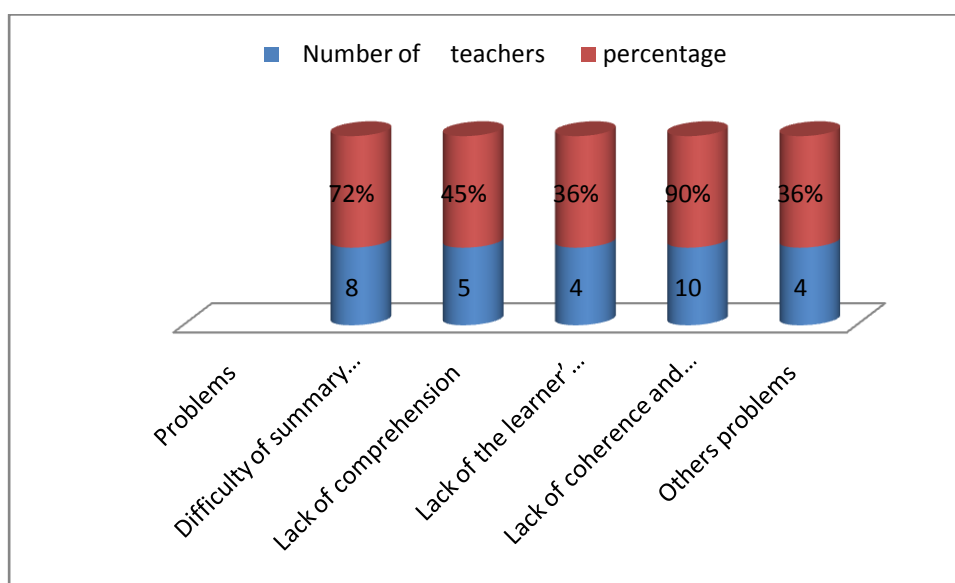
**Question Three** demonstrates that all the participants (100%) take into consideration the importance of summary steps, in order to produce a comprehensive piece of writing. According to them, summary techniques should be taught and explained in effective way, they suggest the following points:

- Read the passage carefully
- Insisting on getting the essential information contained within this text.
- Identifying the key concepts as well as dividing the text into sections.
- Generalize the main ideas then join them in coherent and cohesion way.
- Diminishing the size of the text by omitting modifiers for example and keep just the basic elements.
- Finally, make the students revise what they have already been summarized.

**Question Four** shows that the majority of the participants (72%) asserted that their students' summarizing performance was average, and (27%) believes it is weak. Teachers who state that their students' summarizing performance was average, explained that teaching summary techniques at university helped students develop their concentration on both form and content when writing their summaries,

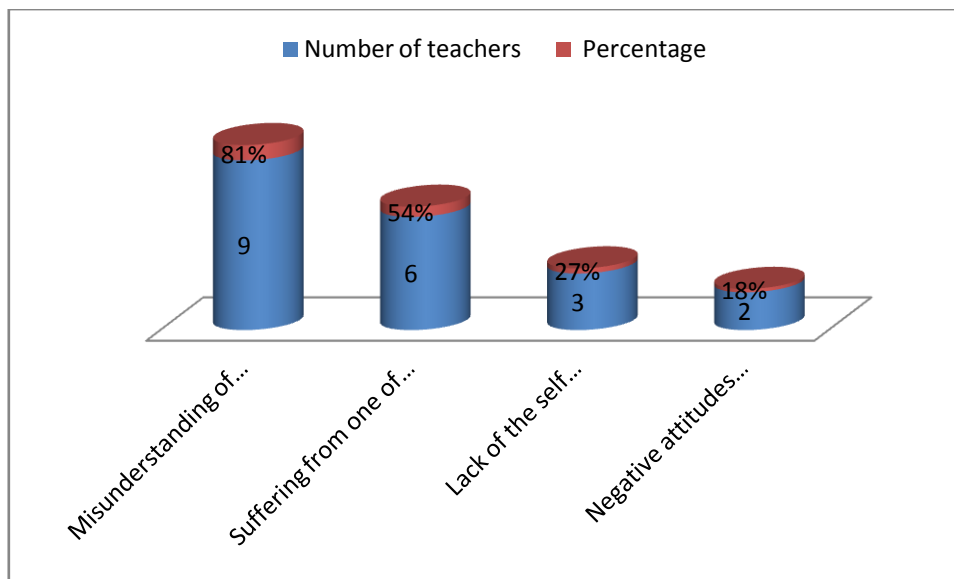
**Question Five**, according to the results obtained, students faced difficulties in all areas when summarizing, the majority of participants (90%) reported that the most frequent ones was at the level of coherent and cohesion. (72%) of the respondents claimed that students had difficulty to acquire and understand the summary technique itself, (45%) of teachers stated that learners most of the time had problems in comprehension. The remaining items seem to be less problematic areas to them (36%). On the other hand, some teacher proposed other issues, among them: spelling problems, lack of useful

vocabulary, punctuation, sentence structure and problems in the use of linking words. The following graph presents the main results.



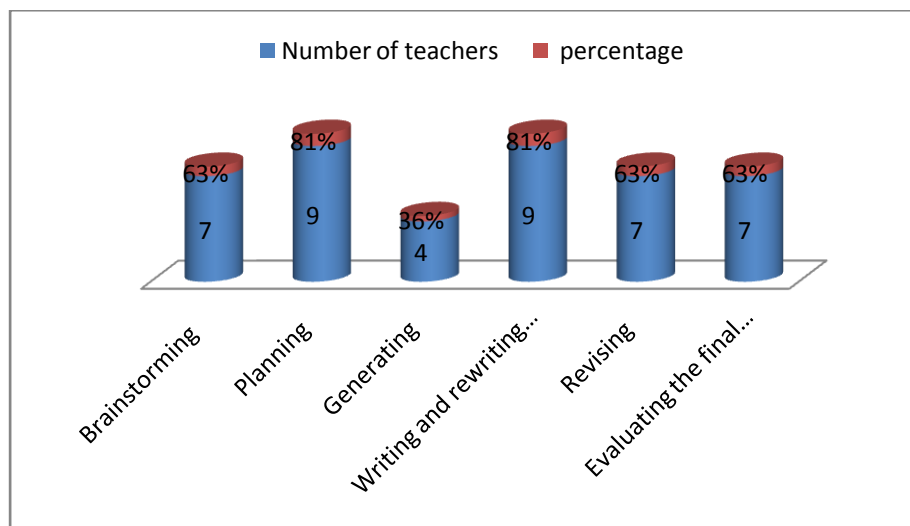
**Bar-Graph 3.1. Third year EFL learners' summary difficulties**

