

University of Bahrain

College of Arts



**Department of English
Language and Literature**

Investigating the Impact of Summary Writing on University EFL Learners' Performance in Reading Comprehension

A Study Submitted in Partial Fulfilment of the Requirements for the
Degree of MA in Applied English Language Studies

Submitted by

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May 2023

Declaration

I declare that this work, which I submit to the University of Bahrain, contains my own investigation. This research has not been previously accepted for any degree and is not being currently considered for any other degree at any other university.

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Thesis Defense Committee:

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University of Bahrain

College of Arts

Department of English Language and Literature

M.A Program in English Language Applied Studies

Defense Committee's Approval

Student **Fatema Sayed Hasan Shubber**, ID number **20062295** defended his/her thesis by which he/she fulfilled the requirements for the degree of M.A in English Language Applied Studies, entitled (**Investigating the Impact of Summary Writing on University EFL Learners' Performance in Reading Comprehension**) on this day of 21st June 2023

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Abstract

Summary writing cultivates active reading and minimizes passive reading which influences comprehension. Students while writing a summary are expected to reflect their own understanding through writing; they are compelled to pay greater attention to what they are reading to be able to restate it in their own words. This engages them in an active process where reading and writing are deeply entwined. Based on this connection between reading and writing, the current study investigated the effect of summary writing employment in enhancing EFL reading comprehension among students enrolled in the English language course “Composition and Reading II”- ENGL102 at the University of Bahrain. 109 students participated in a one semester-long true experimental study that applied quantitative design. The study instruments included a pretest, posttest, and rubrics. Obtained data were analyzed by the means of the program SPSS statistics, particularly descriptive and inferential statistics. Shortly after the administration of the pretest, the study subjects were randomly assigned to experimental and control groups. In order to control the study variables, both groups were taught by the same instructor, using the same textbook following the conventional method. The only difference between them is the employed method for the enhancement of reading comprehension; the experimental group was engaged in weekly summary writing tasks while the control group was engaged in multiple-choice questions involving the same texts. Upon the administration of the posttest to all participants, One-Way ANOVA test and a Scheffe test were carried out to calculate the effect of the intervention. The results marked a statistically significant difference between the pretest and the posttest, in favor of the experimental group, further suggesting that summarization has a positive influence on EFL reading comprehension. As summary writing was shown to be highly beneficial for EFL learners, the study included vital implications related to connecting writing with reading and utilizing writing activities to enhance reading comprehension in EFL context.

Keywords: *Reading comprehension, summary writing, EFL, reading-writing connection.*

Dedication

To my wonderful parents, for their endless love and support.

To my dear uncle Sayed Jaffer, who has always been an inspiration to me.

And, most importantly, to my dear professor Dr. Abdulaziz Mohammad
Bulaila, who urged us from the first MA class to address drastic issues
that benefit the country.

I have nothing but gratitude to you all.

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CHAPTER ONE
INTRODUCTION TO THE STUDY

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.4. Background

This chapter provides an introduction to the study and offers a comprehensive overview of its key components. The statement of the problem, research questions, research hypotheses, purpose of the research, and the significance of the study are all clearly presented in the hope that the study's objectives and focus are thoroughly portrayed. The study's scope and limitations are further elaborated. Towards the end, the chapter concludes with a detailed account of the conducted pilot study, providing valuable insight into the framework of the study.

Enhancing the literacy achievement of EFL learners has been a major concern to educators and curriculum designers throughout the past twenty years, drastic actions were taken by the Ministry of Education in Bahrain to cope with the global demands in order to achieve the premium goal of graduating competent graduates; skillful, proficient readers, who are well-equipped to meet the demands of the workplace. Cho (2012) marks that EFL pedagogues, educators, policymakers, as well as, learners are aware of the challenges set forth by the reinforcement of the English language as a means of global communication, that is, acquiring English as a foreign language has naturally become compulsory. Even the medium of instruction at the university has shifted to English placing a great emphasis on EFL reading and writing.

The ability to comprehend what is read can significantly impact the individual's educational and professional success; Graham and Hebert (2010) indicate that the majority of American students still struggle to acquire proficient reading and writing skills, and their performance does

not meet grade-level demands. Graham and Hebert further maintain that having such poor literacy skills jeopardizes not only the individual's future in pursuing higher education and securing a job that pays a living wage but also affects the country as a whole. Much is due to globalization and technological advances that have changed the nature of the workplace; reading and writing are now essential skills required in both white and blue-collar jobs. In other words, ensuring the enhancement of adolescents' reading and writing skills has turned into an absolute necessity.

Since L1 language proficiency is difficult to maintain and nurture, one can imagine the hardship L2 learners go through in their pursuit of higher education. At the tertiary level, students are expected to be effective readers, because reading is the gateway skill that permits access to unlimited sources of knowledge; university courses are particularly demanding in this respect, due to the fact that the majority of learning occurs through reading. Besides, advanced courses require proficient and effective readers who are able to tackle complex reading tasks. Simply put, university students are expected to demonstrate comprehension of the gist, distinguish core ideas from trivial details, skim, scan, question, analyze, synthesize, and evaluate.

Unfortunately, research has detected an achievement gap in reading among first-year university students who fail to reflect adequate reading comprehension abilities and reading strategy use (Abed 2017; Khathayat & Karavi 2011; Cobeil 2000; Cho 2012; Braxton 2009; Pakzadian & Rasekh 2012; Caccamise 2011; Buu Huan & Kim Ngan 2017). Abed (2017) marks that educators at many colleges are concerned about students' reading skills, she asserts that teachers encounter a number of students who cannot comprehend what they read, or in some cases, cannot even read the textbooks. Braxton (2009) attributes students' inadequate reading

comprehension abilities to their insufficient knowledge of content, syntax, and syntactic markers that are necessary for logical relations and coherence, and most of all, their lack of appropriate reading strategies. Braxton further suggests that equipping learners with efficient strategies can remedy adolescent literacy difficulties, like predicting, questioning, evaluating, and rereading to clarify meaning. Such strategies are specific learning procedures that promote active, competent, self-regulated, and intentional reading.

Therefore, a critical need currently exists for studies that explore efficient and drastic tools which can aid EFL learners' reading comprehension. These studies can contribute to EFL teachers' need for a repertoire of effective practices to raise students' reading achievement levels. Despite the fact that there are several beneficial strategies for the enhancement of EFL reading comprehension, the current study focuses on the role of summarization as a means of helping students become better readers. Braxton (2009) indicates that summarization is a higher-level comprehension strategy that has proven to be useful in boosting students' reading achievement. Not only does summarization enhance the quality of students' writing, but it also improves their overall comprehension. Cho (2012) further adds that summarization is one of the most effective strategies for improving reading comprehension when implied with direct instruction.

As previously stated, the present study investigates the effectiveness of summarization as a remedy to enhance EFL students' reading comprehension ability. The proposed study was rationalized by the need to provide solutions to EFL reading comprehension difficulties. Despite the enormous efforts to address the problem presented above, educators and

curriculum designers need additional evidence-based practices for boosting EFL language proficiency in the Middle East Region.

1.5. Statement of the Problem

In this section, the research problem is elaborated considering research gaps that are classified into theoretical, empirical, and situational. These gaps have justified the conduct of the present study.

Theoretical Research Gap. Reading proficiency occupies a principal status in higher studies mainly because most of the learning occurs through reading. In fact, achieving the desired level of learning depends primarily on the adaptation of effective reading strategies. Therefore, university students need to acquire and develop a meaningful and critical reading process. Pakzadian and Rasekh (2012) emphasize that well-developed reading comprehension ability is key to academic success, at the same time, they mark that this ability is not a passive state which one possesses, but it is an active mental process that ought to be nurtured and improved. As previously stated, reading comprehension entails a complicated set of skills through which students can understand the gist of any text, it enables them to identify the main ideas and distinguish trivial ones. These exact components are shared with a fine critical strategy referred to as summarization; this strategy enables students to construct and retain a concise summary of key ideas from the text. Accordingly, Pakzadian and Rasekh (2012) claim that summarization is an effective reading strategy that can help students become active readers and develop their reading comprehension ability.

Abed (2017) reports research indications of reading difficulties faced by learners; a significant number of first-year students begin their studies with insufficient reading comprehension abilities and reading

strategy use. Indeed, EFL reading is a fundamental life skill that has not been given due care in English classrooms. Many elements have accumulated the presence of this matter in EFL reading, to begin with, Nguyen and Kim Ngan (2017) owe it to student passivity, insufficient practice, or teachers' reluctance to teach students the appropriate reading comprehension strategies. Braxton (2009) accounts students' lack of adequate reading strategies to ineffective instructional practices. Moreover, Shokpour and Sadeqhi (2013) argue that students require the adaptation of more critical reading strategies that can boost their reading proficiency and understanding rather than the common reading practices. Shokpour and Sadeqhi explain that such common practices as true-false statements, answering multiple choice questions, and supplying synonyms and antonyms for the new vocabulary of the lesson do not challenge students to explore deeper meanings of any text. On the contrary, habituating students with critical reading strategies like annotating, previewing, contextualizing, questioning, reflecting, and summarizing can foster their reading comprehension ability.

With this in mind, the present study utilizes summarization as a critical reading strategy for the purpose of enhancing EFL students' reading comprehension ability. Two main reasons promoted the utilization of summarization in this study: First, EFL students need to increase their input of the English language by being exposed to reading tasks that keep them actively engaged in the process of meaning construction. Summarization offers this premium chance because in order to summarize, students have to put an effort into understanding the gist of the text, focus on salient ideas, and delete trivial details so that they will be able to reconstruct a brief and exact representation of the text in their own words. Recent studies reported the effectiveness of summarization in the enhancement of reading

comprehension ability (Graham & Herbert 2011; Khathayut & Karavi 2011; Pakzadian & Rasekh 2012; Zafarani & Kabgani 2014; Mokeddem & Houcine 2016; Abed 2017; Nguyen & Kim Ngan 2017). Additionally, Mokeddem and Houcine (2016) claim that summarization is one of the primary writing-to-read strategies, it grants immense opportunities for writing to improve reading. To put it simply, summarization promotes active reading and minimizes passive reading which influences comprehension, that is, summarization engages readers in the process of close analysis and creative synthesis which demonstrates how reading critically can help readers grasp a deeper understanding of any text.

The second reason for the utilization of summarization in the current study relates to the idea of connecting reading with writing. In EFL contexts, such a connection can be the utmost solution for the trouble faced by EFL students in acquiring proper language proficiency. Most EFL teachers utilize the grammar-translation method; they spend more time explaining the grammatical structures and rules, and they ignore the one fundamental skill that generates the entire foreign language which is reading. It seems that EFL teachers are not aware of the productive connection between reading and writing as they teach each skill separately. Writing is taught mostly by the utilization of drills and memorization, whereas reading is only measured for testing purposes; students seem to lack proper reading comprehension strategies that can help them overcome challenges in reading. For this end, the researcher chose summarization in particular as it is one of the few tasks that coordinates both comprehension and writing.

Attempting to explain how writing influences reading, one must identify with the complex process of reading comprehension; Kintsch (1998) states that the Construction-Integration model describes the

processes that undergo comprehension in three levels. The first level of comprehension occurs at the word and sentence level (local level), the reader is involved in the process of decoding and the formation of microstructures. During the second level of comprehension, the reader starts to merge formed microstructures into macrostructures constructing a coherent representation of the information contained in the text. The third level of comprehension occurs when the reader integrates the text-based information (macrostructure) with his own prior knowledge and experience. Macrostructures are referred to as global ideas. These global ideas may serve as retrieval cues to reinstantiate details as necessary from long-term memory (Caccamise, 2011).

According to the above-mentioned, one can comprehend the complex nature of the reading process based on the distinction between good readers and poor readers, to illustrate, poor readers lack the working memory capacity owned by good readers, that is, any shortage in background knowledge that is related to either content knowledge, or linguistic knowledge may block the formation of global ideas. Thus, readers are stuck at the local level and are unable to form any inferences. Good readers, on the contrary, are seen to engage actively in making inferences and constantly monitor their own comprehension. Based on this, summarization is considered a reading comprehension strategy that triggers metacognitive processes, such processes lead to understanding and repairing comprehension failures. To explain, the task of summarization entails the construction of global ideas (macrostructures), which are formed by highlighting key ideas and excluding unimportant details. Thus, summarization denotes the reformation of the exact global ideas that are formed during the comprehension process. Put simply, both comprehension and summarizing require the activation of the same cues of

prior knowledge (schemata). In short, comprehension can be improved by the means of summarization due to the similarities shared by reading and writing.

