

**THE TOPIC OF INITIATIVE:****TEACHING SUMMARY WRITING FOR 11TH-GRADE STUDENTS IN  
TRUNG VAN HIGH SCHOOL**

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## **PART I - INTRODUCTION**

### **1. Rationale of the study**

The schoolers' capability to summarize writing is one of the important skills that are supported for the other skills, especially reading and speaking. First and foremost, good summary writing skill is closely related to reading comprehension since according to Kim and Keck (quoted by Cho, 2012) stated that summary writing can improve and develop students' grasp of reading passages. Similarly, other scholars like Baleghizadeh and Babapur (quoted by Cho, 2012) also affirmed that there are huge effects of summarization on EFL learners' reading comprehension.

The other reason is that summary writing has been chosen as one of writing task in the exam for excellent students as well as the exams for necessary certificates with equivalent scoring weight to description of different types of charts, essay writing and so on, henceforth, the desire to be able to compete well in the contest means a higher demand for mastering the skill.

Next, the ability to draw key concepts and summarise a text, if not, various texts, is so vital to university students due to the fact that they are required to complete a great amount of reading for producing a relatively shorter speech or paper. Moreover, after finishing the classes, for instance, getting started, reading and communication and culture, students themselves can give a synopsis succinctly to conclude the lesson and give brief presentation for project lesson. Therefore, the skill is academically important.

In fact, teaching summary of writing is insignificantly paid much less attention from high-school teachers, leading to the students' indifference compared to chart description or essay writing for this kind of writing is not currently included in such a popular standardised test as IELTS. After finishing a lesson, teachers and students sometimes do not have enough time or habits to summarize the contents learnt. Teachers of summary writing, to some extent, cope certain difficulties like unmotivated students, lack of experience and teaching materials, not to mention the challenges of reading texts and writing a good summary entirely in a foreign language.

Nevertheless, the overriding need of mastering summary writing skill means a growing demand for English-as-a-foreign-language (EFL) teachers to design an appropriate curriculum and effective lessons that incorporate it. The study will cover my thorough research into previous studies on how to summarize for succinct writing.

## **2. Research purposes**

The study aims to provide teachers of English three major segments: the first part comprises of a detailed analysis of summary writing and good summarizers' strategies, the second aims to identify of students' problems based on actual written experience in factual situations; the third one involves important teaching implications when conducting summary writing classes. An enclosed appendix section is included, for example, detailed exercises, sample answers and step-by-step strategies as referencing material. With kinds of applicably scientific research as well as tips or strategies in teaching summary of writing to scientific research in excellent 11<sup>th</sup>-graded students as well as experiencing some certain lessons of textbook in Trung Van high schools in order to enhance the quality and ability of summarizing the contents of lessons to meet the increasing demands of society such as giving speeches, presentations. The researcher presented the theory and specific ways of fostering English speaking skills and creating the certain motivator for learning process and develop pedagogical capacity of the researcher 's English.

During the research process, the following steps are performed:

- ✓ Mastering definition of summary writing and issues concerned.
- ✓ Study how to identify summarization problems.
- ✓ Applying some significant pedagogical implications.

## **3. Research Methods and scope participants of the study**

The researcher revisits the literature review on documents regarding to the overview of summary writing and issues concerned to make clear positive impacts for excellent students reading in the exams as well as in the ESL learning process. So as to indicate the applicability and effectiveness of forging students' English summarization skills through summary writing, the researcher also conduct the investigation and application for a certain groups of the good students participating in the revising classes for major-English exams or certificates from the beginning of schoolyear. Besides, implementing

experimental methods on the application of research, such as noting the teaching experience through observation or controlling of students in the learning process to see clearer sight of improvement after applying the implications of the initiative. The scope participants of the study, hence, are the good students chosen to participate in the revising classes for district-level and city-level or national exams.

#### **4. Overview of the surveyed data before implementing the initiative**

The summary writing is normally a task in the exam for good students is understandably different from summary tasks among EFL learners. To make clear an effective teaching approach to summary writing, the task and learners are clearly understood.

The summary writing task is characterised by strict time and word constraint, its level of reading difficulty and requirement for academic writing style. The reading text consists of up to five paragraphs, with challenging vocabulary and complicated academic style. The text is generally described as exposition rather than narration, with common topics for high schoolers being explored in greater depth from novel perspectives. It isn assessed by two broad categories: 10 points for the content and 5 points for lexical resource and accuracy, teachers can rely on the two categories for creating their own evaluation criteria.

The learners in this research context mainly focus on the good 11<sup>th</sup>-grade students who are short-listed for the certain exams. Their English level can be described as approximately *upper-intermediate*, for instance, excellent in terms of grammatical rules, reading comprehension ability, and they are able to adopt several reading tactics such as: locating the main idea, locating the key words, guessing the meaning of the word in context, etc. They can read very quickly, sometimes so quickly that misinterpretation occurs

Here is the questionnaire surveyed for collecting the necessary information from 40 participants of majored 11<sup>th</sup>-grade class.

Questionnaire No 1

Questionnaire	Options		
	Yes	No	any other answer
1. Do you have trouble in remembering the main content of a text after reading?			
2. Have you learned skill of summary writing at classes?			
3. Have you learned summary writing yourself ?			
4. Do you think that summary writing helps students to remember the lesson better?			
5. Is summary writing important for learners?			
6. Have you taken exercise to summarize the text ? ?			