**Question six** from the results obtained, the researcher observed that most of the participants( 81%) reported that misunderstanding of summary steps was the main reasons behind the students problematic areas. besides, the researcher concluded that students' problems in these aspects were primary due to the lack of practice because these aspects are usually developed from extensive reading, the researcher discovered that even lack of self -confidence may pose a problem to some students , (27%) of the respondents said that their students have problems with this aspects. Negative attitudes towards summary technique ,( 18% ) seemed to less problematic areas, according to teachers, this will be explained in this bar- graph:



**Bar-Graph 3.2. Cause of third year learners' summary difficulties**

**Question seven** it should be mentioned, that the majority of the participants are dealing with these strategies and some of them suggest other strategies that improve their students summary performance which are : group work , giving them home works, the following bar-graph displays the main findings



**Bar- Graph 3.3. Writing strategies taught to the third year EFL students**

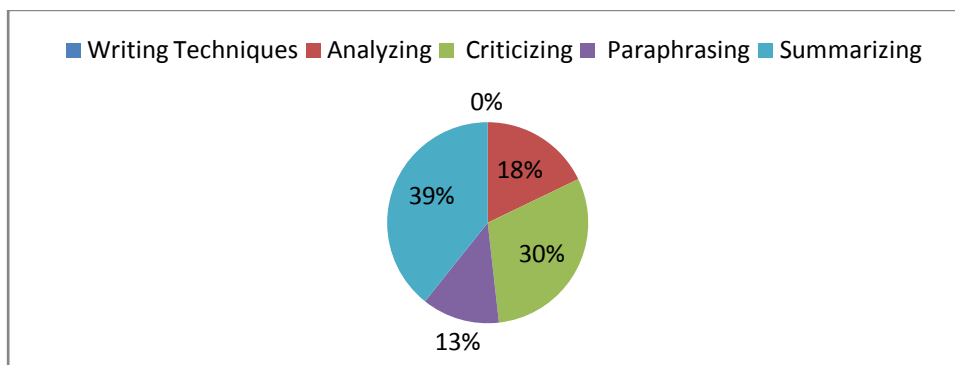


**Question eight:** The last question aims at highlighting the teachers' suggestions and solutions about the problems of students encountered when summarizing. All teachers reported that reading makes perfect, it gave the opportunity to acquire and learn useful vocabulary and get the English language structure.

### 3.2. Students Questionnaire Analysis

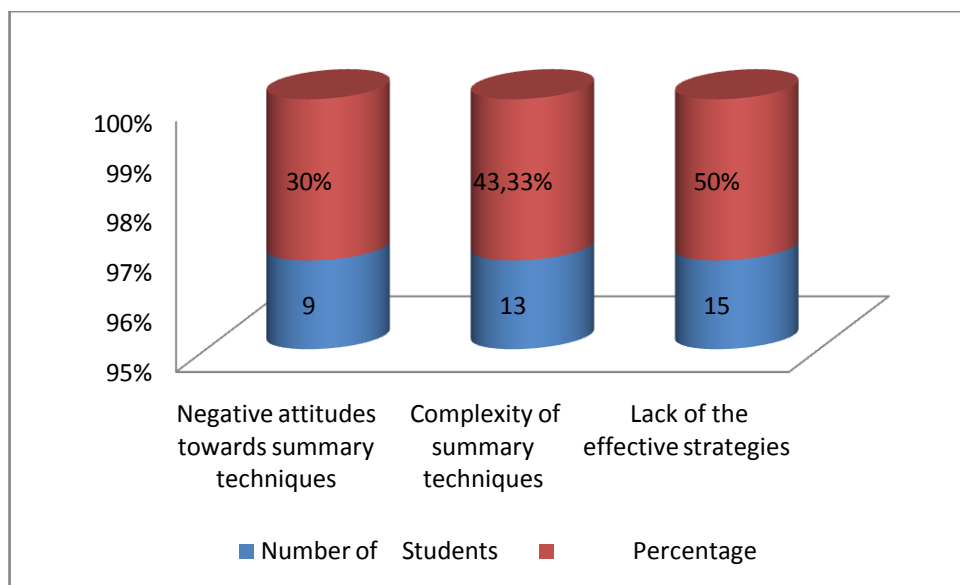
The present section is devoted to the analysis of the data collection from the students' questionnaire designed which administered to the them to clarify and insightful data about the learners writing weaknesses and their deficiencies.

**Question one** reveals that the majority of students complained about the complexity of writing process. (39%) of them said that summarizing was the most difficult writing techniques to master, (30% ) stated that criticizing is more difficult, it needs special attention, (18%) responded that they found analyzing a hard task to do . The remaining students (13%) clarified that paraphrasing is a quite difficult task to learn. The following pie- chart summarized the main results.