The shared traits between reading and writing can generate an effective learning path for EFL students. Gao (2013) lists those traits as follows: First of all, a reader needs to activate his schemata as much as a writer requires the activation of his prior knowledge before writing. Secondly, both reading and writing involve the same meta-cognitive factors. Thirdly, both skills involve the same cueing systems of the language and differ merely in sequential order. To illustrate, readers gain knowledge input first by the grapho-phonics (letter sound), then the syntax (structure), till the semantics (meaning) is acquired. While the opposite sequence takes place during the production of the output (writing); it begins with semantics, moves on to syntax, then grapho-phonics. Thus, the current study strives to take advantage of the fruitful connection between reading and writing, particularly in EFL contexts, because chances of increasing students' awareness of communication in the target language can be doubled if they were to play the role of the receiver and the sender at the same time. Summarization is, therefore, the best manifestation of the fruitful connection between reading and writing.

To resume, both reading and writing can compensate for each other in two compensation forms, reading- to-write, and writing-to-read. Notably, Reading-to-write has received undivided attention due to two main reasons; reading is more direct and less time-consuming than writing. This denotes that the domain of utilizing writing-to-read strategies remains undiscovered. Accordingly, the researcher set out to utilize summarization as a booster of EFL reading comprehension stemming from a writing-to-read viewpoint believing in the immense power of connecting writing with

reading as these essential skills can work hand in hand to foster EFL language proficiency.

Empirical Research Gap. Research in the field of EFL pedagogy is unleashing the horizon for rather more efficient scenarios that could ease the process of language acquisition for EFL students. leading a well-developed reading proficiency can empower the students and aid them to overcome any challenges in the target language. Therefore, As an EFL teacher, one can propose the idea of refining the two basic skills, reading and writing, by the means of connecting them, which allows the compensative features in both to remedy any breakdowns in the other. EFL students need to be equipped with a practical set of reading strategies that can turn them into critical readers who are eligible to lead successful careers strengthening the economic status of the country in the Middle East. Having such sufficiency can spare the country from draining energy sources as it provides a practical solution to the challenges faced by EFL students.

Evidently, Graham and Herbert (2011) declare that having students write about what they read improves their reading comprehension, reading fluency, and word reading. Thus, the present study, with its experimental design, attempts to provide empirical evidence of the underlying powers of adjoining both reading and writing in one activity, that is, summarization. This study can also demonstrate the importance of nourishing reading as a skill backed by essential aspects that are shared with writing. Notably, a humble number of recent studies have investigated the influence of summarization as a reading strategy on EFL students' reading comprehension. Even so, these studies concentrated mainly on tracing the effect of summarization on reading comprehension, whereas, the present study attempts to generalize the previous studies' findings, as well as, to

portray the successful adaptation of connecting reading with writing as an effective teaching method in EFL classrooms. Besides, the previous studies did not examine the effect of summarization on students' writing ability which is considered thoroughly in the current study.

Additionally, controlled experimental studies which investigated the connection between reading and writing and the utilization of summarization as a reading strategy has been few. To be specific, a limited number of studies within the Gulf region and precisely in Bahrain addressed challenges experienced by EFL students in reading. Rarely did local former studies emphasize reading as a life skill that ought to be improved as a chief factor in developing EFL learners' language proficiency, nor had they considered a writing-to-read approach as a tool to enhance EFL reading proficiency. Also, most of the reading research is conducted in L1, L2 reading research depends greatly on findings and approaches implemented in L1, whereas we are in need of L2 reading research that can consider EFL settings and provide practical solutions designed especially for EFL students. Thus, the present empirical study may further contribute to research focused on narrowing the reading achievement gap that presently exists among our students.

Situational Research Gap. Kingdom of Bahrain has taken giant steps within the domain of English language teaching in public schools. Indeed, the Ministry of Education has accomplished a great deal over the past years, namely adopting one of the finest curriculums from Oxford University in the United Kingdom, hiring an unlimited number of teachers every year, providing a set of storybooks for each individual student in the class as part of the adopted reading project in primary schools, ensuring that all English language teachers receive the professional necessary training, and increasing the language tutoring hours from three periods per

week to five periods per week. Not to mention, including the English language subject as one of the core subjects besides Arabic and Math.

Despite all these drastic measures, learners still struggle to overcome reading skills challenges according to the Directorate of National Examinations' latest Report "Principal Examiner's Report- English Language – Grade 12 – Paper 2 (Reading) March 2019". The report summarized twelfth-grade learners' performance, highlighting their strengths and weaknesses. It showed that learners were capable of the following skills:

- locating specific information in short texts
- focusing on organization, cohesion, and coherence of texts to assign coherence relevant to segments of a text.
- demonstrating comprehension of detailed information. (p.1)

However, the report also detected other areas where learners failed to conquer, such as:

- demonstrating comprehension of gist.
- reading long academic texts to extract information in order to complete a set of notes accurately.
- locating the correct information in long texts through analyzing details critically.
- understanding inferences and reading intensively.
- understanding paraphrasing techniques of specific information being read.
- using the correct form when completing a set of notes. (p.1)

The Directorate of National Examinations (DNE) was founded by Bahrain Education and Training Quality Authority (BQA) in corporation with Cambridge Assessment in order to drive improvements through

Bahrain's school system. Such an assessment is meant to meet the demands of major educational reforms as part of Bahrain's Vision 2030, a long-term plan to reduce dependency on energy revenues by building a more diversified, knowledge-based economy.

To return to the study's main concern, the reading paper of the National Examinations is designed to measure a variety of reading skills at the B2 level. Twelfth-grade learners are expected to employ a range of reading skills in order to comprehend the text and complete the tasks required. For instance, to excel in tasks like multiple matching, sentence gap-filling, multiple-choice questions, and note taking. At the B2 level, learners are expected to indicate their ability to locate specific information, demonstrate comprehension of gist, focus on organization, cohesion and coherence, demonstrate comprehension of detailed information and extracting information in order to complete a set of notes. According to the examiner's report, they might as well be able to demonstrate knowledge of a wide range of vocabulary, which specifically mirrors the B2 level.

Additionally, The Ministry of Education has recently conducted an IELTS test for the 12th grade in March 2023. The report indicated students' language proficiency in four main domains: speaking, listening, reading, and writing. The obtained results were intended to measure 12th grade students' level that corresponds to 5.5-6.5 IELTS points at the B2 level. The lowest mean score was shown in writing, in which students achieved (1.68) compared to 5.5-6.5. The reading part marked the mean score (2.54) as students did not achieve the minimum to mirror their level at grade 12. Based on the findings of BQA and MOE reports concluded above, EFL Bahraini learners are in great need of acquiring rather refined reading comprehension and writing skills. Accordingly, the current study sets off

to experiment with an alternative approach that might aid EFL learners enhance their reading comprehension ability and writing production.

Similarly, Abed (2017) suggests several factors that might have contributed to the existence of the reading achievement gap among EFL learners. First, she claims that reading is not receiving the required attention as a skill that needs to be nurtured and improved; most consider it merely as a subject to be passed. Relatively, in EFL classrooms, reading comprehension ability has always been measured rather than nurtured, that is, reading comprehension ability is evaluated as part of the language proficiency assessment, yet EFL learner's performance in this particular part of the exam shows little evidence of their knowledge of reading comprehension strategies. She further adds that EFL students shift from the phase of (learning to read) to the phase of (reading to learn) without being properly equipped with effective reading strategies. Additionally, EFL teachers are assumed to pay more attention to reading comprehension achievement rather than reading comprehension strategies just for the sake of helping students pass the exams. Braxton (2009) further contributes the existence of the achievement gap in reading to ineffective instructional practices, which devoted less time to nourishing high-order thinking skills that would urge learners to explore the deeper meaning of texts.

Indeed, dependency on the grammar-translation method emphasized knowledge of the grammatical structures deserting yet the fundamental skills of reading and writing; EFL learners seem unable to express themselves in writing, nor read and process a whole text. Not to mention that most EFL reading classrooms utilize teacher-centered instructional practices, and focus on direct knowledge transmission. In other words, EFL teachers concentrate mainly on the production of comprehension rather than the tutoring processing skills (Anderson, 1999; Numrich, 1989). The

aforementioned factors are believed to be inadequate learning habits that cause poor literacy development. Thus, EFL teachers ought to provide effective instructions and academic support that permits appropriate literacy development.

Being an EFL teacher for twelve years, the researcher kept searching for the best teaching method, through which students are enabled to communicate, understand, and write in a foreign language. The researcher wanted to employ the most efficient strategies and methods that could ease the process of language acquisition for students. After years of implementing and experimenting, the researcher acknowledged the fruitful results of connecting reading to writing in primary classrooms; an “I Read to Write” approach was implemented through which learners were encouraged to read a lot to get them acquainted with the various structures, increase their input, and at the same time motivate them to rely on their own newly formed schemata gained from reading. This was executed with a designed series of gradual activities that targeted the young learners’ reading comprehension skills starting from basic reading questions to completing and composing paragraphs.

However, this study adopts yet a reversed approach; a writing-to-read. This approach is exemplified in the task of summarization. Thus, the present study sets out to explore the potential benefits of summary writing in enhancing EFL reading comprehension. Interestingly, a number of research proved that both reading and writing get learners actively involved in constructing meaning (Nelson & Calfee, 1998; Risemberg, 1996) mainly because both skills share a key element, that is, schemata and prior knowledge; before reading a text or writing a topic, learners constantly refer to their prior knowledge and are engaged in meaning construction. Based on this, the current study intends to investigate the impact of

summarization on the development of EFL reading comprehension and writing ability.

1.6. Purpose of Research

The main purpose of this study is to aid L2 teachers and learners overcome comprehension challenges by examining the impact of summarization in the enhancement of EFL university learners' reading comprehension and writing ability. At the tertiary level, Reading is perceived to be a major source of comprehensible input and the skill that many serious learners need to employ especially EFL learners; enhancing EFL learners' reading comprehension ability perceives a greater emphasis in the field of L2 reading research as reading comprehension remains an integral part of college entrance exams. Accordingly, this study seeks to investigate whether summarization has an impact on EFL learners' reading comprehension and writing ability.

It is worth noting that a great number of research has already been done on the enhancement of L1 reading comprehension, but a limited number of research has attempted to deal with overcoming L2 reading comprehension difficulties faced by EFL learners. That is, figuring L2 reading processes is dependent mostly on explanatory models borrowed from L1 language research, and it has been accused of being a mere imitation of L1 reading research. Under such circumstances, this research pursues answers regarding the enhancement of EFL learners' reading comprehension ability by the means of connecting reading with writing via the task of summarization.

Moreover, the technological advancements in the world today demand the individual to acquire efficient literacy skills; as people are in constant need to receive, analyze, and reproduce an endless stream of

information. This stresses the need for proficient reading and writing skills. In the same vein, Grabe and Hebert (2010) denote that competent literacy skills are essential for ongoing learning, and they highlight the effective role of writing practices in the improvement of learners' reading skills and comprehension ability. Given these factors, the researcher aims to shed light on a new teaching method within EFL contexts, which is the integration of reading with writing, particularly, utilizing writing to boost students' reading skills.

1.4. Research Questions

The following research questions were addressed in this study:

1. What are the potential benefits of utilizing writing as a tool to promote EFL university learners' reading comprehension?
2. To what extent does the utilization of summary writing enhance EFL university learners' reading comprehension?
3. Does the integration of writing and reading bear any positive effects in fostering EFL university learners' reading and writing abilities?

1.5. Research Hypotheses

Based on the research questions, the following hypotheses are proposed:

(H 1) Summary writing will improve EFL university learners' reading comprehension and writing ability.

Accordingly, the following null hypothesis is proposed:

(H 2) Summary writing has no significant effect on EFL university learners' reading comprehension and writing ability.

1.6. Objectives of the Study

The study aspires to achieve the following objectives:

1. To explore the effectiveness of summary writing in fostering EFL university learners' reading comprehension and writing production.
2. To investigate the relationship between summary writing ability and EFL learners' reading comprehension.
3. To consider summary writing potentials as a reading comprehension strategy.
4. To encourage EFL instructors' utilization of proper learning tools that help learners improve their reading comprehension and writing production.
5. To attract EFL instructors' attention to the employment of cognitive strategies in improving EFL learners' reading comprehension skills.

1.7. Scope and Delimitations of the Study

The current study endeavored to detect the effectiveness of summary writing in improving EFL learners' reading comprehension. Core research questions were addressed via the research's true experimental design which included two groups, experimental and control. Findings are to be obtained by the means of a pretest administered at the beginning and a posttest towards the end of the study. The quantitative results will be analyzed and compared by SPSS and t-test.