The results of questionnaire No 1

Questionnaire	Results / number of students		
	Yes	No	any other answer
1. Do you have trouble in remembering the main content of a text after reading?	40/40	0/40	
2. Have you learned skill of summary writing at classes?	20/40	20/40	
3. Have you learned summary writing yourself ?	0/40	40/40	
4. Do you think that summary writing helps students to remember the lesson better?	14/40	26/40	
5. Is summary writing important for learners?	5/40	35/40	
6. Have you taken exercise to summarize the text ? ?	0/40	40/40	

It is clear that the summary writing is normally difficult and unfamiliar task for all students from the table above. Also, this skill is paid little attention to in the classes by both schoolers and teachers.

### **5. Structure of the experience initiative**

The topic consists of 3 parts:

- The Part one: Introduction

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- The part two: Development

The second part consists of four chapters:

- I. Summary writing
- II. Summarization problems
- III. How to teach summary writing
- IV. Teaching implications

- The part three: Conclusion and recommendations

## **PART II - DEVELOPMENT**

*It can be noticeable that teaching summary writing is a very demanding job and there are discernible challenges for teachers to overcome. Teachers need careful preparation in terms of both knowledge of the task and instruction methodology as well as reasonable techniques to achieve success . Summary writing 's definition, summerization problems as well as procedures of teaching summary writing implications are mentioned as below.*

### **I. Summary writing**

#### **1. Definition of summary writing**

A summary writing is a shorter description of a longer work, covering all of the highlights but not many of the details. Generally summary writing can be defined in different ways using different words. It's used for an overview so that people can get main idea of the longer work entails

According to Cho 's quotes of Langan's statement (2012, p.10), "a summary is the reduction of a large amount of information to its most important points". In particular, Friend (quoted by Cho, 2012) relates a summary to "the process of determining what content in a passage is most important and transforming it into a succinct statement in one's own words". Another formal definition of summary writing is "a brief statement that represents the condensation of information accessible to a subject and reflects the gist of the discourse" as Hidi and Anderson stated (quoted by Cho, 2012). However

vaviously the wording is defined, a successful summary should be a brief version of the original text, and it should cover the most important points which should not be altered (Kim, quoted by Cho, 2012).

## **2. Characteristics of a good summary**

The qualities such as objectivity, completeness and balance suggested by Reid (1998) are paid much attention to obtain when conducting summarization:

Objectivity: The summary does not include any opinions or judgments (i.e., whether the article was good, bad or interesting) about what is written in the original material.

Completeness: The summary writing contains the main idea due to the certain assignments discussed in the article. The details are fully supported to give a complete idea of what the text is about.

Balance: It is necessary to balance the main idea as well as the supporting idea which results in an accurate summary.

Additionally, maintaining good paragraph structure is included the topic sentence, supporting sentence and concluding sentence

## **3. The rules in the process of summarization**

According to Kintsch and Van Dijk (quoted by Cho, 2012), three fundamental rules proposed are comprised of “*deletion, generalization and construction*”. Brown et al. (1983) suggest these process rules for summarization: *deletion of trivial and redundant information, substitution of lists, and selecting or inventing a topic sentence for each paragraph*. The study mentions these four process rules as a useful material for deeper analysis and as a basis for summarization

### *1. Deletion*

First and foremost, The study emphasizes the deletion of insignificant or trivial details and redundant information from the summary (Brown et al., 1983). In fact, even children have the ability to adopt some sorts of deletion rules at a young age when given materials suitable to their age. The study by Brown et al. (1983) suggests that

these deletion rules, a part of existing strategy preferred by the younger summarizers can be related to “*copy-delete strategy*” (Brown, quoted by Cho, 2012) as “fifth and seventh grade and junior students summarize texts primarily by deleting, or copying near verbatim the words actually present in the text”. Another study by Day (1986) points out that participants in her research performed very well in terms of deletion rules. At some extent, deletion is often considered a challenging operation regarding to its complexity.

### *2. Superordination*

To elaborate, this rule involves “the substitution of a superordinate term or event for a list of items or actions” (Brown et al., 1983); for instance, a list consisting of *projectors, black board, chairs and desks, cassette player, air conditioner*, can be referred to the term *classroom facilities*. However, this strategy compared to the deletion rules above varies, superordination seems to be suitable with the copy-delete strategy depending on these academics’ ideas, in that a superordinate is added, a list being omitted.

Related to the constrained summaries or required word limit, the superordination rule is found to be more efficiently adopted. Also, the results of study by Brown et al. (1983)’s show that the using the superordinate terms frequently and efficiently is proportional to the ability level of summarizers in unconstrained summaries.

### *3. Selection*

In terms of selection factor, Brown et al. (1983) claim that instead of following the sequential text units seriously, the students must be able to recognize the characteristic features to select the main ideas of the topic sentences. In other words, the topic sentence must be selected first as a scaffolding of the summary writing prior to other supporting details without mentioning its sequential order in the text.

However, there is a decrease in use of the rule of selection because of a greater constraint on the number of words in the summary. Brown et al. (1983) assert that mature summarizers (say, college students), under time pressure, are more likely to combine different paragraphs and use quite a limited number of words to present the



the summary writing. For high school students, this high-level combination technique is only adopted when the summary task consists of a lengthy text or the text itself consists of more than four paragraphs.