**Pie-chart 3.1. Third Year EFL Students' Writing Technique Difficulties**

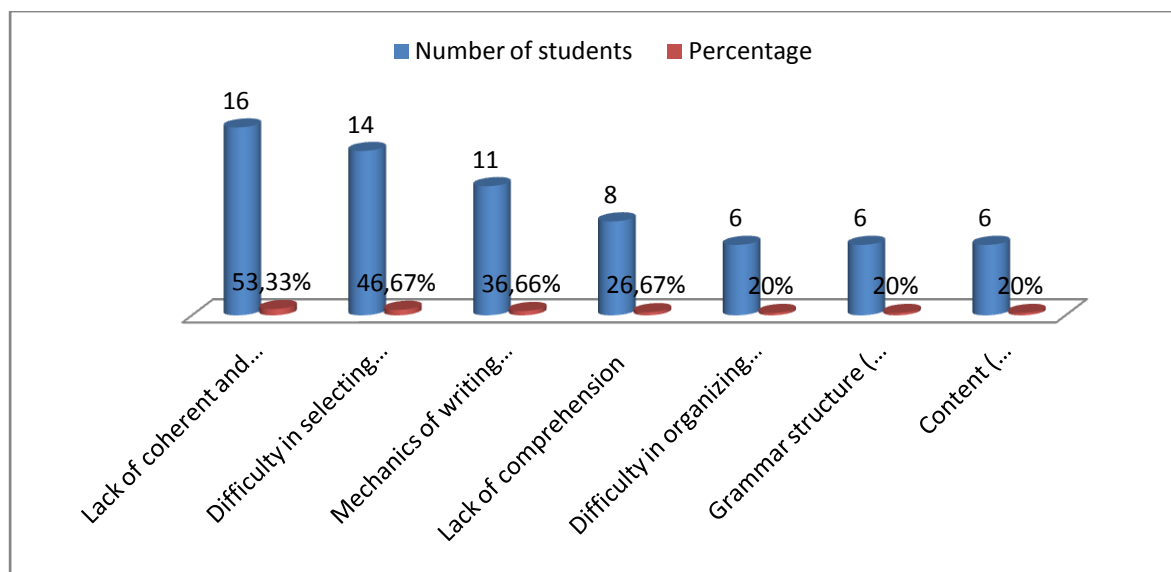
**Question two:** As far as the second question is concerned to the main causes behind learners difficulties in summarizing, the following bar-graph presents the main results:



**Bar-graph 3.4.Reasons of the EFL learners' summary difficulties**

A large number of participants (50%) argued that lack of effective strategies was considered as the first reason behind their weaknesses in summarizing. To less extent, (43.33%) reported that complexity of the summary techniques was one of the main causes for EFL learners' summary problems. On the other hand, (30%) stated that negative attitudes towards summary techniques was the main causes of EFL learners' summary difficulties. It should be noted that five students ticked more than one item according to them, among EFL students' summary problems, confusion between summarizing and paraphrasing, misunderstanding of the origin text and the lack of practical summary activities are among the reasons behind their difficulties.

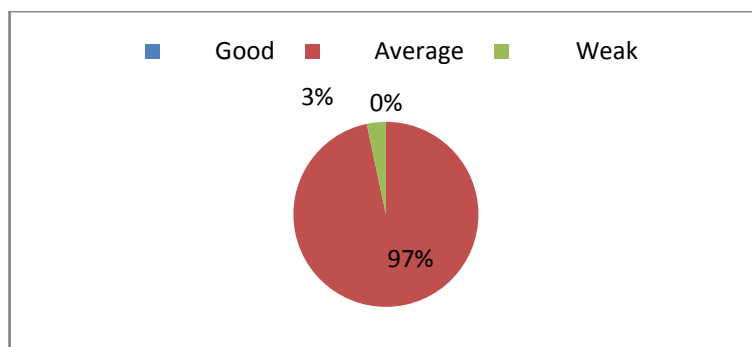
**Question three :**The obtained data revealed crucial factors that may affect the learners' written proficiency; they are indicated in the following bar- graph



**Bar- graph 3.5. Third year EFL students' problems in summarizing**

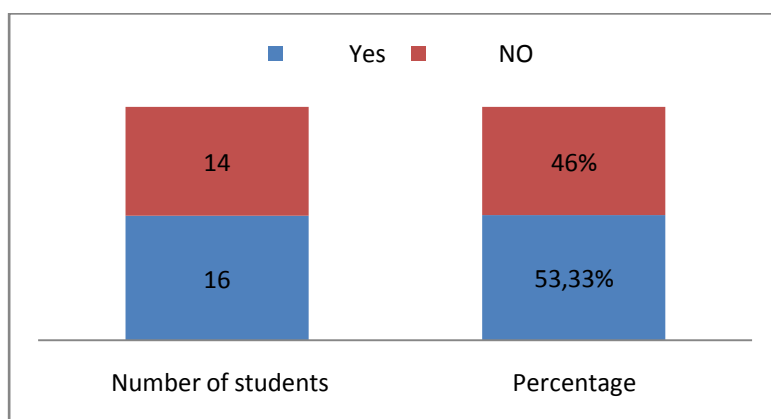
The results obtained in the above chart revealed that students encountered problems in all areas, (53.67%) reported that lack of coherent and cohesion was the first problems facing by EFL learners . ( 46.67% ) argued that the main problems in summarizing are rather due to difficulty in selecting key concepts. (36.66% ) stated that mechanics of writing were considered as the most difficult skills. ( 26.67%) confirmed that lack of comprehension is the main reasons. It should be mentioned that the remaining items( difficulty in organizing ideas, grammar structure (sentence structure, verbs pronouns) and content (relevance, clarity and logical) have been reported by only (20%) which seem to be less problematic to them.

**Question four:** According to the results obtained for question 4, the majority of the participants (96.66% ) had an average level and only one student reported that he had a weak level in summarizing performance , the following pie- chart summarizes the main results.