The study is delineated by three domains: the first scope is related to the quantitative analysis of the obtained data from the pretest and the post-test; attempting to trace any significant improvement in the performance of the experimental group after the experiment to either confirm or reject the study's initial assumption. The second scope addressed the backbone of summary writing utilization, which is the reading-writing connection; the

study suggested that both skills get learners actively involved in meaning construction due to shared components among the two, namely background knowledge, schemata, as well as the compensation quality that's responsible for mending any breakdowns which occur in comprehension. Moreover, the third scope of the study aims to consider any positive implications of writing as a tool to develop reading skills and comprehension; the study aims to stimulate discussion and action among educators and curriculum designers for the purpose of encouraging greater use of writing as a tool to boost student's reading comprehension as a new approach in EFL classrooms.

Nevertheless, the study is subjected to a number of limitations due to several factors. First, the time span of the experiment is limited to one semester in the hope that the extraneous variables are controlled throughout the experiment. Regarding this factor, the researcher wanted to ensure the internal validity of the study so that observed differences on the dependent variable (EFL university learners' reading comprehension ability) are directly related to the independent variable (summary writing), and not owed to some other unintended variables, in this case, maturation. The researcher intended to avoid any changes that may occur due to the passing of time; maturation can threaten the outcomes of the study because changes can take place by virtue of aging and experience. Therefore, deciding the duration of the experiment can be very critical and is rationalized by the need to control the extraneous variable mentioned above.

Second, the researcher eliminated the threat of implementation; assigning different individuals (instructors) to implement different methods can threaten the results of the experiment. Thus, the researcher assigned one instructor only to teach both groups, the experimental and the control. This way, all the study participants are exposed to the same

method, by the same instructor, with the sole exception that summary writing tasks will be assigned to the experimental group, and the control group will receive multiple choice reading practice of the same texts assigned to the experimental group.

Third, the study is subjected to the threat of mortality; which refers to the loss of subjects or participants due to several reasons, namely: illness, absence during the collection of the data, course withdrawal, or failure to complete intervention instruments. More precisely, participants' absence may be due to conflicting exam timings; scheduled exams at the time of the lecture might influence the number of summary tasks completed. It must be noted that the intervention included a total of eight summary writing assignments, because of the said threat, the majority of the participants managed to complete an average of 5-7 assignments in total. The same limitation had an impact on the total number of participants; the study began with a total of 109 participants in the pretest and ended up with 94 participants in the post-test.

Despite all these possible threats to the study's internal validity, the researcher ensured to reduce their effects simply by thorough planning; collecting all the required information before the initiation of the study helped control any threats that could jeopardize the validity of the study.

1.8. Significance of the Study

Turning foreign language learners into effective readers is one of the principal concerns of pedagogy. Despite the countless efforts made by the curriculum administration in the Kingdom of Bahrain to provide the latest and the most efficient educational syllabus starting from primary to secondary schools. Yet somehow a large number of learners are admitted to universities every year with the insufficient ability to develop effective

reading habits due to the complex nature of the reading process. Just as important, fostering EFL constructive writing skills is not attracting serious pedagogical attention. Unfortunately, there is not enough consideration devoted to tutoring writing in public schools; it is basically taught through repetitive assignments and rote memorization, that is, learners simply memorize certain paragraphs for the exam, and whenever the questions differ, they are unable to fulfill the required task, nor can they express themselves in the target language.

Therefore, due to their unskilled reading and writing abilities, EFL learners express their preferences to major in Arabic-based specialties, such as Arabis, Islamic, and history to simply avoid taking English language courses in their higher studies granting that the English language is taught since kindergarten and nursery in the Kingdom of Bahrain. For this particular reason, this study sets out to investigate the effectiveness of the proposed approach in enhancing EFL learners' reading proficiency. Indeed, the field of pedagogy is in great need of suitable strategies and methods to promote L2 learners' literacy skills.

Grabe (1991) indicates that the reading-writing connection is one of the most prominent areas of current research that still contain gaps to be studied by instructional research. A considerable amount of research has revealed the benefits of reading in developing writing skills (Yueh Shen 2009; Priscila 2015; Hirvela, Belcher & Liu 2004; Griffier & Cho 2015). However, a limited number of research has attempted to detect the effects of writing on reading skills and comprehension. Thus, the present study embarks to discover the potential benefits of summary writing in improving EFL reading comprehension ability. The researcher seeks to find answers that can assist both EFL educators and learners to construct a solid basis for promoting both writing and reading comprehension abilities.

The present study has a substantial educational impact that can benefit a wide range of individuals, institutions, and research; investigating the effectiveness of a new method that can boost the reading proficiency of EFL learners may contribute not only to the enhancement of the educational system but also to the development of the entire country. Indeed, the study findings can initiate a new field of research within pedagogy, particularly in EFL contexts, that is, generating a whole body of instructional research to examine the efficacy of more unstudied existing writing practices that can be utilized to improve learners' reading comprehension ability.

Any positive considerations may yield gains for EFL learners in the first place, to illustrate, Grabe and Herbert (2010) indicate that the enhancement of learners' reading comprehension can be achieved by increasing their writing production, precisely, writing about read texts as it can facilitate understanding due to the complexity of the task. It is believed that such writing practices have a positive influence on reading comprehension owing to the fact that it helps learners build connections between what they read, know, understand, and think. Moreover, considering the reading-writing connection in EFL classrooms may reinforce the shift in education from teacher-centeredness to student-centeredness. To explain, involving learners in summarization may allow them to gain an active role in their learning; they will be engaged in a set of cognitive procedures including deletion, selection, and reconstruction. That is, equipping EFL learners with strategies like annotating, predicting, questioning, paraphrasing, previewing, and reflecting may ensure their active learning as they will have a sense of control over these strategies and will be able to adapt to any text they read. This may maximize the student's role and minimizes the teacher's role to merely an advisory.

Employment nowadays requires high-level literacy skills on account of technological advancement in the workplace; reading and writing constitute an integral part of occupations such as insurance, finance, real estate, construction, and manufacturing. Thus, fostering EFL learners' reading proficiency can significantly impact their future success. The current study proposes a new method that can employ writing practices, namely summarization for the development of reading comprehension ability. To elaborate, writing proved beneficial for enhancing reading skills and comprehension in three ways: First, the functionality of both skills, writing and reading can be combined for the purpose of achieving specific goals, like learning new concepts presented in a text. For example, engaging learners in the process of writing about a scientific text should promote the process of comprehension and learning, simply because the learner is enabled to activate high-ranking skills in order to write, such as connecting, analyzing, personalizing, recording, and manipulating global ideas from the text. Second, the shared components among the two skills, namely background knowledge and cognitive processes can establish links between them resulting in a compensational effect that generates enhancement among the two skills. Third, the communicative nature of reading and writing can enable writers to identify key ideas of the text, leading to a better understanding of any written text. As has been noted, engaging learners in complex writing practices, like summary writing can facilitate their reading comprehension ability. EFL learners in particular, who do not speak English as their first language, can tremendously profit from the proposed method of integrating writing to foster reading owing to the fact that exposing EFL learners to the foreign language through reading can constructively build a well-developed communicative competence that is reflected upon learners' language proficiency.

As for the benefits of educators and curriculum designers, the present study can provide evidence-based practice for the effectiveness of employing writing to enhance reading comprehension. This can urge curriculum planners to further adopt skill-based methods in language teaching; writing-reading integration can enrich EFL learners and boost not only their reading comprehension but also their language proficiency. By taking the writing-reading connection into account, we hope that the study's data encourages debate and action among EFL policymakers in terms of considering a new approach that is anchored on refining those basic skills. We also aspire for those drastic actions within EFL pedagogy that utilizes writing as a powerful tool in the enhancement of reading and content learning. Indeed, Grabe and Herbert (2010) confirm that not only students' writing production is improved by summary writing, but also their ability to read accurately, fluently, and with comprehension. By the same token, Braxton (2009) claims that summary writing is a wholesome activity that requires coordinating comprehension and writing. For this particular reason, the current study strives to provide EFL pedagogy with an effective instructional practice that aims to foster learners' literacy skills. The study's findings are research-supported information that sustains the introduction of a new teaching method within EFL pedagogy, that is the utilization of summary writing as a reading strategy for the improvement of reading comprehension ability.

Consequently, the study may contribute to the field of research in terms of stimulating the conduct of more research which investigates the effectiveness of other writing practices in fostering reading skills and comprehension. The implications of the study could be used by future researchers as a stepping stone whereby further research could examine the positive impact of connecting writing with reading in EFL contexts.

Besides, the recommendations of the study can inspire future researchers to explore more instructional practices that could speed up the process of language learning for EFL learners; by testing the validity of effective strategies that can aid language acquisition and improves language proficiency.

1.9. Pilot Study

The present study was piloted with one experimental group that consisted of 25 EFL undergraduates. The participants were low-achieving students who struggled in English; they had evident reading comprehension deficiencies. They majored in different specialties at the University of Bahrain, and they agreed to be part of the study in hopes of improving their reading and writing skills. The researcher met the participants twice a week for the implementation of the treatment which included summary writing of seven short stories. The pilot study applied a quantitative instrument that utilized a pretest and post-test, as well as a survey that attempted to analyze participants' perceptions towards the employment of summary writing in enhancing reading comprehension. The researcher meant to use short stories because their structure is more comprehensible than other texts, that is, the form of short stories is quite familiar to students as they can anticipate events of the story and they can easily retell it in the summarization task. A pretest was administered at the beginning of the study in March 2022, followed by a t-test to verify the homogeneity of the sample. Then, sessions took place for seven weeks and ended in May 2022, with the administration of the post-test.

The pilot study's findings indicated an improvement in students' reading comprehension as the post-test means increased from 5.96 in the pretest to 9.86. To be exact, the group's average grew from 29.79 to 50.20

as indicated in Tables 1 & 2. Notably, there has been a significant increase despite the poor level of the students.

Table 1. ANOVA test result comparing students' performance in the pretest and post-test in reading comprehension (the pilot study)

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pretest	25	5.9688	2.12984	.30742
Post-test	25	9.8617	.45087	.06577

Student	Pretest 100%	Post-test 100%
1	35	60
2	70	75
3	25	70
4	25	15
5	15	50
6	25	45
7	30	40
8	10	40
9	35	55
10	55	75
11	25	50
12	10	60
13	15	40
14	30	65
15	25	40
16	25	65
18	60	85
19	15	25
20	20	40
21	45	60
22	20	15
23	35	45
24	45	50
25	20	40
Average	29.79	50.20

Table 2. The pilot study participants' grades in the pretest and the post-test.

The quantitative results analyzed above by SPSS demonstrated the effectiveness of the intervention (summary writing) in improving reading comprehension which encouraged the researcher to further conduct the experiment with a larger population and more control of extraneous variables.

Also, the pilot study utilized a survey towards the end of the experiment to validate the effectiveness of summary writing as a reading strategy to improve reading comprehension. The survey investigated three main points, the first part of the survey examined how students perceived their reading comprehension ability and how they assessed their teacher's efforts and the curriculum in the enhancement of their reading comprehension ability. 23 participants responded to the survey, 48% of which estimated their reading comprehension level between 70-73. Only one participant rated himself as having excellent reading skills. When asked about how they dealt with reading tasks, 48% expressed their preference to use the translator to help them understand, while 30% acknowledged the necessity of watching movies and reading more often as a remedy to overcome difficulties they face in reading. One participant exclaimed that he could not understand what he read, and the other said that he would look for the same word mentioned in the question so as to spot the requirements in the text.

Moreover, teacher's efforts to nurture students' reading comprehension were previewed by students as follows: 30% of participants claimed that their instructors "did nothing" to help them overcome challenges in reading, while 65% said that the instructor usually reads the text for the students and any unknown words would be translated in Arabic during the reading assignment. Whereas 5% of students revealed that their teachers have instructed them to memorize vocabulary items. Regarding the current English curriculum, 65% of the participants believed that it does not fulfill their need to acquire efficient reading skills and the same percentage of participants expressed their indifference toward the effectiveness of the common reading practices, such as multiple-choice questions, true-false statements, and supplying synonyms and antonyms;

they claimed that these practices do not facilitate a deeper understanding of texts compared to the task of summarization.

To sum up participants' perceptions toward issues related to the enhancement of EFL reading comprehension in our schools, it can be assumed that reading as a skill is not receiving enough attention, that is, teachers seem reluctant to teach appropriate reading strategies. Therefore, EFL students need explicit strategy training in class and reading ought to be taught as a skill, not merely as a subject to be passed.

As for the second part of the survey, the researcher attempted to tackle the participants' views of the effectiveness of the intervention (summary writing) as a reading strategy. 52% of the correspondents found summary writing a challenging task. Notably, 61% exclaimed that they have never been asked to summarize while they were in secondary school, and 30% reported that they rarely wrote summaries, nor they were engaged in similar writing practices. Interestingly, 83% of the participants believed that summary writing had helped them develop their writing and reading skills, and specifically, 43% reckoned that summarization has helped them become active readers and enabled them to distinguish key ideas from minor details. Also, 52% stated that summarization required in-depth reading, while 65% declared that summarization has helped them gain more vocabulary and fostered their ability to determine the meaning of unfamiliar words.