#### *4. Invention*

The invention rule is applied when there is no topic sentence found within the paragraph. Brown et al. (1983) state that this rule is considered more difficult than the other two in that it diverges most significantly from the copy-delete scheme. The summarization process now becomes more complicated as students must add something new which should accurately reflect the implicit meaning of the paragraph other than relying on discourses already made available to them. This strategy is deemed a critical component of efficient summarization, and adopted with adeptness by experts rather than new learners.

There is, however, an interesting point to note regarding the combining-paragraph rule as mentioned above. It is a mixture of selection of main ideas in two (or more than two) different paragraphs and invention of one unified topic sentence for the paragraphs. In fact, this process is frequently found in experts' summaries while high school students adopt this operation on rare occasions (Brown et al., 1983).

## **II. Summarization problems**

*It can be seen clearly that many students whose abilities construct a summary writing, especially expository text may not master summarization until their college years owing to the fact that it is equally metacognitive process. There are these two issues mentioned below are processing the text and writing problems.*

### 1. Processing the text

Summarizers undergo a cognitive process with four fundamental operations: *deletion, superordination, selection and invention*. Students in this research context generally have few problems with superordination while selection and invention of topic sentences are their major issues. Though deletion of trivial or redundant details is considered less challenging according to several researchers, students' inability to

adopt the rule persists. More seriously, there are occasions when students skip an important idea, leading to an incomplete and unbalanced summary. All of these problems are characterised by several textual features according to Hidi and Anderson (quoted in Kirkland and Saunders, 1991).

a. Familiarity: “Degree to which the information or genre is related to individual schemata”. According to Taylor (1986), students often have more problems finding the main ideas in expository texts than narratives. Furthermore, Nunan (1991) concludes that the schemata play a significant role in second and foreign language learning. In his study (1985), it has been proved that background knowledge was a more significant factor than grammatical complexity in determining the subjects’ comprehension of textual relationships.

b. Complexity: which is determined by two major features as follow:

- *Information density* (frequency/nature of vocabulary and extent of explanation; complexity of concepts, complexity of sentence structure). Walter (2016) emphasizes the challenges brought by vocabulary.

- *Clarity/readability* which is “determined by writing style or ability, such as vague organization, poor ability to clarify points, or obscure style”. Although students are familiar with most of the vocabulary in the text, the vague and abstract writing style can make it extremely difficult to identify main ideas.

## 2. Writing problems

It is notable that writing a good summary involves complex operations concerned with text comprehension and writing skills. Even for the most proficient EFL readers, transforming what they have understood into written words can be challenging. In this part, some major summary writing problems are highlighted related to the inappropriate word choice and lack of coherence. However, the students considered as upper intermediate to advanced EFL users less frequently encounter grammatical errors or punctuation inappropriacies as writing problems.

Normally, students make a great effort to use “impressive” vocabulary but lack a deep understanding of its usage leading to inappropriate word choice as this example:

*[Original]*

Latin was the language spoken in the Roman Empire, which included the Mediterranean and parts of Europe. Latin became so widespread that the languages of many modern European countries are based on the Latin language.

*[Summarized and paraphrased version]*

Latin, which was utilized in Roman Empire, addressed the growing prevalence in a myriad of European nations.

We can identify several problems in word use from this example. Firstly, *utilize* means “to use something, especially for a particular purpose”; therefore utilize does not properly collocate with *language*. Likewise, *address* does not collocate with *prevalence* while *a myriad of* is defined as *extremely large number*, which appears to unnecessarily intensify the original word *many*. However, *languages in a lot of modern European nations originate from Latin* was missing from the paraphrased version.

Also, lack of coherence is mentioned in this summary (please refer to Appendix A for the original text).

The passage elaborates on different theories of the purposes of yawning. The first one is that it helps wake up our exhausting brains; however, this was proved inaccurate by Robert Provine. His experiment showed no obvious difference in the rate of yawning among people breathing 3 mixtures of air with different levels of oxygen and carbon dioxide. Another role of yawning is supposed to be refreshment by supplying an extra amount of blood for the brain. An experiment conducted by Ronald Baenninger in which subjects wore bands to track their movement and times of yawning proved it to be right. Finally, there are plenty of examples from everyday life indicating that yawning is a preparation for important tasks. Nevertheless, the reason for yawning before bedtime is still unknown.

The example above shows that connectors have been underlined in the passage. A good introductory sentence starts the summary, stating the topic of the text: *different theories on the purposes of yawning*. The first theory is introduced using the marker

*the first one*, which is fine. The next marker *another role* instead of *another theory* costs the summary marks for coherence. The marker *finally*, should have served to introduce another theory; however, *examples from everyday life* is, indeed, not another theory. Actually, it is simply examples from daily life that support Ronald Baenninger's findings. The last marker, *nevertheless*, tries to present another idea but it is not related to the introductory sentence. In this case, students should have written *the passage also suggests that [...]*.