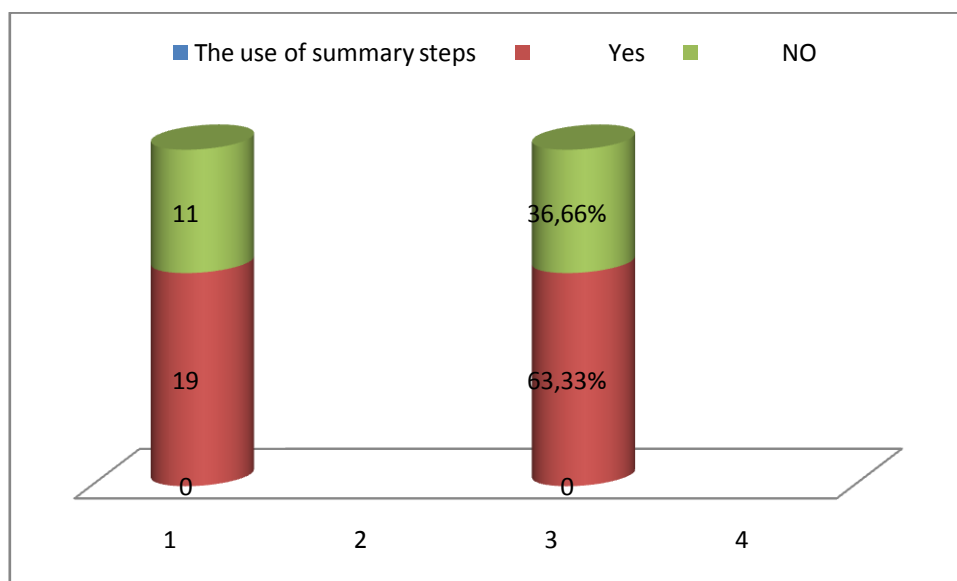


**Pie-Chart 3.2.: Third year EFL students' summary level**

**Question five:** From the results obtained , question five reveals that (53.33%) believe that was useful to use more than one draft in their summarizing performances, according to them in the first draft they copied the main ideas then in the second one they tried to summarize the text, to avoid mistakes specially spelling one. In contrast the remaining respondents( 46.66% ) states that most of the time they did not use draft when summarizing. According to them, they just understood the content of the passage as first step then generalized the prominent ideas . this will explained in the following bar-Graph.



**Bar- graph.3.6: Third year EFL students' using draft frequency**

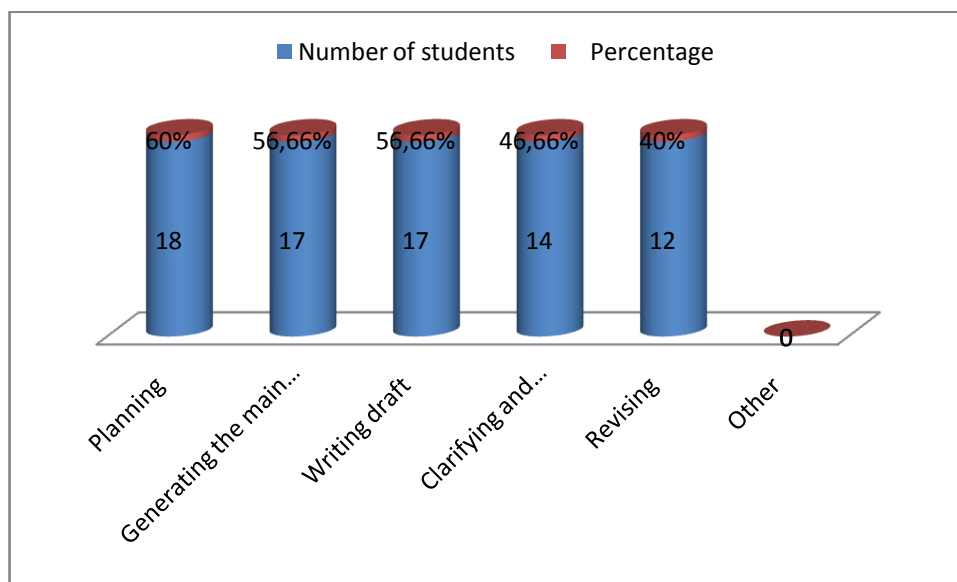
**Question six****Bar -Graph 3.7: Third year EFL students summary steps frequency**

The results of bar- graph reveals that once again the majority of the respondents (63.33%) reported that they did not follow specific steps while summarizing. The remaining respondents (36.66% ) claimed that it was useful to follow certain steps when summarizing , and they stated that it is considered as the best way to cover all the principle ideas. the following steps were proposed:

- Read the text at least two or three times carefully in order to grasp and understand what the text is about.
- Underline the key concepts and define the hardest words.
- Generate the main ideas for each paragraph.
- Writing and rewriting draft.
- Write the summary by using the personal style.
- Evaluate the final product.

**Question seven:** question seven reveals that most of students ticked more than one item, a great deal of participants (60% ) confirmed that they have used planning as strategies to produce a correct piece of writing, (56.66%) who selected generating ideas as their used strategy. (46.66%)

reported that clarifying and identifying key- concepts was necessary strategies to produce an acceptable piece of writing. The remaining students (40%) selected revising . As explained in the following bar –graph



**Bar- graph 3.8: Third year EFL students writing strategies**

### 3.4. Students' Writing Test Analysis

This section attempts to shed light on the EFL learners' summary writing difficulties, therefore, it is devoted to the analysis of the data collected from the students' writing test, it examined if students followed specific steps when summarizing. In this part, two groups were used experimental and control groups

#### 3.2.3. 1. Control Group Test Results

The qualitative analysis of control group test compositions provided evidence for existence of problematic areas for EFL students in writing, the following section discussed the main results. The researcher will use four criteria in analyzing learners' production, namely: Grammatical accuracy, spelling, punctuation, misuse of summary steps

*Grammatical accuracy*

The majority of students seemed to have serious of grammatical problems which affected the clarity of their sentences. The mistakes that were found in their papers were summarized as follow: the use of auxiliaries, the use of tense, articles, prepositions, inappropriate sentence construction. For instance

- ❖ ..... It help also to creat a space of communication between the , student and many other apportunities at least it have many advanteges ( spelling, inflection of verbs)

*Spelling*

As far as spelling is concerned, many mistakes were recorded in their summaries, as a results of students' carelessness, they did not revise their written works, for instance:

- ❖ advence of teaching (spelling)

*Punctuation and Capitalization*

Concerning the punctuation and capitalization the researcher observed that the majority of students were still found to be lacking the appropriate use of punctuation and it was neglected in most of students' summaries:

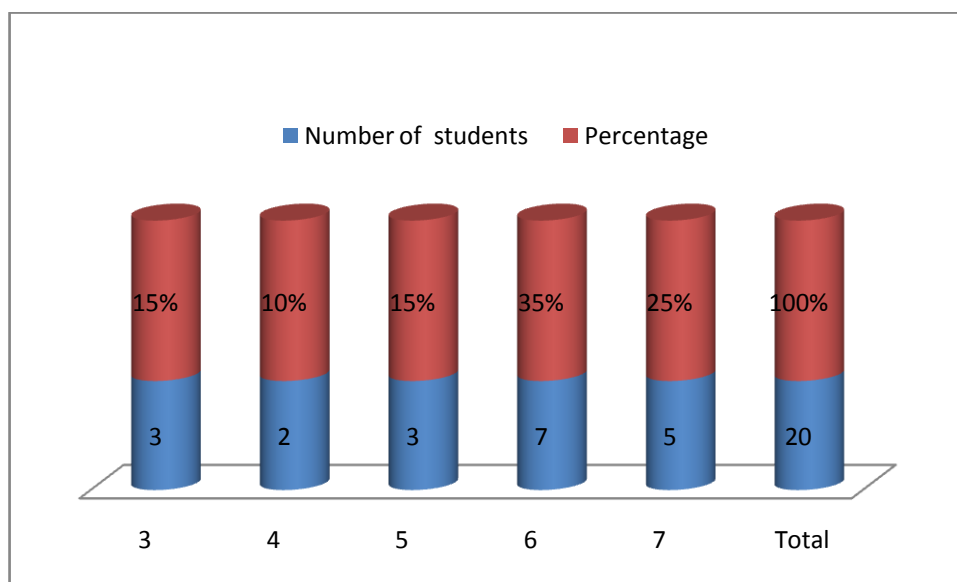
In some instances, students suffered from many obstacles when writing their paragraphs this led them most of the time to produce meaningless sentences as result of the lack of appropriate use of punctuation,

*Steps of Summary (Organization of Ideas)*

The correction of students' piece of writing revealed two problematical areas unstructured paragraphs and the relevance of the content. Concerning the adequate form of the paragraph, the researcher found that most of them did not organize their paragraphs in the correct way which reveals a misconception of

the paragraph writing techniques. Thus, the results obtained showed that the majority of students did not follow the steps of summary technique and they did not take into account the use of draft. Instead of summarizing the main ideas of the text, students tended to copy the same words of the origin text, they just selected phrases and sentences from the beginning of the text, from the middle and from the end of the text, after that they wrote it into small paragraphs.

In doing so, the researcher has noticed that there was a lack of the effective use of summarizing process which means that students seemed to be unaware of the importance of the summary steps in order to produce a comprehensible paragraph. In fact, the researcher observed that students neither read carefully the topic nor tried to use draft or plan, as result, the big rate of students did not really follow the steps of summary and were unable to summarize an acceptable piece of writing . It should be noted that only four students out of nineteen follow the steps of summary .Their marks are illustrated in the following bar- graph



**Bar- Graph 3.9. Control group test marks**



### 3. 2. 3.2. Experimental Group Test Results

After the treatment of control group test, the researcher analyzed the experimental group test composition for comparison purposes .

#### *Grammatical Accuracy*

What has been noticed at this level, a fewer mistakes in the use of articles, pronouns, auxiliaries and prepositions, however, in the students piece of writing , the researcher discovered the inappropriate of their summarizing performance may be due to the lack of useful grammatical activities

#### *Appropriateness of vocabulary*

The results achieved proved that the second group did not acquire an adequate amount of words in the foreign language and their language knowledge was not really satisfactory. Therefore, when asked to summarize a paragraph in a given topic, they would face a quite problems and difficulties in expressing themselves fluently and accurately.

#### *Spelling and punctuation*

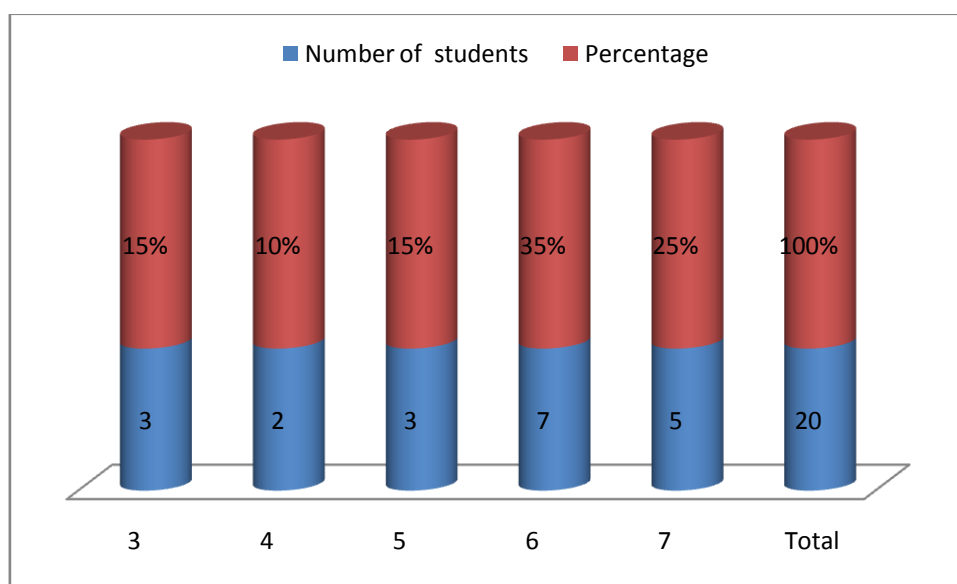
The data recorded revealed that some students were still made fewer mistakes at this level, in addition, students seemed to have learn a kind of syntactic knowledge which made their writing summary performance meaningful.

#### *Steps of Summary (Organization of Ideas)*

Concerning the organization of ideas, the researcher observed that the majority of students follow the steps of summary technique. Throughout the correction of students' papers, they seemed to be aware of how to summarize texts because most of them showed the logical order of the principle ideas also they produced somehow a comprehensible summary.