Based on the issues addressed above, it is assumed that EFL Bahraini students have not been exposed to enough writing practices; the kind of tasks that require them to write freely as they seem unable to express themselves in English. However, the percentage reported in the survey demonstrated the positive attitude of the students toward the exploitation of summary writing as a reading strategy, that is, an adequate number of

participants acknowledged the advantages of summarization in the enhancement of their language proficiency.

The third part of the survey set out to verify some of the allegations found in the literature review regarding the effectiveness of summary writing in enhancing reading comprehension. Based on their participation in the pilot study, the subjects expressed their thoughts regarding the following statements:

Table 3. Student's Perceptions towards the Integration of Summary Writing to Improve Reading Comprehension

No.	The Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	You can't write a good summary unless you have good reading comprehension skills.	13%	30%	43%	13%	-
2.	Summarizing a text requires good command of English language skills.	9%	30%	30%	30%	-
3.	Mastering reading comprehension skills requires specific strategy training in class.	22%	48%	17%	13%	-
4.	You can build a better understanding of a text if you are required to engage in the active task of summarization.	13%	57%	26%	-	4%
5.	Summarization can help you focus on the gist of the information; thus, it improves your comprehension.	48%	52%	-	-	-
6.	Students who practice summary writing become critical readers.	39%	43%	13%	4%	-
7.	Summarizing helps you read selectively, you	30%	43%	22%	4%	-

	continuously make decisions about what to read carefully, what to read quickly, what not to read, and what to reread.					
8.	Paraphrasing in summaries reflects your understanding of the text as well as your ability to use the authors' main ideas in your own way.	30%	61%	4%	4%	-
9.	A reader's inability to summarize a reading is an indicator of inappropriate comprehension.	22%	35%	30%	13%	-
10.	Summary writing helps you improve your grammar.	39%	39%	13%	9%	-
11.	Summary writing helps you improve your vocabulary acquisition skills.	35%	57%	9%	-	-
12.	Summary writing helps you improve your reading comprehension skills.	43%	43%	9%	4%	-

The final part of the survey centered around four themes; the first theme emphasized the necessity to acquire proficient reading skills that must be obtained in class through strategy training. Notably, participants agreed with the previous statement stressing the notion that the acquisition of proper reading comprehension ability demands specialized strategic instruction in class. In regards to the second theme, nearly 70% approved the claim that the task of summarization engages learners in rather a constructive comprehension process. More specifically, 86% of the participants thought that summary writing is beneficial in enhancing reading comprehension. Such claims were further confirmed by statements number 5 and 8, that is, the enhancement in reading comprehension is

attributed to cognitive processes that occur during the fulfillment of the summarization task, to elaborate, all the students believed that summarization helped them concentrate on the gist of information while reading which proved helpful in boosting their comprehension. The second cognitive notion was demonstrated by paraphrasing and how it reflects students' understanding of texts, nearly 91% of participants thought that paraphrasing mirrors the extent of students' comprehension, and at the same time, 57% of the participants deemed that reader's inability to summarize is an indicator of inappropriate comprehension.

Additionally, summarization is assumed to facilitate the acquisition of effective reading habits as 82% of the participants thought that practicing summarization can turn students into critical readers due to the 7th statement, which implies that summarization encourages students to read selectively, allowing them to choose what to read slowly, what to read fast, what to skip, and what to reread. Interestingly, 73% of respondents affirmed this. In terms of the impact of summarization on the other linguistic traits, nearly 92% believed that it boosted their vocabulary acquisition skills, and 78% of correspondence supported the notion that summarization has nourished their grammatical knowledge and contributed to the acquisition of more structures.

As previously stated, the findings of the pilot study revealed the existence of a difficulty in reading faced by EFL learners that is not being properly addressed; reading is not nurtured as a skill, nor the teaching of reading strategies is receiving enough attention. Had there been sufficient care in the implementation of effective reading strategies, EFL students would have acquired efficient language proficiency and it would have prevented the presence of the gap in reading and writing alike. Even though the pilot study's population was relatively small, both the quantitative and

the qualitative utilized instruments have indicated the effectiveness of summarization in the enhancement of EFL reading comprehension ability. Thus, the researcher set out to apply the experiment to a larger population in order to be able to generalize the study's findings.

1.10. Definitions of Terms

For the purpose of this study, the following terms have been defined:

Reading. It is an interactive process between the reader and the text, during which the internal process of meaning construction is heavily dependent on the reader's employment of his experience and prior knowledge to understand the author's intended message. In other words, meaning is constructed in an active manner with reference to the reader's background, interests, and expectations. Besides, readers utilize their cognitive and metacognitive strategies to make sense of the text and comprehend the author's intended meaning.

Reading Comprehension. It is defined as the process of constructing meaning by coordinating several complicated processes, including word knowledge, word reading, language, and fluency. Ahmadi (2017) describes reading comprehension as a communicative procedure during which interaction between the text and the reader stimulates the activation of background knowledge. This process entails the collaboration of the reader's linguistic knowledge and knowledge of the given topic. Notably, Rahmani and Sadeghi (2011) define reading comprehension as the level of recognizing a message; it depends on one's capacity for rapid word comprehension. That is, whenever readers fail to recognize a word quickly, the process of comprehension is hindered as too much of their processing ability is directed to individual word recognition.

Reading Strategies. Abed (2018) defines it as "deliberate, conscious techniques that readers employ to enhance their comprehension or retention of textual information". (p.8) Abed calls them "purposeful cognitive actions" taken by students to aid the process of meaning construction. They are conscious plans and tactics designed to improve

reading comprehension and minimize comprehension failure. Their significance lies in the way students manage their interaction with the text and how these strategies are critically linked to reading comprehension. Simply put, reading strategies are valuable tools intended to help readers cope with comprehension breakdowns; they enable the reader to identify key ideas, differentiate between crucial and minor details, and establish connections among ideas embedded in the text.

A Summary. It refers to a brief statement that distills the information and conveys the gist of the discourse. According to Cho (2012), a summary is defined as “the reduction of a large amount of information to its most important points”. (p.10) Corbeil (2000) states that a summary is a “condensation that reproduces the thought, emphasis, and tone of the original text” reproduced by the reader, in his own words, and comprises all the main ideas as well as the supporting details. (p36)

Summary Writing. It is defined as the process of condensing the original text to its key concepts, omitting unnecessary details, and reproducing it in one’s own words. Huan and Ngan (2017) mark that the process of summarization entails relating new ideas found in the source text with old ones in the background knowledge and generating unique text. Dole, Duffy, Roehl, and Pearson (1991) reveal that readers, in order to summarize, are obligated to shift through large units of text, determining importance and discarding the trivial, synthesizing then takes place to produce a new text that stands in for the original.

The Experimental Group. This refers to the first-year engineering students who were exposed to the summary writing integration throughout the entire experiment.

The Control Group. This refers to the first-year engineering students who were not exposed to the summary writing integration for the entire duration of the experiment. More precisely, they received regular English language instruction in writing.

CHAPTER TWO
LITERATURE REVIEW AND
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2. Introduction

Investigating the impact of summary writing in improving reading comprehension is regarded as a way that would pave for more independent learning and make education much convenient to students. Much of the importance of summary writing of reading texts is due to the dominant role that the English language owns in information access and knowledge transfer. Grabe (1988) indicates that countries cannot possibly overlook the importance of English, and yet strive for a prosperous economy. Consequently, the need to acquire English literacy becomes a must for learners who desire to conquer educational, and occupational success (Zafarania & Kabganib, 2014).

Due to the concept that reading is the gateway through which all learning occurs, learners need to adopt a meaningful and critical reading process; one that can aid meaning construction via effective reading comprehension strategies (Amiri & Sarlak, 2010). Comprehension is believed to be the center of reading; Huan and Ngan (2017) explain that reading comprehension is an interactive process through which learners construct meaning and decode the author's intended message with the aid of their own knowledge and adequate strategies while reading. Thus, enhancing learners' ability to process information can boost their reading capacity which is an urgent need in the world today; globalization imposes this need for communication to take place whether in academic settings or at the workplace. In particular demands related to the EFL academic

context, skillful readers as Bahrami and Rahimy (2020) affirm that reading is the fastest mean of boosting students' educational level, and it is the most prominent language skill for university students.

Numerous research was conducted to reveal the underlying processes that take place during comprehension, and the research remains ongoing to detect effective reading strategies, that EFL educators can implement in class to enhance learners' reading comprehension. Pakzadian and Rasekh (2012) indicate that "comprehension ability is not a passive state which one possesses, but it is an active mental process which needs to be nurtured and improved" (p.118). Based on this, Karbalaie and Rajyashree (2010) emphasize EFL learner's need for explicit strategy instruction to assist them become efficient and active readers.

Despite the vital importance of mastering reading comprehension skills, it is yet a demanding skill to promote for both, EFL educators and learners. Reading difficulties faced by EFL learners were detected through the results of the national exams; to illustrate, Education and Training Quality Authority (BQA) in the kingdom of Bahrain has tracked twelve graders' performance through the Directorate of National Examination which reported learners' underachievement in the reading part of the English language exam. The examiner indicated that learners were unable to employ a range of reading skills they were expected to master at the B2 level. The report recommended that learners receive further training to acquire the following reading skills: locating and interpreting implied details, reading for specific information, identifying paraphrasing, focusing on organization, cohesion, and coherence, comprehending details, analyzing texts critically, understanding inferences, and reading long texts intensively (BQA, 2019).

In the same vein, a recent report by MOE (Ministry of Education) reported the twelfth-grade level in English through IELTS exams conducted in March 2023. Students achieved the least in reading and writing; the results indicated 1.68 in writing and 2.54 in reading, which is way less than the minimum average required for the B2 level which equals (5.5-6.5- TOEFL 500-550). Similarly, a significant number of university applicants are admitted to orientation courses every year, university admission results indicate that these learners are unqualified to meet the academic demands yet. Interestingly, regardless of the fact that English is considered as one of the core subjects in school, yet a considerable number of learners lack proper reading comprehension skills. It is assumed that the adaptation of the grammar-translation method by the majority of EFL instructors carried a negative impact on the development of EFL reading comprehension skills; not enough attention is being dedicated to improving learners' reading skills. To be precise, students can read, yet they are unable to make sense of what they read. Braxton (2009) asserts that EFL educators ought to utilize fruitful procedures to ensure that students move from basic reading skills to more demanding instruction that is needed in later grades. Regrettably, Braxton reveals that EFL educators appear to lack knowledge of how to teach comprehension and strategies that would aid understanding.

The reading-writing connection has received notable attention in the field of pedagogy during the past few years. Graham & Hebert (2011) reported evidence for the effectiveness of reading instruction on learners' writing skills. Better still, recent research is exploring the benefits of this connection in reverse; that is, the process of writing about read material can boost learners' reading comprehension skills. The latest represents the core aim of the present study; to provide empirical evidence for the

correlation between EFL learners' summary writing and their reading comprehension; that is, the researcher seeks to answer the following questions: Does summary writing have a positive influence on EFL learners' reading comprehension skills? What are the potential benefits of employing summary writing in enhancing EFL reading comprehension, and how can educators and policymakers exploit the reading-writing connection to boost EFL learners' literacy skills?

2.2 Theoretical Background

2.2.1 Reading

Being an active reader is one of the principal needs for higher education students to acquire in order to uplift their level of knowledge, ensuring their academic and professional success. Abdallaoui-Maan (1999) marks that such need is highly emphasized in EFL contexts, where it is more critical to acquire. The researcher further clarifies that EFL learners rarely speak the learned language, yet they cannot spare its mandatory reading part, through which they can gain access to a boundless world of information. As a result, maintaining effective reading comprehension skills has turned into a prerequisite for higher education. Supakorn and Panplum (2022) denote that any deficiency in reading can unfavourably affect not only EFL learners' academic progress but also their future professional performance. Accordingly, Abdallaoui-Maan (1999) suggests that understanding the complex nature of the reading process provides insight into promoting it, in other words, comprehending the underlying processes that take place during reading can assist policymakers, educators, and teachers design efficient curriculums, adopt radical procedures, as well as aid learners, acquire effective reading comprehension strategies.

The way reading was envisioned bore drastically different implications than the recent vision of this basic skill; that is, the prior assumptions about the reading process suggested that it includes merely the oral production of identified letters, that are combined into words, then into strings of sentences. It was until breakthroughs took place in other disciplines that the new reconceptualization of reading came to the surface. Abdallaoui-Maan (1999) stated that changes in psychology, linguistics, and education influenced perceiving the reading process; to illustrate, the transformation in the fields of psychology and education from the behaviourist viewpoint to the cognitive emphasized the significant role of the internal mental processes that govern the individual's responses and attitudes. This has shifted the emphasis from the teacher as a detainer of knowledge to the learner as a promoter of his own learning. Moreover, progression in linguistic theories from structuralism to transformational grammar as well as incorporating sociolinguistic and psycholinguistic has reflected not only the way language is described, but also how language is operating, and more precisely, how it is acquired. In the same vein, EFL/ESL pedagogy witnessed a shift from audiolingualism to a communicative approach, further highlighting both the content to be taught and the learner, including, his motivation, perceptions, awareness and control of his learning.