### III. How to teach summary writing

#### 1. Investigation of organizational forms of teaching in class

First of all, when teaching classes in the 11<sup>th</sup>- grade curriculum of the current textbook such as *Getting started*, *reading and Communication and culture* about the different topics, teachers can practise integrating with skill of summary writing for students. So they summarize the contents succinctly to conclude the lesson with an aim of remembering the class better. Moreover, after using some techniques of summary writing to give a brief presentation or conclusion, the summarizers can help the other schoolers understand the lesson in systematic way in spite of its complex contents. Some techniques of teaching the summary are simple S W B S T steps as follow

S	SOMEBODY	Who are main characters in the passage ?
W	WANTED	What the author /writer or main character want to focus ?
B	BUT	The problems the main character face ?
S	SO	How to solve the problems ?
T	THEN	What is conclusion?

Summarization method like S W B S T steps are suitable for the stories to tell the most important parts in your own words. In addition, summarizing text can follow five steps below

1. Scan and take note of the content and understand what the story is about
2. Highlight ONLY main points and main characters
3. Note the main points when/where/ who/ what
4. Check the summary against the original material
5. Edit for the errors

Sometimes, usage of these five steps integrates with the answers after reading the conversation or comprehension passage to summarize the content of the lesson sufficiently, considering the example of *unit 6 global warming, lesson- Getting started*

with 249 words about topic in the conversation, the summary only consists of 64 words as below:

*The presentation about global warming includes three parts that namely the causes, the effects and the solutions. Greenhouse gas from factories and vehicles, use of chemical fertilizers and deforestation. Climate change allows infectious diseases to spread more easily, contributes to heat related illness and death, has severe impacts on water supplies, threatens food production and upset ecological balance. They should change their daily habits.*

In addition, each of my summary writing courses begins with highlighting key principles which are formed based on successful summarizers' strategies. Here are some of the principles in our summary writing process to be introduced:

1. Firstly reading carefully is of utmost importance. Any misinterpretation stems from careless reading.
2. Writing a summary is a complex process, and it is more than substituting words.
3. The summary should be fair, balanced, accurate and complete. Be loyal to the original material.

Apparently, many may argue that reading comprehension should be supported from summary writing. Since the sufficient comprehension of the text is closely linked with the summarization success

## **2. Process of summarization**

Students should master the entire texts to identify the topic sentences or supporting sentences and teachers always model how the rules are adopted before training them to work on their own from guided practice to independent practice. Students are constantly reminded to mark the text as they read to ensure that they are adopting critical cognitive operations for summarization.

### **Marking rules**

- *Circle* the deleted items, *write in* the superordinate term.
- *Underline* topic sentences and/or key words.

- *Write in* a topic sentence where necessary.
- *Use brackets* to divide a long paragraph into sections.

### Examples of rule adoption

*Example 1* [Original]

In a study of 660 volunteers by the Yale University psychologist Dr. Becca Levy found that thinking positively adds an average of seven years to your life. Other American research claims to have identified a physical mechanism behind this. A Harvard Medical School study of 670 men found that the optimists have significantly better lung function. The lead author, Dr. Rosalind Wright, believes that attitude somehow strengthens the immune system. "Preliminary studies on heart patients suggest that, by changing a person's outlook, you can improve their mortality risk," she says.

*(Extracted from the reading **Optimism and health**, ieltstraining.com)*

[Text with marking techniques]

[ In a study of ~~660~~ volunteers by the Yale University ~~psychologist~~ Dr. ~~Becca~~ Levy found that thinking positively adds an average of seven years to your life.] [ Other American research claims to have identified a physical mechanism behind this. A Harvard Medical School study ~~of 670 men~~ found that the optimists have significantly better lung function.] [ ~~The lead author,~~ Dr. ~~Rosalind Wright,~~ believes that attitude somehow strengthens the immune system. "Preliminary studies on heart patients suggest that, by changing a person's outlook, you can improve their mortality risk," she says

[Summary]

A study group from Yale University had discovered that optimism can stretch one's life length by seven years. And another group from Harvard thinks they have found the biological basis - optimists have better lung function because an optimist outlook boosts one's immune system. The study on heart patients was cited as evidence in support of this claim.

Summarization rules are *carefully competent before the subsequent writing job is mainly concerned with planning, paraphrasing, ensuring coherence, discussing and feedback, drafting and revision.*

*a. Planning the summary*

Teachers of summary writing should always stress the importance of planning the summary before having students actually write it. The main reason for this is that the test condition is time-constrained and the number of words is always limited. In fact, many students, regardless of advanced levels, write the summary in a spontaneous way as if they are making an oral report. Proper planning helps students to write a more concise summary and to avoid wasting time or exceeding word limit.

I would never recommend providing a ready-made template for students (though this also seems impractical because the texts and their structures are quite diversified in nature); however, training an effective planning strategy, which I consider a formula for success, is beneficial. The formula starts with the number of sentences needed. For example, for a 120-word summary, 6 sentences is enough. The first sentence of the summary is always dedicated to expressing the main topic of the text. The remaining sentences cover the main points in the text following the rules: *(i)* the number of main points might correspond with the number of paragraphs, and *(ii)* each main point consumes one or maximum two sentences. Students may write their plan in the draft paper or formulate what they may write for each sentence by marking on their notes carefully.

A sample plan for a 120-word-limit summary of the second reading in section 3.6.1 is presented here below. Each numbered idea represents its corresponding sentence.

1. Main topic: manipulations in advertising
2. 1<sup>st</sup> manipulation: linguistic ruins
3. 2<sup>nd</sup> : more sophisticated, i.e., developing a product that matched labels
4. 3<sup>rd</sup> : lack of truth, no strict regulations
5. A new challenge: confusion in multicultural society.