As far as the structure and the length of paragraph were concerned, the researcher has noticed that these students knew how to read and understand the text, pick the integral ideas, clarify and identify the key concepts of the text with the use draft. Most of them were familiarized with the techniques of writing. However, what has been mentioned is that some problems areas like limited repertoire of useful vocabulary, unclear style and lack of coherence and cohesion between ideas remain present in their summarizing performance.

Finally, the researcher organized the marks of the experimental group test that ranged from 3 to 7 points out of 8 in the following charts. It should be noted that the majority of students test marks proved that there was a kind of development and improvement in their performance and students started to take into consideration the important of organization of ideas.



**Bar- Chart 3. 10. Experimental group marks**

### 3.3. Interpretation of the Main Results

Through the analysis of teachers' and learner' questionnaires and students' writing test, it is easily noticeable that several problems are to a great extent responsible for learners' low achievement in summary writing

proficiency. For this reasons, the researcher has based her study on comparative analysis of both questionnaires and students' writing test. The achieved results seem, therefore, to confirm some answers to the research questions

Interesting results were achieved concerning students' summary difficulties. The data obtained reveal that students find various obstacles in summary performance and the most of their problematic areas is at the level of: difficulty to understand the summary techniques, lack of comprehension, lack of coherence and cohesion, difficulty in selecting key-concepts, mechanics of writing ( spelling, capitalization, punctuation and handwriting) and lack of learners' awareness of summary importance. The findings showed that all the participants involved in this study ( teachers and learners) reached a common ground concerning the main problems standing behind learners' in summary proficiency, which makes the researcher deduce that most students do not have basics of a good summary. Therefore, the results seem to answer the first research question .

As far as the reasons of students' summary difficulties is concerned, the results obtained proved that students' poor achievement in summary performance was effected by many causes, among them: lack of effective writing strategies, misunderstanding of summary steps, negative attitudes towards summary techniques, lack of clarity, guidance, relevance in their summaries and difficulty in generating the main ideas. According to the results obtained, these reasons were primary due to the lack of practice of summary activities which are usually developed from extensive reading and also revealed that the proposed reasons in this study may affect the students' summary proficiency. Therefore, findings seem to confirm the second research question.

As far as the third research question is concerned, both the qualitative and quantitative analysis realized through the teachers' and learners' questionnaires and the students' writing show that all the participants agree on the importance of the effective writing strategies in teaching and learning

summary techniques. They express their satisfaction with the use of various strategies that hamper learners to produce a well organize and comprehensive summaries

### **3.4. Conclusion**

The present study deals with learners' poor achievement in summary performance; therefore, this chapter is devoted to the analysis of data qualitatively and quantitatively from the teachers' and learners' questionnaires and students' writing test to explore the EFL students' summary difficulties. This analysis provides interesting insights into students' writing competences.

On the basis of the results obtained in the present chapter, the next chapter will be entirely devoted to suggestions and recommendations that promote students writing proficiency.

# **Chapter Four**

## **Suggestions and Recommendations**

4.1. Introduction

4.2. The Teachers' Role

4.3. The Learners' Role

4.4. Characteristics of Comprehensive Summary

4.5. Effective Strategies for Promoting Learners' Summary Proficiency

4.6. Conclusion

### **4.1. Introduction**

The present chapter attempts to offer directions to the EFL students to improve their awareness of the summary techniques' importance and make them master this technique. Multiple implications and suggestions will propose to both teachers and learners to overcome the learners' summary problems and alleviate their difficulties when summarizing.

Therefore, the present part will be devoted for suggesting some creative solutions to address the issues that learners face in their learning of summary writing techniques, and it deals with some recommendations regarding teachers' role, learners' role as well as useful effective writing strategies for developing EFL students summarizing proficiency level.

### **4.2. Teachers' Role**

In fact, the teacher is an important element in the whole process of teaching and learning, obviously, he is highly involved in language learning process. Therefore, some considerations such as teacher role should be highlighted. There are two important elements in teaching and learning process teacher and students which build up a meaningful and effective educational context. However, it is not easy to observe and determine if learning really takes place in class or not, thus the role of teacher is very necessary in any learning activity, he needs to acquire and master the following functions: facilitator, information gather, decision maker, motivator, counselor and so on.

Becoming successful autonomy EFL teacher is not an easy task and teaching in a confident, competent and creative manner is a challenging, thus teacher should take into consideration the evaluation of their own language practice in order to develop their learners' language competence. Little (1995:175) stated that

*Genuinely successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching exercising via*

*continuous reflection and analysis the highest possible degree of effective and cognitive control the teaching process.*

In this sense, teacher has to be able to act autonomously and, they have also to be aware that teaching writing process requires certain skills, efforts and ways of thinking. Moreover, teacher must take into consideration at least some of the initiatives that give shape and direction to the writing process and evaluate the extent to which foreign languages skills learning are achieved, in general and writing in particular.

It is obvious, to mention that the teaching of writing has been a central element and primary means of language learning process. This interest in writing as a language skill leads to the emergence of teachers responsibility. In fact, the role of teacher changes and continues to change from being an instructor to becoming constructor, facilitator, coach and creator of learning environment. Flower and Hayes (1981:299) state that :

*Writing is complex process which involves a number of cognitive and meta-cognitive activities; for instance, brainstorming, planning, outlining, organizing, drafting and revising. Cognitive aspects of writing has received a particular attention, as investigator have attempted to understand the processes underlying the composition of students.*

Besides, Turbill and Bean( 2006:35-40) propose a model of teaching writing which focuses on the role of teacher in the classroom practices in the writing context and consists four basics:

#### **Basic One: Writing is a Language Act**

*Trubill and Bean( 2006: 35) state that :”Effective writers need to understand that like talking, listening, reading and writing is also a language*

*act and therefore, draws on similar semantic ,syntactic and graph phonic knowledge” .In this sense, teacher should give their students time for talking before, during and after writing and any opportunity to make relation between reading and writing in order to make their students develop a kind of awareness that writing is form of communication. One of the prominent teachers’ role is promoting content knowledge of their writing.*

### **Basic Two: Writing is Worth Learning**

*Effective writers need to be confident writer, they need to understand that writing is life empowering and therefore worthy learning( ibid 2006: 36 ).* Which means, teacher must give their students daily writing tasks that is consideration as one of the most integral parts of writing process for students in order to make them write with more creativity. The evaluate their students’ writing proficiency explicitly through sharing and meaningful feedback.