Within the umbrella of change in theories and methods, reading models have evolved leading to the interactive model which suggests that reading is an interactive process between the text and the reader; it implies that all the author's discoursal cues, concepts, allusions, arguments, are interpreted through the reader's prior knowledge, perspectives, experiences, and cultural orientation. Mikulecky (2008) defines reading as a conscious and unconscious thinking process whereby the reader applies

many strategies to reconstruct the author's intended message. The reader gets actively involved comparing information in the text to his/her background knowledge and prior experience. The researcher further explains that readers approach texts with a huge store of prior knowledge, experience, and perceptions about the uses of spoken and written language, all of which are organized in categories or schemata which is connected to many other schemata in a complex mental network. During the process, the reader attempts to find any parallels between ideas in the text with his/her background knowledge to construct meaning.

Gilakjani and Sabouri (2016) further indicate that reading is the process of creating meaning. It demands the harmony of various sources of information, namely: the reader existing knowledge, the text information, and the reading context. Grabe (1991) defined reading as “an interactive process between readers and texts that result in reading fluency” (p.230). Overall, Gilakjani and Ahmadi (2011) state that the main target of reading is to simply gain the correct message from a text that the author intended for the reader to receive.

The following section will present a detailed account of operations and processes that occur during comprehension. Reading comprehension models will be discussed thoroughly to display the evolution of the recent interactive model and to highlight the basic components of comprehension.

2.2.2 Reading Comprehension

The main aim of this section is to present the relevance of the reading comprehension texts and summary writing techniques altogether. This section proves not only the relevance of the two topics together, it also posits an overall understanding of how the topic is suitable and convenient at the same time in order to improve the learning outcomes of the students.

Grabe (2009) states that the interpretation of the information in the text is a general component in many definitions of comprehension. He further defines comprehension as “our ability to mentally interconnect different events in the text and form a coherent representation of what the text is about” (p.39). He believes that comprehension consists of skills and activities rather than what is considered as a unitary phenomenon. Moreover, Ahmadi, Ismail & Abdulla (2013) define reading comprehension as “the ability of readers to understand the surface and the hidden meanings of the text using meta-cognitive reading strategies” (p.238). Meneghetti, Carretti, and De Beni (2006) indicate that “Reading comprehension is a complex cognitive ability providing the ability to integrate text information with the background knowledge of the reader and resulting in the explanation of a mental representation” (p.238). Gilakjani and Ahmadi (2011) further elaborate that the main purpose of this process is to construct meaning from contexts. Thus, reading comprehension is considered an interactive activity between readers and contexts, and that is through which readers ought to employ different experiences and knowledge that involve language skills, cognitive information, and world knowledge.

Gilakjani and Ahmadi (2011) point out that the idea of reading has shifted from what was considered as a receptive process into an interactive process for researchers. It was also found out that readers are in great need to utilize a wide range of conscious and unconscious strategies to solve their problems so as to construct meaning from written messages. To elaborate, understanding the interactive nature of the reading process bares the persistent need to utilize efficient and practical strategies that ought to be researched in order to nurture this essential skill further empowering EFL learners.

2.2.3 Reading Comprehension Models

The studies conducted by reading researchers have led to the conceptualization of multiple reading models that fall into three main categories; the bottom-up also known as decoding models, the top-down referred to as psycholinguistic models, and interactive models. Differentiation between the three categories depends on the role played by certain factors during the meaning construction process, for instance: in the bottom-up models meaning construction is text-based, while in the top-down models meaning construction is reader-based. In the interactive models, however, meaning is based on the interaction between both (Abdallaoui-Maan, 1999). These models will hereby be presented and discussed in an attempt to understand processes that occur during comprehension.

2.2.3.1 Bottom-Up Models

Decoding or bottom-up models place great emphasis on the role of text as the sole contributing agent in meaning construction, to be specific, Grabe (2009) revealed that decoding models are based merely on the process of extracting meaning from the printed text. That is, reading is approached in a linear fashion; meaning is acquired granting that letters are recognized first, associated later into words, then into phrases and sentences. In other words, meaning is being built in a bottom-up direction, starting with the smallest printed elements till the reader reaches the conceptual level. Additionally, Abdallaoui-Maan (1999) states that, within this model, fluent readers are able to process text from visual perception in an automated manner; they can easily turn into proficient decoders as they are able to recognize frequent letter chunks, prefixes, suffixes, and the original words quickly. This stresses the role of automaticity and attention

in this model. However, processes at the cognitive level remain unexplained.

Despite its partial efficiency in enhancing readers' comprehension skills, the bottom-up model was criticized as it stressed piece-by-piece translation with very little interference from the reader's own background knowledge. Evidently, the behaviourist structuralist approach had a tremendous impact on the formation of decoding models, Isna (1999) illustrates that language was viewed and studied within the outlines of "the observable formal characteristics of linguistic utterances" (p.3) such as phonology, morphology, and syntax. Besides, acquiring language sequentially was one of the essential assumptions within this approach, that is, language acquisition begins with the smallest linguistic units first. Moreover, Isna infers that the way decoding models perceive reading as dependent on perceptual stimuli; accounting for letter-by-letter decoding, further, dismissing what ESL/EFL can bring to their comprehension, might denote that ESL/EFL reading is unachievable unless learners gain complete mastery of the linguistic cues.

Furthermore, the process of 'word-by-word' decoding consumes the reader's time and effort, not to mention the fact that it overloads the short memory, so by the end of the text, the reader might easily forget what he/she has read. To sum up, the bottom-up model might aid the reader identify single words, yet it fails to help the reader integrate these individual words into a cohesive recognition. Consequently, The above mentioned limitations have led to the emergence of the top-down model (Grabe, 2009).

2.2.3.2 **Top-Down Models**

Psycholinguistic models are on the other end compared to decoding models; top-down models place greater emphasis on the reader as a generator of meaning; that is, meaning construction is reader-based, rather than data-driven or text-based. To illustrate, any read information is processed in a top-down direction relying mainly on the reader's background knowledge and expectations to interpret the written text. Unlike decoding models, the reader is not obligated to read every single word in a sequential manner, rather, he ought to read in a selective manner, choosing relevant linguistic cues that either affirm or reject his expectations about the probable message of the text.

Goodman (1972) declared that reading is a psycholinguistic guessing game, in which readers set off with goals in mind, searching for the most pertinent visual information in the text which response to their predictions, making the utmost use of their prior knowledge and experiences during the phase of meaning construction. Thus, opposite to the bottom-up models, the reader is the active agent who brings meaning to the text. Such assumptions are consistent with the cognitive theories which demonstrate that data processing “involves discrimination among the stimuli input, detection of regularities in accordance with previous patterns of experience, and use of these regularities to solve problems in a manner which renders possible the coding of any further input” (Abdallaoui-Maan,1999,p.5)

Top-down models brought significant aspects of the reading process into the light, however, placing excessive emphasis on cognitive concepts and minimizing the role of the linguistic aspects of the text in meaning construction has led to questioning its efficiency. Abdallaoui-Maan (1999) marks that, top-down reading models suggest the unitary of the reading

comprehension process; simply put, the reading process includes definite mechanical steps which occur during meaning construction, such as: recognition, anticipation/prediction, sampling, and comprehension. Nonetheless, the exact models emphasize the readers' psychological and social influence on the reading process proposing, thus, the individuality of the process, which contradicts the unitary suggested above. Moreover, the key concept of the model, namely; selectivity, sampling, guessing, and anticipation remain ambiguous. For instance, the model does not reveal whether the "guesses" are made about the vocabulary, syntax, or meaning. Besides, Eskey (1988) claimed that psycholinguistic models seem to provide theoretical background that is more suitable for L1 fluent readers, rather than ESL/EFL readers whose reading rely mainly on decoding. Consequently, a model that fuses both, bottom-up and top-down processing, may present a more balanced vision of the reading process. This is when interactive models emerged (Grabe, 2009).

2.2.3.3 **Interactive Models**

The notion on which interactive models are based is distinctively unique, that is, bottom-up and top-down models work in a linear fashion, while interactive models suggest simultaneous or alternate interaction between the formerly explored models. This is considered better because it promotes interaction overall, and thus this leads to better relationships and a better society that promotes for more collaboration and interaction. Numerous interactive models were proposed, yet only Rumelhart's & McClelland (1981) and Stanovich's (1980) models will be presented here.

Stemming from word recognition research, Rumelhart and McClelland (1981) propose an interactive-activation model through which they attempt to clarify how the mind processes data. It is assumed that interpretation of the input data depends on the collaboration and interaction

of several knowledge sources, like letter structure, orthographic, lexical, syntactic, and semantic. They further explain that “Interactive processing is thus a form of cooperative processing in which knowledge at all levels of abstraction can come into play in the process of reading and comprehension” (p. 37). The researcher believes that such interactive processing is regarded as a beneficial aspect that incorporates the reader’s background knowledge as a grand element in comprehending texts.

According to Rumelhart and McClelland (1981), a processing mechanism is launched as soon as a stimulus is presented, this activation occurs in a particular domain of knowledge, then it instantly shifts to other domains. This activation mechanism encompasses two types of messages, excitatory and inhibitory, which are responsible for managing the activation or non-activation of possible guesses. Thus, having gathered information from various sources, the guesses are either strengthened (excited), or weakened (inhibited); more precisely, guesses which are consistent with the input are enhanced further, while those inconsistent are rejected. To sum up, the concept of the interactive model views the brain as a super processor that is capable of instant configuration by activating various levels of knowledge within, to identify the most suitable option that is consistent with the input.

Stanovich (1980) embedded the concept of compensation in his interactive model. To be exact, Stanovich hypothesizes that both bottom-up and top-down processes function together to construct meaning, and deficiency in any knowledge source will be compensated by strong ones. In other terms, the compensatory-interactive model indicates that whenever a deficit in any knowledge source arises, it will be redeemed by relying on other knowledge sources despite its level in the processing hierarchy. It is therefore assumed that struggling readers who endure weak word analysis

skills may display more reliance on contextual factors, which according to Stanovich (1980), may bear harmful effects as cognitive resources involved in comprehending larger texts are reduced. On the other hand, fluent readers utilize more cognitive resources in integrative comprehension operations as automaticity in word recognition is well achieved.

Thus, interactive models account for understanding the ESL/EFL reading process. That is, integrating the implementations of both prior models, the coding and the psycholinguistic, best serves the ESL/EFL reading process where readers approach alien texts with limited linguistic competence. Additionally, the researcher believes that the proposed model can help educators explore effective strategies which can prompt the exploitation of contextual cues and prior knowledge to compensate for linguistic deficiencies. As previously stated, the proposed model offers a balanced comprehensive interactive approach that interprets the author's discursual cues, concepts, allusions, and arguments in the light of the reader's prior knowledge, experiences, perspectives, and cultural orientations.

2.3. Schema Theory

This section discusses schema theory and presents what researchers have published with regard to its functions and its role in meaning construction. The relevance of this theory lies in the importance of understanding the process of comprehension since background information and the activation of prior knowledge remain an essential part in acquiring new sets of knowledge. Thus, understanding the role of the schema may serve in designing effective and practical reading strategies that will foster EFL learners' reading comprehension ability and equip them with efficient reading proficiency.

Gilakjani and Ahmadi (2011) note that the Gestalt psychologist Sir Frederic Bartlett (1932) seems to be the first to recognize the concept of the schema; he acknowledged its role while observing people's reactions when asked to retell a story; interestingly, details that conformed to one's own culture, which were not mentioned in the original story, were added while retelling. Bartlett used the term "schema" in psychology and defined it as "an active organization of past reactions or experiences" (p.201). Rumelhart (1980), later, introduced the term in reading, highlighting the role of the reader's background knowledge in the process of reading comprehension, further formalizing the schema theory.

Drawn from the psycholinguistic approach to reading, schema theory maintains that any form of text, either spoken or written, does not bear meaning on its own. Instead, a text simply renders directions that can guide the reader to retrieve or construct meaning from his own previously acquired knowledge. Therefore, Gilakjani and Ahmadi (2011) indicate that one's comprehension does not lean entirely on linguistic knowledge, rather it depends on the ability to relate textual material to one's pre-existing background knowledge. In the same vein, Anderson, Reynolds, Schallert, and Goetz (1977) state that "every act of comprehension involves one's knowledge of the world as well" (p.369).