6. Sales soared no matter what.

A sample summary answer will be found in Appendix A.

*b. Paraphrasing*

Paraphrasing is perhaps one of the most important writing technique that students need to master for effective summaries. The technique is usually practised a lot in essay writing; still, it needs to be strengthened on a regular basis in summary writing.

Several paraphrasing techniques are briefly listed below:

1. Use different vocabulary with the same meaning.
2. Use different forms of the words.
3. Change active sentences to passive sentences or vice versa.
4. Change complex sentences into simple sentences and vice versa.
5. Join up short sentences or divide up long sentences.

More importantly, teachers of summary writing should highlight these critical points for students:

1. If the word in the original is technical, keep it as it is.
2. If the word in the original is strange in meaning, try to guess its meaning. Keep it as it is if no accurate meaning can be figured out.
3. Do not substitute words carelessly. The words in the summary should be equivalent in terms of meaning and its intensity compared to those in the original. For example, “cripple” and “damage” both refer to “harm” but they are different regarding their intensity. Keep the summary fair and objective.
4. The paraphrased sentences should be concise, and generally, shorter than their original versions.

Teachers should make sure that students can control their “creativity” in using words and inventing new phrases. For summary writing, I tend towards *a safe paraphrasing approach*; that is to use common words appropriate to academic settings and clear sentence structure instead of “big, old-fashioned, extremely unfamiliar” words and



complicated structure that would even cause greater incomprehensibility of the summary than that of the text.

*c. Keeping the summary unified and coherent*

There is a likelihood that summarizers, who are consumed with selecting main ideas, rephrasing sentences, etc., neglect the coherence of the summary by putting together fragmented ideas. Teachers should help students monitor this by establishing a clear structure of the summary during the planning stage. Connecting devices can be effective tools for linking sentences together.

d. Discussion and feedback

*Feedback guidelines*

Before starting discussion and feedback session, teachers should draw students' attention to a feedback form consisting of evaluation criteria. Similar to evaluation criteria in IELTS writing task 2, those in summary writing should be as detailed as possible. Teachers should explain each criterion to students and the requirement they should meet for satisfactory performance.

One of the critical remark for teachers is that they should never check or have students check all the criteria at the same time. Instead, they should break the criteria down into different categories, i.e. *content, the use of vocabulary, grammar and punctuation, and coherence*, and highlight each of them one at a time. In this way, teachers and students themselves can be aware of their greatest strength and most problematic area for improvement, and focus their efforts on those weaknesses.

*Class discussion*

Although writing is often considered an individual task, students can greatly benefit from more interactional activities such as class discussion.

During this discussion session, several students' summaries are shown on board or on the projectors, or copied for distribution. Certainly, students are given feedback guideline beforehand. The whole class read the peer's summary carefully and compare

to the original and their own summaries silently. Then, they can question the writer for clarification and suggest solutions to inappropriate responses based on the guideline. By negotiating for ideas, student undergo another cognitive process that helps them to re-build and monitor their own thoughts, thereby, resolving problems on their own.

Teachers, at this stage, act as facilitators who regulate and feedback on the discussion. Indeed, teachers benefit from this kind of conferencing, too. They are able to find out the reasoning behind students' writing, and as a result, they can investigate deeper on the problems that cause summarization breakdown. This leads to further instruction activity that is tailored to students' needs.

### *Teacher's feedback and peer feedback*

Teachers' direct feedback is important just as teachers' direct instruction. Some teachers rely on peer feedback or class discussion as a means of providing feedback; however all of these activities can be time-consuming and meaningless without teachers' invention.

In my summary writing class, class discussion may come first, followed by teacher's feedback as a conclusion of the discussion session. I would model my own feedback on a specific summary in front of the whole class, criteria by criteria, step by step before getting students to do peer feedback. This is not only to demonstrate how their summaries are graded but also to reinforce a number of principles and strategies we have established at the beginning of every lesson, therefore, improving their self-control ability. After that, students can work on their peers' summaries on their own.

After about two or three discussion and feedback sessions, I notice a great difference in students' perspectives on composing summaries and the way they would comment on their friends' work. For example, instead of general statements such as "*this summary is good, it covers the main idea*" or "*I don't understand several parts of the summary*", there are more detailed comments such as "*the main ideas are covered but this detail [...] is unimportant*" or "*I find the word [...] unable to relate to the term [...]*" or "*the linking device is missing so the two sentences seem to be in two separate pieces of writing*".

### e. Drafting and revision

Harmer (2007) states that the final effective piece of writing by skilled writers is not produced at the first attempt but is rather followed by consecutive drafts. The various stages in writing process, therefore, consist of not only planning but also “drafting, reviewing, re-drafting and writing which are done in a *recursive way*”.

This process-oriented approach I would highly recommend adopting this process-oriented approach in summary writing classes for it encourages collaborative learning, increases learners’ motivation and grows students’ positive attitudes towards writing while changing the focus on grammar accuracy. The first written piece by the student should **not** be considered final products; instead, teachers conduct teacher-student or student-student conferencing for analysing and feedbacking on the summary as mentioned in the previous section. Students, then, re-write the draft until a satisfactory product is created.