### **Basic Three: Writers Need to Understand the Role of Audience and Purpose**

*Effective writers need to understand the roles that audience and purpose play in shaping the different types or genres of writing( ibid 2006:37).* In this line of thought, if the teachers seek to make their students master a particular genre of writing , he should use collection of books in the class for motivate learners to read and refer to. Teachers must make their students read their written work which help them discuss the purpose and intended readership for their writing before they begin writing. Also he should encourage their students to write in various types of writing.

### **Basic Four: Writers Need to Understand the Writing Process**

*Effective writers need to have an understanding of the process writing, including an understanding of why it is important to learn, to spell, punctuate and understand appropriate use of grammatical feature (ibid 2006: 39).* In this sense teacher is required to teach explicitly their students not only the surface



features of writing, but is concerned with control of the writing process. Therefore, to make students engage in this process that entails a range of various skills, teachers' instruction should take into consideration the development of spelling, editing, proofreading writing strategies.

### **4.3.Learners'Role**

Being dominated by a broadly learner- centered orientation, this approach requires learners new roles to play, learners in this approach are encouraged to become autonomous and to take part in their own learning, they are seen as an active participants in the learning process which make them take greater responsibility for their own learning process. Kenworthy (1994:2) identifies the main learners' role as follows:

*What all learners need to do is respond, but of course, it is not as simple as that, it is very important that learners have the willingness to take responsibility for their own learning*

As far as the learners' role in learning writing skill is concerned, it is very important in learning writing for students to create a positive environment for an mutual respect , in order to help them feel that they are a part of their learning process, in general and writing in particular. This latter, includes kind of stages which are planning , drafting, revising, editing and publishing, therefore, the learners should take into consideration each stage of this process to achieve a well organized piece of writing, they must appreciate with writing process which encourage them improve their thinking and change their writing styles. Charless Whitakers (1988)

On the other hand, during the students' assessment, teachers always find many grammatical mistakes , spelling ,usage, punctuation and capitalization are demons that hinder the students' ability to communicate effectively, thus ,the learners should know how to make the correct choice of

words , sentences' structure, grammar rules, in order to achieve the best clarity of meaning. Rick Allen (2003)

#### **4.4. Characteristics of Comprehensible Summary**

One of the most highly valued skills in any language learning process, is the ability to effectively summarize the basic knowledge into more concise and readable form, which means that what summarizing is .Comprehensible summaries are always valuable, because the readers will get the necessary information with less efforts and they can efficiently present the most integral knowledge. The effective summary has three characteristics Accuracy, Objectivity, Conciseness.

*Accuracy:* Readable summaries should provide a clear and precise picture of the source and make the readers get the information they need as efficiently as possible.

*Objectivity:* In order to write comprehensible summaries the learners should assume a full responsibility to keep the original authors' point view, as a rule avoid any comment and modifies that change the essential meaning .

*Conciseness:* The learners should make his summary as highly condensed version of the source document, the more concise the more summary is better and readable.

#### **4.5. Effective Strategies for Promoting Learners' Summarizing**

##### **Performance**

Learning strategies can be defined as a kind of techniques and rules that learners use to develop their language competences and make their learning more easier, faster, affective and transferable to a new situation( Oxford 1999). Using the right strategy at the right time and place may help students learn the language better and they will be able to comprehend, memorize the useful information. According to Weinstien and Mayer (1986:315), learning strategies

can be considered as : “Behaviors and thought that learner engages in during learning(.....)intended to influence the learners encoding process”.When writing, students should use a number of strategies. Tomkins (2004:2) has proposed five strategies or stages during the writing process:

- *Pre-writing stage* : It is planning stage of writing, it is considered as the most strategy where students generate the main ideas and determine the most appropriate purpose of their writing.
- *Drafting stage*: In this stage ,students primarily try to create a kind of content which is related to the topic.
- *Revising stage*: This stage consists of the students’ review of the written draft and they evaluate their works in order to make changes if necessary in both the form and content.
- *Editing stage*: From the first stage until this stage ,students’ focus on the content and writing mechanics rules that should be taken into consideration.
- *Publishing stage*: In the last stage students share the final product to the intended audience, sharing what has been written is a good way for students to recognize their writing as much as possible.

Finally, it is very important for students to learn the process of writing skill, because the more students learn how to use the writing process efficiently, the more they enhance their writing capacities.

#### **4.6. Conclusion**

The concluding chapter seeks to provide some recommendation and suggestions regarding the role of teachers and the role of learners in the writing process.

Attention has been paid to the effective strategies and stages which promote students’ summary proficiency. This chapter also presented the main characteristics of comprehensible summaries and also intended to help students get some useful techniques in their summarizing performance.

## **General Conclusion**

The present research work aims to diagnose the status of the summary techniques in the writing process and to identify the third year EFL students' summary difficulties, also to find out the reasons behind these difficulties, this study attempts to help students overcome their summary weaknesses and propose an effective strategies which promote their summarizing proficiency, it hopefully seeks to make summarizing enjoyable practice for EFL students.

This research work is based on the investigation of the writing skill and its techniques, the first chapter spoke about the definition of writing as language skill and its importance in the language teaching and also reported the historical background of this productive skill, the next chapter presented the situation of teaching writing skill in the Algerian educational system and described the implementation of the LMD system in the Algerian universities, concerning the research method and design were fully explained in this chapter. The third chapter devoted to the data analysis and interpretation of the main results. The researcher analyzed the data from the research instruments namely students' writing test , teachers' and students' questionnaires

On the basis of the findings achieved, the last chapter proposed some recommendations and suggestions that hamper learners to develop their summary writing performance, these suggestions will focus on the teachers' and learners' role; in the same time the characteristics of readable summaries .