Structures of readers' background knowledge are referred to as schemata, while schema is the singular form of the term. Rumelhart (1980) defines schema as "a data structure for representing the genetic concepts stored in memory" (p.34). Anderson and Pearson (1984) identify it as "an abstract knowledge structure" (p.42), while Medin and Russ (1992) describe it as "a general knowledge structure used for understanding" (p.246). These schemata, are assumed to be organized in a hierarchical manner, having the most general at the top and the most specific at the

bottom. In other words, schema theory describes the way knowledge is represented in the mind and carries vital importance with regards to exploring processes that occur during comprehension; it entails the active interaction between text characteristics and the reader's resources. Additionally, Anderson and Pearson (1984) state that the term comprehension addresses the interaction of new information with old knowledge, Anderson and Pearson further argue that readers' schemata contribute to the process of interpreting new information and admitting it in the knowledge store. That is, comprehension is simply put as finding a mental home for the newly entered data, or an existing mental home is amended so as to accommodate that new data.

According to Anderson and Pearson (1984), acquiring knowledge structures through experience has turned into a necessity to master reading; to explain, during the reader's attempt to understand a text, he ought to be aware of the relevance of information in the text to specific pre-existing knowledge, otherwise, an "advanced organizer" is set in the abstract, meant to build a conceptual bridge between the reader's prior knowledge and the text-formulated propositions. Along the same line, An (2013) acknowledges the active role of the reader when he accounts for the text merely as a stimulator; he presumes that the author does not reveal ideas, rather, he stimulates the reader to construct meaning based on his own experience. An marks that comprehending new concepts appeals to problem-solving rather than simple association.

Moreover, Carrel and Eiserhold (1983) clarify that schema theory adopts an essential principle which dictates that "every input is mapped against some existing schema and that all aspects of that schema must be compatible with the input information" (p.557). This assumption involves two basic modes of data processing that work with hierarchically structured

schemata: bottom-up and top-down processing; the bottom-up processing is data-driven which is evoked by incoming data. More precisely, data are admitted into the system through the most consistent, low-level schemata, then gradually higher-level schemata are activated. While top-down processing is rather conceptually driven; it occurs when the system generates predictions with reference to higher-level schemata, then it explores the input to find the most consistent information that either confirms or rejects the previous predictions.

One key aspect of the schema theory is that both bottom-up and top-down processes occur simultaneously and interactively, for instance: required data to instantiate, or fill out the schemata are imparted by bottom-up processing; while the process of facilitating assimilation and testing data consistency with the reader's conceptual expectations, is operated by top-down processing. Besides, bottom-up processing' sensitive screening can highlight any novel or unnecessary information that might support or contradicts the reader's ongoing hypotheses; top-down processing, on the other hand, aids the reader to unravel ambiguities or to select among the potential meanings of the input data (Carrel & Eiserhold, 1983).

Schema theory offers insights into comprehending the ESL/EFL reading process. In light of the schema theory' assumptions, new information, concepts, and ideas lack meaning unless readers relate them to their own background knowledge; that is, readers are expected to combine their own prior knowledge with any unprecedented information they are confronted with in the text. Owing to this, Carrel and Eiserhold (1983) argue that the hardship of ESL/EFL reading is culture-specific; they further highlight the importance of working with appealing reading material that is relatable to the background of the reader; so that, strong semantic input can compensate for the weak syntactic control. In short, it

is assumed that the reader's interest and background knowledge can aid his comprehension and engage him in the material regardless of its syntactic difficulty. In the same vein, it can be argued that even though the psycholinguistic model encourages the interaction between its components, the negligence of the significant role of background knowledge in ESL/EFL reading has led to its impairment. Along the same line, Carrel and Eiserhold (1983) indicate that the amount of information, ideas, attitudes, and beliefs shared by the reader exceeds what is shared by the text itself; further stressing the reader's ability to "take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories" (p.556). Thus, one can assert that sharpening the reading skill requires the productive interaction between a reader's linguistic knowledge as well as his knowledge of the world.

Schematic knowledge is categorized into three main subdivisions, namely: linguistic and formal schemata that manifest the background knowledge of the rhetorical organizational structures of texts, and content schemata that mark cultural background knowledge. The three main areas of schemata will be briefly described in the following section.

2.3.1. Linguistic Schemata

Linguistic schemata are considered as the foundation for other schemata given its significant role in decoding throughout the reading process. It refers to the knowledge of letters and their accompanying sounds, whether they are in clusters or alone. Proper linguistic schemata enable readers to interpret meaning through knowledge of syntax. In fact, Angela (2014) suggests that "the more linguistic schemata are in the reader's mind, the faster he can gain information and the better he can comprehend" (p.163). Unfortunately, building EFL linguistic schemata is

misunderstood and is currently based on vocabulary acquisition, as well as memorizing and implementing certain linguistic structures. Yet, the process of creating a strong linguistic competence requires simply more; it involves exposing EFL learners to all the linguistic structures and engage them in interactive tasks that strengthen their literacy simply because reading and writing are communicative tasks, and can only be enhanced through interactive tasks.

2.3.2. Formal Schemata

Formal schemata refer to knowledge of discourse structure; including familiarity with the arrangement and the presentation of the forms in which a text is written. Rhetoric awareness influences the comprehension process positively and boosts the reader's processing speed (Angela, 2014).

2.3.3. Content Schemata

Content schemata refers to the conceptual knowledge or information that is involved in the content area of a certain topic, it includes topic familiarity, cultural knowledge, and previous experiences. It enables the reader to relate what is being read to his socio-cultural settings. It is admittedly one of the most important schemata that pose an immediate threat to students; because once the topic is not in the scoop of the students' experience or base of knowledge, they will be drifted into an unknown sea (Angela, 2014). In other words, greater background knowledge permits readers to comprehend and remember read material better. Whereas any shortage in the three previously mentioned schemata, will hurdle the comprehension process. Evidently, the schema theory explains the problems students encounter in reading as those originated from poor background knowledge.

2.3. Summary Writing

This section presents information and research related to summary writing, as this is the core topic of this study. It starts by defining the term summary, then displays shared components and cognitive processes between comprehension and summary writing that can foster the acquisition of proper reading proficiency establishing the effectiveness of employing summary writing as a reading strategy to enhance EFL reading comprehension ability. Some of the recent work conducted in this field is reviewed here.

2.3.1. Definition of Summary

Wallace, Pearman, Hail and Hurst (2007) define summarizing as “a writing process whereby readers condense a large section of text into a smaller one without using any personal elaborations” (p.43). Moreover, Abed (2018) defines summarization as a complex process in which learners attempt to recreate the essence of a text or an experience using as few words as possible. Summarization is closely related to complex mental processes and incorporates several cognitive and metacognitive activities. For instance, the production of a good summary requires the following processes: comprehending and outlining main propositions, condensing, and writing in one’s own words (Abed, 2018).

Indeed, the summarization process is a demanding task as students are compelled to explore the deeper meanings in texts, they are fully engaged in the process of extracting important information and reconstructing meaning. To illustrate, the summarization model includes two processes, input and output processes. The input procedure is delineated by comprehension, and condensation of information into a gist. Day (1980) explains that comprehension is a vital step in order to

summarize; students start to chunk micro-propositions leading to the creation of macro-propositions, they are involved in the process of deletion and selection at this point, that is, key ideas are highlighted, and trivial ones are deleted. Therefore, comprehension is an integral part of the summarization process, it can be identified as the process of building macrostructures. Based on this, students who fail to comprehend texts will ultimately encounter difficulties in summarizing.

To return to the description of the main pillars that constitute the summarization model, having accommodated newly acquired information in the preexisting schemata, students are then engaged in the process of constructing meaning and reproducing the new text (i.e. the summary). From these perspectives, the researcher promotes the utilization of summarization for it can provide challenging instruction that requires high-order thinking skills. To explain, comprehension has always been taken for granted, however, recent reading models have dismissed any passivity attached to it, and asserted the fact that it is an active process that needs to be nurtured and improved. The reader has to be aware of which aspects of his knowledge are relevant in order to fuel the interaction of new information with old knowledge, admitting the recent ones in a relevant mental home leading to comprehension. Indeed, readers need to develop a sense of conscious control or metacognitive awareness over a set of strategies that can facilitate comprehension like summarization.

2.3.2. Summary Writing: An Effective strategy

Summarization is listed among a variety of strategies that has proved effective for teaching comprehension, Cho (2012) claims that summarization delivered the greatest gains in comprehension and long-term retention of text information. He asserts that summarization benefits teachers and students alike, to illustrate, it can be implemented as an indicator of comprehension, that is, teachers can use it as a key method to assess whether learning is occurring. As for students, the process of generating summaries, according to Pakzadian and Rasekh (2012), helps readers focus on the gist of information and thus boosts their comprehension. It does so by promoting self-testing and employing multiple strategies that remedy comprehension breakdowns during reading. Pakzadian and Rasekh state that learners who practice summary writing become critical readers, they get the opportunity to nourish their reading skills hand in hand with writing as they reconstruct the text's meaning in their own words. Braxton (2009), however, denotes that meaning construction within the process of summarization is conducted at deep levels. This incorporates complex metacognitive skills that are not automatically used, yet ought to be nurtured and improved via instruction and practice.

In addition, Zafarani and Kabgani (2014) suggest that summarization can be highly effective in helping learners identify main ideas, generalize, remove redundancy, integrate ideas, and enhance memory for read material. Oded and Walters (2001) indicate that summarizers are viewed as showing evidence for the organization of information, greater involvement on the part of the reader/writer, and more mental effort. Susar and Akkaya (2009) point out the necessary inclusion of summarization among other valuable strategies that are considered

essential tools for connecting reading with writing to boost learners' comprehension.

2.3.3. Kintsch and van Dijk' Model (1978)

In their attempt to comprehend the mental operations and processes that occur for understanding to take place, Kintsch and van Dijk (1978) developed a text comprehension model. They hypothesized that readers form text meaning on two levels: microstructure and macrostructure. The microstructure refers to the local level of discourse, while the macrostructure represents the global level. The microstructure is formulated right at the beginning of the reading process, then, those structures are condensed into the gist which is the macrostructure. Kintsch & van Dijk named the series of internal transformations that causes the formulation of macrostructures as the macrorules. These rules include: (a) deletion, (b) generalization, and (c) construction. Interestingly, macrorules help the reader focus on the important information further excluding unnecessary details. Nonetheless, reader's knowledge and schema are essential factors that impact the function of the macrorules, which consequently affect the process of comprehension.

2.4. Previous Studies

2.4.1. Reading-Writing Relationship

Research in the field of pedagogy has highlighted the significance of the two basic skills - reading and writing- rather separately, neglecting the imminence power of connecting them together. Recent research has actually experimented and reported the fruitful outcomes of connecting both skills inside the language classroom. (Couzijn,1999; Grahan & Hebert, 2010; Grahan & Hebert, 2011; Grabe & Zhang, 2013; Allen, Snow, Crossley, Jackson and McNamara, 2014; Cho & Griffler, 2015). Grabe &

Zhang (2013) emphasize how reading-writing relationship is commonly overlooked, especially in L2 classrooms where it is crucially needed to nurture the background knowledge of ESL learners; they explicitly mark that “reading and writing are often treated as separate entities in schools, and this situation exists in many countries in the world (e.g., China and Argentina). When students from these countries study in U.S. universities, they need more explicit instruction in integrating reading and writing skills.” (p.113) Graham & Hebert (2011) also mark how their “findings provide empirical support for teachers who currently use writing as a tool to enhance students’ comprehension of the material read” (p.737).

It was in the mid-1970s, when the interactive nature of reading gradually floated on the surface, through which the reading process was viewed as a complex set of coordinated mental processes; in particular, Mokeddem & Houcine (2016) indicate that “the information the reader brings to the text as well as the information found in the text were claimed to influence each other to produce comprehension” (p.193). In addition, accepting such perspective benefited pedagogical purposes, as most language teachers adopted a reading-to-write model. Accordingly, Mokeddem and Houcine (2016) pointed out that “teaching writing without teaching reading is not teaching writing at all”. On the other hand, some have discredited the further infusion of a writing-to-read model especially within ESL settings as Hirvela and Belcher (2004) has described the process of binding these two directions (reading to write and writing to read) into one unified whole as an elusive business. Consequently, the use of writing to improve reading has generated a great deal of debate among those who were seeking effective methods to foster reading proficiency. Indeed, notable studies has revealed the fruitful contribution that writing adds to the reader (Mokeddem & Houcine, 2016; Hamra & Syatriana,

2010; Angela, 2014; Grahan & Hebert, 2011). Mokeddem & Houcine (2016) noticed that learners who made use of strategies involved writing, like: note-taking, summarizing, and understanding text-structure proved to be better readers than those who do not.