The approach, however, can be very time-consuming and cannot be done within classroom time. Therefore, I often set a time limit for the first drafting as if they were in real test conditions. The second draft might be revised in the class or assigned as homework. All the final products, the most complete pieces of writing, are then collected as portfolio for future conference.

## 2. Analysis of the data

The study get the following results collected from the questionnaire to clarify changes in the students’ knowledge, attitude as well as improvements after learning the tips and cognitive perspectives integrated in each lesson

The results of questionnaire No 2

Questionnaire	Results / number of students		
	Yes	No	any other answer
1. Do you think that summary helps you understand the lesson better?	40/40	0/40	
2. Do you find useful to apply summary in supporting the other skills such as reading	30/40	10/40	

comprehension?			
3. Have you learned summary writing yourself to improve the writing problems?	30/40	10/40	
4. Do you practise skill of summary writing after the certain lesson or other cases?	26/40	14/40	
5. Are you interested in summary writing since it is important for learners?	35/40	05/40	
6. Do you feel confident to sit for an exam with the summarization task?	10/40	30/40	

After conducting the application of summary writing in extra-class for revising the good groups or using this skill after the lesson, the students have habits of summarizing similar topics to the original material in brief version. As the table above indicates that most students' response such as all students can understand the lesson better and 30 out of 40 students feel confident, interested and useful to be competent of this skill, leading to create a habit of learning themselves as well as feel freely confident to take coming exams for certificates. This results help the researcher to assess the effectiveness of summary writing and how the students achieve in comparison to other activities in practising summary writing skills. However, it is by far more effective for only good students to summarize and the rest of the class need to have more time and support from teachers so that they can be confident to master summary writing.

#### **IV. Teaching implications**

##### **1. Direct instruction**

For a good summary to be produced by EFL learners, there is a strong need for direct instruction. Taylor (quoted in Cho, 2012) supports the view that "teachers who understand the requirements for summary and teach summarizing procedures via direct instruction are most successful". Likewise, Leggitt asserts that "summary writing is a skill that does not develop on its own through trial-and-error but rather through direct instruction (quoted in Cho, 2012). Indeed, Day (1983) suggests that self-management instructions alone does no help in enhancing students' summary writing skill while merely drawing students' attention to the lecture and checking work without strategy training were not adequate. All of these findings reinforce the notion that the role of teachers as instructors are central to students' success in writing summaries.

Carnie and Silbert (quoted in Cho, 2012) present the principles of direct instruction: “*explicit explanation, modeling, practice with feedback, breaking complex skills down, and scripted lessons*”. In teaching summary writing, teachers should provide students with a lot of explicit explanation and modeling using either *inductive* or *deductive* approach. An example of inductive method is that teachers distribute several texts and summaries with follow-up discovery questions. Students, then, discuss and comment on what they have read before drawing the patterns. Finally, teachers collect all the answers and consolidate key principles/strategies/techniques. On the other hand, the deductive approach in summary writing means that teachers present the principles/strategies/techniques explicitly from the beginning and explain them to students with samples. Either method is fine, depending on students’ learning style and even teachers’ instructing style.

Regardless of the method, it is always vital that teachers model the steps/strategies in conducting summarization for students and make sure that students follow the guideline precisely. Students are then given either guided practice or individual practice prior to a discussion and feedback section, in which, students analyse summaries together and teachers give appropriate feedback. The detailed steps/strategies as well as feedback will be discussed further in the next sections.

## **2. Choice of tasks and materials**

The choice of tasks is critical to teaching process. Teachers should choose tasks that follow the reputed *input hypothesis*; that is achievable but challenging enough so that students are motivated to perform these tasks. For summary writing classes, teachers should always start from sentence to paragraph to text level. Rushing to provide students with long texts that require a combination of all four process rules to be adopted will result in students’ failure to produce good summaries, thereby, discouraging learners. More seriously, this can slow down their progress to mastery of each individual rule. I believe that quality is always better than quantity. Therefore, in my class, the whole summarization process is broken down into small stages with tasks appropriate to students’ summarization ability. My students do not write much; they spend more time processing the text and revising their work.

Reading materials play an important role in teaching summary writing. As mentioned earlier, materials can significantly impact students' ability to apply the process rules. Therefore, materials should also be appropriate to students' level. One important point to note down is that teachers should expose students to texts of different levels of complexity, especially obscure writing style for students in this research context. Otherwise, students would be met with a lot of difficulty dealing with these text types in the test room.

### **3. A combination of top-down and bottom-up approach**

Following Kirkland and Saunders (1991)'s top-down approach in which students provide an overview of the text in the form of a visual diagram and a common bottom-up approach which involves operations such as deleting trivial details and redundancy, I would propose a flexible combination of both.

A visual diagram would be quite time-consuming in the test room; as a result, students are not required to do this. However, an overview of the text including main points, how they are related to each other, the author's attitudes, text structure, etc. should be briefly noted down. Then, students can progress to conventional process rules such as deletion and superordination, etc. using marking techniques. During this process, they constantly compare their markings with their findings about the text in the initial stage.

Finally, students should undergo another metacognitive process of assessment and repair which are demonstrated in a checklist in Appendix B based on Kirland and Saunders' suggestion.