The findings emerging from this investigation, presents interesting insights into the EFL learners' summary proficiency, and enable the researcher to draw the following conclusion with regard to her three research question.

The qualitative and quantitative analysis of the students' written assignment, teachers' and students' questionnaires proves that the majority of the third year EFL students' summary performance ranged between average and weak, these students suffer from real difficulties in the terms of the unstructured paragraphs and irrelevant content ( lack of clarity) and the most frequent difficulties is at the level of :

- Lack of coherence, cohesion techniques and comprehension which means that they do not have qualities of a good summary, because they considered summary as complex writing techniques.
- Writing mechanics( spelling, punctuation and capitalization), inaccurate grammar( misuse of pronouns, sentences structure)
- Text organization, in other words, they do not follow the summary steps

To conclude, students' summary difficulties lie in syntactic, lexical and linguistic knowledge. These answers provided by participants may answer the first research question.

The results obtained revealed, that among the main reasons standing behind the third year EFL learners' low achievement in summary performance are :

- misunderstanding of summary steps
- lack of effective writing strategies.
- lack of clarity, guidance and key concepts
- negative attitudes towards the summary techniques

Therefore, the results achieved from the research tools seem to be confirmed the second research question .

## General Conclusion

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The findings proved that most of participants insist on the use of certain effective strategies to produce a well organized and comprehensible piece of writing, in general, and in order to promote their summarizing performance, in particular. Thus to achieve a comprehensible summaries, the focus is needed at the level of identifying the key concepts, making a plan, generating the main ideas, writing draft and rewriting draft and revising the final product. Therefore, this research work aims to make teacher raises the learners' summary techniques importance and explains both language criteria fluency and accuracy

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# Appendixes

# **Appendix A**

## Teachers' Questionnaire

I am presently conducting a research on EFL learners' summary writing performance. I would be grateful if you could complete the following questionnaire by putting a tick (✓) on the appropriate box and give a full answer when necessary. Thanks for your cooperation.

Rubric 1 : Degree Held

Qualification : License       Magister       Doctorate

Profile 2 :

1) For how many years have been teaching written expression ?

.....

2) What are the objectives intended when teaching writing skill?

.....

.....

.....

.....

3) What are the sequential steps do you often undertake for teaching summary techniques ?

.....

.....

.....

.....

.....

Profile 3 :

4) How do you assess your learners' level in summarizing performance ?

-Good       -Average       -Weak

5) What are the main problems standing behind learners' weaknesses in their summary writing skill ?

-Difficulty of summary technique itself



- Lack of comprehension

-Lack of the learners awareness

-Lack of coherent and cohesion

If others please specify

.....  
.....

According to you ,what are the main reasons behind learners summary difficulties?

- Negative attitudes towards summary techniques

-Lack of self-confidence

- Misunderstanding of summary steps

-Suffering from one of the following symptoms

- lack of conceptual

-clarity

-guidance

Profile 4:

6) Do you teach your learners specific strategies to enhance and develop their summary techniques ?

Yes

No

If yes, Which strategies do you use with your learners ?

-Brainstorming

- Writing and rewriting draft

-Generating idea

-Revising

-Planning

-Evaluating the final product

If others please specify

.....  
.....

7) How do you help your learners overcome their summary problems ?.....

.....  
..... Thanks for your cooperation

## **Appendix B**

## Students' Questionnaire

This study attempts to shed light the EFL learners' summary writing difficulties. Therefore, you are kindly asked to answer the following questions by putting a tick (√) on the appropriate box and expressing your comments when necessary.

Rubric1 : Profile

Age :

Sex : Male

Female

Rubric2 :

1) Which writing techniques do you find more difficult to acquire ?

- Paraphrasing
- Analysing
- Summarizing
- Criticizing

2) What are the main causes behind your difficulties in summary writing performance ?

- Negative attitudes towards summary techniques
- Complexity of summary techniques
- Lack of the effective strategies

If there is other causes please mention them.....

.....  
.....  
.....

3) What are the real problems standing behind your weaknesses in summarizing tasks ?

- Lack of comprehension
- Lack of coherent and cohesion
- Difficulty in selecting key concepts
- Difficulty in organizing ideas
- Grammar structure (sentence structure, verbs, pronouns)

- Content ( relevance, clarity, logical )

- Mechanics of writing ( spelling, punctuation, handwriting)

If others please specify.....  
.....  
.....  
.....

Rubric 3 :

4) How do you assess your level in summarizing performance ?

- Good  - Average  -Weak

5) Do you always use more than one draft when summarizing tasks ?

Yes  No

Why ?.. ..... Why ?.....

.....  
.....

6) Do you always follow specific steps when you are summarizing ?

Yes  No

If yes specify these steps .....

.....

Rubric 4 :

7) What are the strategies and techniques that hamper learners to produce a correct piece of writing ?

-Clarifying and identifying key words  -Generating ideas

-Planning  -Writing draft  -Revising

If others please specify .....

.....  
.....

# Appendix C

## Students' Test

This study attempts to shed light the EFL learners' summary writing difficulties. Therefore, you are kindly asked to summarize the following text:

Technology has become inseparable part of today's world , this is also true with the field of Foreign Language instruction . The idea of incorporating computer technology in EFL classroom has always been the focal point of many discussions and debates for a very long period of time ,the integration of computer into the domain of Foreign Language Education began during 1950s' and it was not widespread practice. However, with the emergence of first generation of personal computers in the 1980s' , the use of computer in education in general and in EFL classrooms in particularly was accelerated , this use proved that computer has positive results in teaching and learning process , it makes Foreign Language learning more creative ,innovative , dynamic, interactive, the use of computer also offers others opportunities of communication between class members , shifts the learning environment from the traditional teacher – centered towards the learner- centered approach and has many advantages for developing the learners' language skill.

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