Moreover, Grahan & Hebert (2011) list the earnings of incorporating the writing process for the enhancement of reading; Firstly, it fosters explicitness, as it aids the writer to highlight the important information. Secondly, it assists the writer to organize text' ideas into a coherent structure. Thirdly, it enables reflection, as the writer can easily review, reexamine, connect, critique, and construct new understandings. Fourthly, it promotes personal involvement, as the writer decides the ideas he will write about, as well as how they are approached. Last but not least, it requires transforming or manipulating the language of the text as the writer will put text' ideas in his own words.

As previously stated, writing about read text aids the process of comprehending it; that is, summarizing enables learners and equips them with effective reading habits, such as: decoding, connecting, analyzing, personalizing, and manipulating key ideas in text. Grahan & Hebert (2011) argue that as long as a certain instruction enhances writing skills, it must subsequently boost reading skills and processes. Such notion was backed by the shared knowledge view of reading-writing connections which explicitly states that both skills rely on two main components; common knowledge and processes. (Fitzgerald & Shanahan, 2010). Grahan & Hebert (2011) provide further illustrations to support their argument, Ehri (2000, as cited in Grahan & Hebert, 2011) theorize that teaching spelling can help learners expand their schemata about specific connections between letters and sounds which can eventually ease the identification process during the process of reading. Moreover, Neville and Searls (1991,

as cited in Grahan & Hebert, 2011) suggest that teaching learners how to compose complex sentences by simply combining smaller, less complex ones ought to lead to a better understanding of such units if found in text.

In short, the process of composing text should boost one's skills at comprehending text as proved by the rhetorical relations views of reading-writing connections. (Fitzgerald & Shanahan, 2010). Besides, Grabe (2009) stated: "One of the most consistent implications of the two decades of research on reading and writing relations is that they should be taught together and that the combination of both literacy skills enhances learning in all areas".

2.4.2 Effects of Summary Writing on Reading Comprehension

This subheading entails that what is being discussed is related to the effects of writing summaries on understanding reading texts. The sub-chapter cites some works of literature in order to shed light on those effects.

The influence of writing on reading has just received notable attention in the field of pedagogy; Graham & Hebert (2010) mark that this tool has often been overlooked. Whereas findings of several meta-analysis have indicated that writing about classroom material can facilitate learning it. Therefore, a number of researchers hypothesized that writing about read material enhances the process of comprehending it. Mokeddem & Houcine (2016) argue that since there is evidence of the positive influence of reading instruction on learners' writing skills (; Krashen, 1989; Graham & Hebert, 2010). Subsequently, it is possible that writing instruction can in turn enhance learners' reading skills. In accordance with the functional view, Fitzgerald & Shanahan (2000) mark that writing about text can foster

comprehension in five ways: First, it promotes explicitness, due to the fact that the writer must rule out less important information highlighting the main ideas. Second, it is integrative, as it motivates the writer to group ideas into a coherent whole, setting up simultaneously explicit relationships among these ideas. Third, it enhances reflection, as the continuous process of writing may help the writer easily review, reexamine, connect, critique, and construct new understandings of the text ideas. Fourth, it can boost personal involvement, as the writer is actively engaged in the process of deciding what is to be written and how it will be handled. Fifth, such a process requires reshaping the language of the text as writers put the text ideas in their own words.

Graham and Hebert (2010) provided empirical evidence via Meta-analysis of experimental and quasi-experimental studies that explored the effects of writing on reading. Graham and Hebert (2010) attempted to draw on some instructional practices that may improve adolescents' literacy skills; a concern recently addressed by the National Commission on Writing report (2006). Acquiring knowledge, according to the report, is closely tied to students' struggle with details, and their ability to rework raw information and dimly understood concepts into language they can communicate to someone else.

They further mark that writing has often been overlooked as a fruitful tool to promote students' reading and learning; they claim that writing bears the theoretical potential for boosting reading. The previous claim is backed by the following reasons: To begin with, both reading and writing are functional activities that can be combined to achieve specific goals, for example, having students write about what they read for instance in a scientific text should facilitate comprehension and learning; that is, students will be engaged in a productive chain of processes which includes:

recording, connecting, analyzing, personalizing, and manipulating key ideas from the text. Secondly, Shanahan (2006) indicates that reading and writing are connected because both skills draw upon common knowledge and cognitive processes. Based on this, Graham and Hebert (2010) imply that improving students' writing should positively influence their reading skills. Thirdly, the communicative nature of reading and writing activities can boost comprehension capacity, as writers ought to gain insight through reading before writing, which can maximize comprehension of texts composed by others.

Graham and Hebert (2010) managed to comprehensively summarize research that explored the impact of writing on reading, so as to determine the consistency and strength of the proposed approach above. The meta-analysis provided evidence indicating a consistent and positive effect for writing about read texts; results showed that having learners write about read material enhances their reading abilities. Graham and Hebert further add that "writing about a text proved to be better than just reading it, reading and rereading it, reading and studying it, reading and discussing it, and receiving reading instruction" (p.14). Notably, such a process proved highly effective especially in the case of lower-achieving students.

An additional study by Jitendra, Hoppes, and Xin (2000) explored the effectiveness of the summarization strategy and self-monitoring instruction on the reading comprehension of learners with high-incidence disabilities. A number of thirty-three students with disabilities were included in control and experimental groups. Those in the experimental group practiced on determining the main ideas in texts using the main idea strategy instruction, alongside a procedure that enabled those students to monitor themselves. On the other hand, those students in the control group

were not assigned to practice, as their original performances were figured out.

The findings of the study reveal that the students in the experimental group practiced determining main ideas in texts for six weeks, and this led to a massive increase in the experimental group's reading and summarizing the main ideas of those texts. In simpler terms, those in the experimental group distinctively outperformed the control group, indicating that practice and instruction-led classrooms contribute to a better understanding of summaries and makes students utilize the main idea strategy in classroom setting.

In her doctoral dissertation, Braxton (2009) conducted a quasi-experimental study examining the effects of two summarization strategies, namely Generating Interactions between Schemata and Text (GIST), as well as the Ruled-based strategy. The study involved two experimental groups, and each group practiced a strategy from the above-mentioned. Even though the duration of the study was sufficient, the level and the number of the study population, however, may limit the study inferences. Braxton's population included 37 fourth-grade students and 27 fifth-grade students, as each experimental group incorporated fourth and fifth grade students. She concluded the study by indicating that both summarization strategies proved effective performances in fostering learners' reading comprehension ability.

Results of the study further indicate different results for the sample, as it was inferred that there was no massive interaction between time and intervention for those in the fifth grade. Contrastively, the study implies that there is a connection between time and intervention in terms of the quality of the summaries produced for both grades. This means that both of the investigated summarizing methods, which are the GIST and the

Ruled-based strategy, have an impact on the progression of the writing of the students. It also shows that the two summarizing strategies suggested by Braxton (2009) can lead students to improve their performances in order to not fall behind their peers in the academic environments.

In a subsequent study, Laosooksri (2009) investigated whether summary writing instruction had a positive influence on Thai university English majors' writing, plagiarism, and reading comprehension ability. The study lasted for twelve weeks, and it contained only 15 participants. Data collection depended on written summaries of the same passage at the pretest as well as the post-test. Qualitative analysis showed progress in terms of participants' writing ability and a decreased percentage of plagiarism. Reading comprehension ability showed no significant progress. However, Laosooksri (2009) based his findings regarding reading comprehension merely on the participants' ability to distort the original text which might be limited to some extent, to illustrate, the researcher should have devised a more precise measuring tool in order to demonstrate summarization instructions' effects on reading comprehension ability. In addition, the number of participants was to some extent insufficient to generalize the findings of the study.

Susar and Akkaya (2009) conducted a study in which they adopted a qualitative research method manifested in the "document analysis method". According to the two researchers, the knowledge of summary leads to understand texts, as it is one of the metacognitive strategies implemented today. The study's aim was to indicate whether or not L1 Turkish fourth-year university learners utilized the summarization strategy as a reading comprehensive strategy. As a result, this paper by the two researchers is regarded relevant to the study because it investigated the impact of summary writing on the performance of university EFL learners

in reading comprehension. A number of 234 summaries were reviewed and assessed using the assessment form in the university. That is, researchers wanted to trace constructive processes that signify learning in these summaries.

Findings of this study reflected learners' success in stating the main idea, however, the researchers believe that there is some sort of disconnected summary writing that is a result of students writing their own ideas and intermixing them with the ideas in the original text. This further indicates that the teaching of summarization strategy in Turkish schools is inadequate and requires more attention, and that is due to the manner by which students are only capable of writing the main idea of the text, when summarizing it. They maintain that developing summarization strategies and increased practice in schools facilitate learners' thinking processes and promote learning.

A relevant study by Karbalaei and Rajyashree (2010) explored the effects of summarization instruction on ESL Indian undergraduate students' reading comprehension. The population was divided into two groups (high and low levels) based on their performance on a proficiency test at the beginning of the study. A pretest test measured their comprehension, and the same test was employed as a post-test towards the end of the study which lasted two months. Explicit instruction and training were administered to all subjects, they read and summarized passages, then answered related comprehension questions. The study findings suggest that explicit summary instruction proved effective in fostering ESL Indian learners' reading comprehension.

Moreover, Karbalaei and Rajyashree add that summarization cultivates active reading and minimizes passive reading which influences comprehension, it requires the use of a variety of cognitive strategies that

are essential boosters of comprehension, such as questioning, predicting, rereading, verifying, and activation of background knowledge. Also, summarization promotes comprehension as it fosters “self-testing during reading which may signal comprehension breaks and invite readers to initiate fix-up strategies to repair breaks in comprehension”. (p.42) Additionally, distinguishing key ideas from supporting or trivial details aids readers build logical relations among them. These relations are easily linked to prior knowledge further initiating the process of comprehension. In other words, summarization paves the way for learners to turn into active readers who can process and manipulate information to construct a text-based representation of their reading.

A subsequent study by Khathayut and Karavi (2011) attempted to investigate the effects of summary writing on learners reading comprehension, and to measure how the implementation of this strategy would influence learners’ plagiarism and distortion in their summaries. The study contrasted the results of the pretest and the post-test of both groups, the experimental and the control. The experimental group, who were treated with summarizing technique training, marked higher grades than the control group. Also, their performance in the post-test revealed less plagiarism and distortion than the control group. Moreover, in his Master’s thesis, Cho (2012) detected the impact of summarization direct instructions on ESL/EFL learners’ reading comprehension. The results indicated summarization as a powerful strategy to be carried out in EFL reading classes. However, these results cannot be quite generalizable, due to the number of participants which was only eight Korean middle school students, as well as the duration of the study which was only one week. Nonetheless, Cho elaborated that promoting summary writing skills could result in an enhanced understanding of reading materials.

Additionally, Caccamise (2011) proposed summarization as a remedy for learners whose reading levels were below the national standards. She revealed that readers struggle most with comprehension rather than reading words on a page. Biancaros & Snow (2006, as cited in Caccamise, 2011) emphasize that learners who are unable to comprehend read material face issues related to inadequate knowledge; specifically, knowledge of content, knowledge of syntax, and knowledge of syntactic markers for logical relations and coherence. Moreover, Caccamise (2011) exploited summary writing to boost reading comprehension through (Summary Street), a computer-driven program that aids students write their summaries. It is an automated program which provides students with immediate feedback, thus allowing them to generate multiple drafts leading to the best version of the summary. The application of the proposed program in grades 4-12 throughout the state of Colorado in USA revealed a positive correlation; that is the more students used Summary Street, the better their summary writing got. Caccamise (2011) backed her research on recent findings by Graham & Hebert (2010) Meta-Analysis of studies that closely examined the effect of writing activities in boosting reading performance. They demonstrated that learners are ought to build a better understanding of a text once they are engaged in an active process that compels them to distill the information to its gist and paraphrase it in their own words. Caccamise (2011) concluded her research by stating that “summarization is an important reading comprehension skill that can help readers develop the gist of ideas and shape a lasting and exact text-based representation of text meaning” (p.6).

Another study by Pakadian and Rasekh (2012) suggests that EFL learners can nurture their reading skills hand in hand with their writing through summarization. They investigated the effectiveness of

summarization strategies on Iranian EFL learners' reading comprehension. The researcher utilized the same reading comprehension test both as a pretest and posttest. summarization strategies were instructed and adopted during reading sessions. The findings of the study revealed a significant and positive difference between the pretest and the posttest. To this end, a crucial concept was rather emphasized; that is, reading comprehension ability is not a passive state that one possesses, it is rather an active mental state that ought to be fostered and nourished through effective strategy and perpetual training.