## **PART III - CONCLUSION AND SUGGESTIONS**

*This chapter concludes the thesis with a brief summary of the entire research and some major research results. Based on the data collection and analysis procedures and the cognitive perspectives concerned, the researcher managed to point out remarkably significant research findings helping schoolers improve skill of summary writing as well as its application in studying other skills, especially reading and speaking. The study shed light on the major findings of the study regarding the main principles, steps to summarize and applications in popular communicative situations*

*Finally, some future research directions are suggested.*

## **1. Conclusion**

This research paper has indicated the features of summary writing, how to identify issues students mostly encounter during learning process as well as mention the significant teaching implications .

Summary writing is a challenging task involving in a complex recursive reading-writing process integrated with reading comprehension as a critical role. It is the strategies that the summarizers employ when conducting summarization tasks express successfully or not. Maybe the most discernible differences are the amount of time devoted to reading and mastering summarization rules among effective summary writers is remarkably different from the weak summarizers.

Even generally considered advanced EFL learners who are chosen for the district or city exam for excellent students can face many different summarization problems, for example, identifying the main points and deleting redundant information and obstacles in writing a readable summary in suitable academic style. So the teacher should be aware of this in order to offering the chance to practise regularly in various situation and students have habits of applying steps to summarize any interesting parts of text or any other items such as story, films or events.

So as to achieve effective summary writing and positive perspectives of summarization principles, teachers should model or provide explicit explanation for students. During various in-class activities, learners should be directly instructed to adopt an effective summarization strategies. Students are advised to write after simply conducting checking work like marking rules with an aim of enhancing students' reading comprehension of the text and mastering students' adoption of the rules as well. Among all of these, marking techniques should be emphasized and worth mastering. In addition, feedback and revision should be incorporated into the whole writing process.

Finally, gaining an effective summary writing skill facilitate other skills especially reading and speaking but only good students who are competent at grammatical rules and various ranges of vocabulary. These students, hence, should be focused to master

ESL exhaustively by enhancing summary writing at the end of lesson, using as a useful material to summarize the content of lesson with purpose of understanding better

## **2. Suggestions**

### **a. For educational leaders**

The researcher would like the school leaders to facilitate time and budget to help teachers feel secure to deploy and apply teaching and enhancing summary writing for good students in particular as well as the rest of the class in general so that students can apply this skill in the practical situations as presentation, summarize the contents succinctly. Educational managers need to consider the summary writing application of in the tests, in the different contests such as summarize a story or event. Through some certain activities, students will be motivated to practise summary writing at the same time with improving the reading and speaking ability effectively.

### **b. For teachers**

In order to meet the requirements of applying and teaching summary writing to improve reading and speaking skills for students, the recommendations regarding the integration of online learning in summary writing classes are suggested. Further research into this field will be of great help to provide teachers in the digital age with a more comprehensive perspective on the issue.

It is essential to consider how to apply this activity of summary writing to any fitting lesson or topics, not necessarily for serviced lessons but also in the summarization reading and speaking skill including some key reading points in summary writing lessons such as genre patterns, skimming skill, guessing unfamiliar words for instruction or marking techniques.

Designing the summary writing activity is very effective for not only students but also for improving teachers' language and pedagogical competence. Therefore teachers also need to approach positive changes; awareness of exploration and design appropriate activities applied in practice to better the level of students.

### **b. For students**

Regarding summary writing, students should be encouraged to master this skill as a habit to enhance competency of summarizing such as the ability of *underlining a topic*



*sentence and key words/phrases*, applying deletion rule by crossing out *trivial details and redundant information* with an aim of selecting the correct topic sentence, identifying the function of each sentence within a paragraph to find out the structure pattern and recognize common features of topic sentences. At the more advanced level, students practice breaking it down into different segments for analysis in spite of requiring much greater efforts. Then, they write in *the main idea in the margin or right above the paragraph* and report orally to the whole class for discussion. The class agree on the main idea and the student may rewrite it in the text. In addition, students can develop reading comprehension or speak any topics succinctly.

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## II. APPENDIX A

### Superordination exercises

*Replace the list below with a superordination.*

1. David picked daisies, lilacs, asters, and roses.
2. In front of the house were parked a lorry, a car and a large, red bicycle.
3. The picture illustrates how humans' eyes, ears, neck, arms, and legs look like.
4. Cigarette smoking accounts for more deaths than all other drugs, car accidents, suicides, homicides, and fires combined.

### Paraphrasing exercises

*Try to find the problem in each paraphrase and edit it*

1. The invention of the steam engine played a major role in the Industrial Revolution because it caused the factory system to extend itself to many areas of production apart from the cotton industry.  
 ⇒ *The invention of the steam engine was a primary influence in the Industrial Revolution.*
2. Although big companies are trying to maintain a balance between traditional advertising and some of the newer alternatives like blogging, it is often the smaller entrepreneurs who are using bloggers as an efficient way to stack their competition.  
 ⇒ *Big companies are using bloggers to defeat their smaller rivals.*
3. Fossils of bones have the appearance of stone, but the holes and pores are actually infused with mineral deposits from the surrounding sediments.  
 ⇒ *Fossils of bones look like stone, but there are mineral deposits from the surrounding sediments in the holes and pores.*

4. Pictograms found in many parts of the world about 1500 B.C. constitute the earliest system of writing, although written symbols have been discovered that date from as early as 3500 B.C.

⇒ *Pictograms found in various parts of the world are the earliest evidence of a written system despite the discovery of written symbols.*

5. The modern atmosphere is probably the fourth atmosphere in the history of the Earth.

⇒ *The modern atmosphere is probably the fourth atmosphere in the history of the Earth.*

6. The Pacific Basin, which includes the continent of Australia and the thousands of islands grouped together as Oceania, covers one third of the surface of the Earth.

⇒ *The Pacific Basin is also called Oceania because it encompasses one third of the Pacific Ocean.*

7. In fresco painting, the pigments may be mixed with water and applied to the plaster before it dries so that the lime in the plaster fuses with the pigments on the surface.

⇒ *The lime in wet plaster bonds with the pigments on the surface when the colors are mixed.*

8. As Linnaeus originally conceived the biological classification chart, he segregated all living creatures solely according to their degree of physical similarity.

⇒ *Linnaeus originally created the biological classification chart by categorizing all living creatures according to their degree of physical similarity.*

(Taken from Barrons TOEFL IBT 12<sup>th</sup> edition)

## Summary writing tasks and sample answers

### Sample answer (1) (Please refer to the second text in section 3.6.1)

The passage discusses manipulations in advertising and the novel challenge advertisers are facing. Advertising entered a stage of illiteracy at which large numbers of linguistic ruins were unwelcomely observed decades ago. The phenomenon persists to a more complicated degree, which is illustrated by the case of a skin care brand who developed a product based on fancy advertising texts. Another issue is the lack of honesty in advertisements in the absence of strict regulations over ad content. Today's global context poses challenges to marketers, in which differences may cause confusion as exemplified by a word being misinterpreted in different cultural backgrounds. The passage also suggests that regardless of these problems, sales of products continued to rise sharply. (117 words)

### Sample (2) [Text]

There are many different metaphors used to describe culture. My favorite one is the iceberg. I think, it demonstrates so vividly what can happen to us if we believe only in the visible and ignore or underestimate the invisible part. The hidden part of our culture is that part which we know instinctively because we absorbed it from childhood on. It's handed down to us from generation to generation. We could also say, it's the "thinking" and "feeling" part of culture: habits, assumptions, attitudes, desires, values, tastes, etc.

Now, if we are in a new culture, our customary evaluations and interpretations are likely not to be on target because we see everything through our own cultural glasses. Imagine yourself in a new city trying to get around with a map from your own hometown. It wouldn't take long for you to get lost and completely frustrated! When we experience an encounter in the new culture that puzzles us, the most common reaction is to judge it through our own cultural glasses.

I want to propose an alternate approach to our initial gut reaction. Instead of immediately and instinctively judging a situation through our own glasses, we might first just pause and notice what is happening and then realize that this is a cultural learning situation. Remember the iceberg metaphor! The new culture becomes your mirror that shows you a hidden part of your own culture. What an opportunity for personal growth and new insight! You can compare two different approaches, that of the new culture and of your own culture. This gives you a choice. Now you can decide what fits best for you or even take the best from both sides.

(Source: <https://english-magazine.org/>)

[Summary]

The passage elaborates on a personal definition of culture. The author first links culture with the metaphor of an iceberg consisting of hidden parts deeply attached to individuals from childhood such as habits and attitudes. When exposed to an unfamiliar culture, one tends to judge the situation from his cultural norms, leading to inaccurate interpretations. One solution proposed by the author towards the problem is to view the cultural encounter as a learning experience to seek growth and new knowledge instead of merely basing evaluations on one's own cultural perspective.

(90 words)

### III. APPENDIX B Summarizing process

1. Skim through the text to get a general idea of what the text is about (students may take notes as they read).

- What is the topic of the text?
- What is the key message the author wants to deliver?
- What is the author's purpose of writing the text? What is his tone of voice?
- How is the text organized (its organizational structure?)

2. Read each paragraph carefully and try to make connection between paragraphs.

- What is the main point of each paragraph?
- How are the main points/paragraphs related to each other?

3. Re-visit each paragraph for any clarification and apply the process rules (marking techniques are applicable).

- Is the paragraph too long and should it be divided up? Is the paragraph too short and should it be combined with another?
- Where is the topic sentence of the paragraph located?
- What are the key words that should be included in the summary?
- What are the redundant and unimportant details that can be eliminated, without which, the summary is still complete?
- Any list of items that should be eliminated and replaced altogether with a superordinate term? Any stand-alone item that is too specific?

4. Plan the summary based on the notes (compare the notes to the summary, control whether the rules are appropriately followed)

5. Write the summary.

6. Proofread

## **Feedback checklist**

### a. Content

- Does the summary introduce the main topic of the text?
- Are all the main points accurately covered?
- Are trivial and redundant details eliminated?
- Are the lists of items replaced with appropriate superordinate terms?
- Is the summary neutral in its representation of the original author's ideas, omitting the writer's own opinions?
- Does the summary reflect the proportionate coverage given various points in the original text?
- Does the summary stand alone as a comprehensible piece of writing with no detail causing readability problems to readers?

### b. Writing skills

- Is the original text rewritten using the summarizer's own words?
- Are the lexical resources used appropriate to academic settings, accurate in terms of meaning compared to the original?
- Are the words in the summary repetitive?
- Are the sentences error-free in terms of grammar and punctuation?

### c. Coherence

- Does the summary stand alone as a unified and coherent piece of writing?
- Are linking devices effectively incorporated?



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