It is worth noting that Pakadian and Rasekh (2012) assimilated the required skills for summarization along with cognitive processes that occur during comprehension, in other words, the cognitive processes of comprehension, such as apprehending the text's ideas, further distinguishing between salient and trivial ones, parallels the core processes involved in summarization as learners reshape and retain a compacted summary of major propositions from the text. That is why summarization has been elaborated as an effective learning strategy.

Based on Kintsch and van Dijk's (1978) hypothesis regarding underlying processes in reading comprehension, readers form a macrostructure (i.e., gist or main ideas) from the microstructure (i.e., the text's semantic content). Pakadian and Rasekh (2012) claim that learners rely primarily on macrostructure cues to recall information from the text. This is precisely why summarization seems more effective in promoting comprehension skills; the core processes involved in summary writing highlight those exact macrostructures in the text. Besides, Pakadian and Rasekh's findings denote the necessity of adopting summarization in EFL classrooms, especially in integrated reading and writing programs. Also, the fact that all learning in school is based on learners' ability to condense

and remember what has been read or taught, stresses the crucial need for summarization comprehension strategies.

Furthermore, Shokrpour, Sadeghi & Seddigh (2013) assert that critical reading aids language acquisition in foreign language settings, further stressing summarization as one method through which EFL learners can boost their reading comprehension skills. Other reading strategies include annotating, previewing contextualizing, questioning, reflecting, and evaluating. Such strategies are emphasized to be taught and reinforced through practice. Shokrpour, Sadeghi & Seddigh (2013) suggest that while common reading practices like (multiple choice questions, true -false statements, as well as supplying synonyms and antonyms for the new vocabulary of the lesson) might aid learners' understanding of texts, nevertheless, it does not challenge them to comprehend the underlying deeper meanings of the text. Whereas, a comprehensive understanding of texts can be achieved through summarizing, as readers are engaged in an active process that mainly involves identifying key ideas, eliminating minor details, and recomposing the main ideas in a new text that expresses the gist of the original.

Besides having a constructive effect on comprehension, summarizing is considered as an essential writing-to-read strategy that closely connects reading with writing. Chin (2015) proclaims that summarization offers tremendous opportunities to refine EFL learners' writing as it sculpts their ability to paraphrase. He affirms that good paraphrasing ability is an indicator of learners' understanding of texts, as they can reshape the author's main ideas in their own way. Notably, Shokrpour, Sadeghi and Seddigh (2013) also considered summarization as a writing activity that can help learners develop their writing proficiency besides comprehension. That is, as learners are engaged in the process of

outlining main ideas and compacting them in new text, reading and writing are closely interrelated further promoting each other. Shokrpour, Sadeghi and Seddigh (2013) significantly mark that summarizing relies mainly on close analysis and creative synthesis. Likewise, engaging learners in writing summaries grants them the ability to read critically which can facilitate a yet deeper understanding of texts, and at the same time, it uplifts their writing skills.

In another study, Hemmati and Kashi (2013) attempted to detect the influence of two strategies: oral retelling and summary writing on Iranian upper-intermediate EFL learners' reading comprehension ability. The experimental group consisted of two groups, one group was trained to retell seven texts, while the other group practiced summary writing of the same texts. The control group, on the other hand, studied the same texts using a conventional method. The findings revealed a significant difference between the groups; that is, summary writing seemed to be more effective than the conventional method of teaching, whereas the oral retelling strategy proved to be the most effective of all.

Hemmati and Kashi (2013) highlighted a core factor that contributes to the difficulty EFL learners encounter in reading; to elaborate, EFL learners lack competent reading skills due to insufficient training during reading courses, in other words, EFL learners' reading comprehension ability is tested rather than instructed. It is further illustrated that active and direct strategy training is of high importance and can be a beneficial tool to help EFL learners sharpen their reading comprehension skills. Sporer, Brunstein, & Kieschke (2009, as cited in Hemmati and Kashi, 2013) indicate that despite the hardship of practicing reading strategies in class, EFL learners can turn into self-regulated readers in a relatively short time,

more precisely, explicit strategy training seems the right path to yield proficient readers.

Hemmati and Kashi (2013) set out to detect the potential effects of two main strategies in opposition to the conventional method, retelling in oral format and summary writing. It is implied based on conducted research that retelling could be deemed a potent strategy for aiding readers to maximize their comprehension of texts. Likewise, the summarization strategy can be considered as a beneficial tool to boost EFL learners' reading comprehension ability, that is, underlying operations involved in summarization may promote comprehension ability as learners are engaged in qualitative processing of selecting core ideas of the text and further arranging them into a new text. Such processes are further linked to the reading process, to illustrate, Askari and Ahmadian (2011) consider comprehension as the center of reading, during which, readers try to construct meaning from words via the activation of relevant background knowledge as well as related language skills, further synthesizing simple propositions into larger conceptual units. This precise step of synthesis allies with the required operations during summarization, for example, the summary assignments are highly complex task activities in which linguistic knowledge alone is not enough per se, learners ought to be equipped with specific thinking processes and cognitive and metacognitive skills and strategies. Accordingly, it comes down to operations entailed in summarization where readers streamline information of the original text leading to dual purposes: fostering learners' ability to summarize texts as well as boosting their ability to comprehend and recall. (Hemmati and Kashi, 2013)

Given these points, EFL reading comprehension deficiency due to the lack of appropriate schemata, both cultural and formal, can be compensated by exposing EFL learners to the foreign language via reading and having them involved in activities that target deeper synthesis of texts' ideas which may remedy comprehension breakdowns.

In an experimental study conducted by Shokrpour, Sadeghi, and Seddigh (2013), summarization was listed as a critical reading strategy that is vitally required in the field of second or foreign language pedagogy under the umbrella of the critical pedagogical approach. According to Wallace (2003, as cited in Shokrpour, Sadeghi & Seddigh, 2013), critical reading facilitates language acquisition in a foreign language setting. Shokrpour, Sadeghi, and Seddigh (2013) believe that the core aim of teaching reading in ESL/EFL classes is reading critically, that is, learners are encouraged to question and evaluate the author's argument, rather than accepting it as established facts. Put simply, reading critically entails having effective strategies that aid reading comprehension. A total of 60 students participated in the study and were divided into two groups, experimental and control; the experimental group learned and practiced writing summaries, while the control group practiced reading texts in the traditional way, and both groups answered comprehension questions. The findings of the study exhibited a significant difference between the means of the two groups which implies the efficiency of summary writing as a critical reading strategy in the enhancement of the reading comprehension ability of the experimental group. According to the researchers, engaging EFL learners in common reading practices, like answering multiple choice questions, true-false statements, and supplying synonyms and antonyms is not sufficient to foster their reading comprehension ability. They claim that unless learners are challenged or persuaded to exploit the integrated

approach, they will be unwilling to express their opinion, nor explore the underlying meaning of texts. They further add that naturalistic studies of second language literacy acquisition reveal that reading and writing are inseparable and summary writing can be influential in reading comprehension. (Belcher & Connor, 2001; Spack, 1997, as cited in Shokrpour, Sadeghi, and Seddigh, 2013). Graham and Herbert (2010) also studied the reciprocal relationship between reading and writing, and detected the impact of writing on reading; to explain, they observed that having learners write about what they read can facilitate their abilities in reading.

Additionally, Shokrpour, Sadeghi, and Seddigh (2013) demonstrate that critical reading stemming from the critical approach has attracted the attention of many researchers recently. According to Missori (2007, as cited in Shokrpour, Sadeghi & Seddigh, 2013) it includes various strategies, namely annotating, previewing, contextualizing, questioning, reflecting, evaluating an argument, and most important of all summary writing. Such strategies ought to be taught explicitly and reinforced through practice in EFL reading classes in order to engage learners in a deeper understanding of texts. Besides, processes and operations involved in the act of summarization flourish learners' reading and writing abilities hand in hand, due to the fact that summarizing begins with outlining main ideas, then shifts to recomposing them to form a new text. It relies mainly on a close analysis of each paragraph and creative synthesis. Because of this, deeper understanding of texts is accomplished as reading and writing are closely connected and support each other. Notably, Caccamise (2011) believes that summarizing is an essential reading comprehension skill that enables learners to enhance the gist of ideas and mold an exact representation of text meaning.

Gao (2013) attempted to demonstrate the constructive influence of summary writing on reading comprehension ability by reviewing literature related to reading-writing connections. His paper indicates that stemming from the interactive model of reading and writing, the summarization activity can foster EFL learners' reading comprehension ability. Goa states that both reading and writing proved effective in engaging learners with meaning construction due to shared components between the two skills, namely, schemata (i.e prior knowledge). That is, readers activate their schemata before they read a text, and writers as well utilize prior knowledge before they write. Moreover, both reading and writing share the same queuing language systems, the only difference, however, is present in the sequential order usage of each, to illustrate, both involve grapho-phonics (letter-sound), syntax (structure), and semantics (meaning), reading occurs in the previously mentioned order, while writing begins constructing the output from semantics to the syntax and grapho-phonics.

Therefore, Gao marks that while reading is a valuable source of input, writing is not only an efficient way to generate the output, but also a beneficial approach to reinforce the input. Thus, a compensation model was suggested for these two skills to be coupled in either a read-to-write model or a write-to-read model. Fortunately, the first model has attracted a considerable amount of attention in pedagogy, the second model, nonetheless is yet to be explored and exploited. This assumption was based on Vygotsky's (1978) thought which indicates that whatever learners do during the activity of reading and writing can provide evidence of their mental activity or higher order of cognitive processing. Given these pillar points, Goa presents summary writing as an efficient mediator task that helps learners comprehend, as well as reconstruct the text' meaning and boost their higher-order thinking.

Moreover, Khaki (2014) placed great emphasis on the role of strategy instruction in enhancing EFL learners' reading comprehension, as suggested by Grabe and Stoller (2001), readers ought to utilize an array of strategies, such as previewing, scanning, skimming, anticipating the upcoming information, summarizing, guessing the meaning of new words, generating questions, and recognizing text structure. Interestingly, Alderson (2005, as cited in Khaki, 2014) declares that having learners engaged in generating summaries of what they have read boosts their reading comprehension and turns them into competent learners. In the same vein, Grabe (2001) asserts that in order to achieve higher levels of proficiency, an integrated strategy ought to be utilized; a strategy that incorporates more than one skill, like summarization where reading is integrated with writing. Besides, Grabe (2001) provided evidence for the rewarding benefits of summarization in fostering reading and writing abilities. Likewise, Oxford (1990) values summary writing and considers it a cognitive strategy that assists learners structure new input and allows them to demonstrate their understanding of texts. In fact, Khaki (2014) encourages EFL educators to appreciate this efficient strategy as a learning instrument instead of considering it as a test method.

Through her study, Khaki (2014) reported the fruitful outcomes of utilizing both summarizing and student-generated questions in enhancing EFL learners' reading comprehension ability. The study adopted a quasi-experimental design with two experimental groups and one control group, a significant difference was marked between the summarization group and both, the student-generated question group, and the control group. Such findings have led the researcher further to recommend EFL learners implement the summarization strategy as an effective tool to foster learners' reading comprehension.

A similar study by Zafarani and Kabgani (2014) explored the possible outcomes of implementing the summarization strategy with explicit training to enhance Iranian ESP learners' comprehension of English textual materials. 70 participants were divided into two homogeneous groups, experimental and control. The experimental group practiced summary writing of seven reading passages. Whereas the control group performed other linguistic activities using the same passages; they translated the text into Farsi, then presented the text orally demonstrating the process of translation. Both the pretest and the post-test were based on the reading section of the TOEFL exam. The experimental group' post-test results outperformed the control group indicating the effectiveness of utilizing summarizing strategy with explicit instruction to foster learners' reading comprehension ability.

The study adopted Wormeli's model of teaching summarization strategy, which is consisted of four steps; (a) review the passage, (b) evaluate the paragraph to find main ideas and major details, (c) answer with a paraphrase, and (d) determine a passage summary. For each step, the researcher practiced reinforcement activities to help learners acquire summarization skills.

Moreover, Zafarani and Kabgani (2014) addressed two basic concerns throughout their study; challenges faced by EFL learners in reading, and the urgent need for adequate learning strategies to address those challenges. The first concern is attributed, according to Zafarani and Kabgani, to the English language teaching method endorsed in EFL contexts, for in some Asian countries, the Grammar Translation Method dominates English proficiency classes. Consequently, EFL learners are incapable of promoting essential skills and strategies required in reading comprehension, much due to the Grammar Translation Method's

inadequacies, and its disregard for cognitive principles. In addition, Freese (1997) stresses the complexity of the reading process as “learners need to coordinate attention, perception, memory, and comprehension”. (p.23) As for the second addressed concern, Zafarani and Kabgani emphasized the efficacy of language learning strategies; that is, learners need to utilize certain sets of operations, steps, or routines that fosters the obtaining, storage, retrieval, and use of information. They add that exploiting appropriate teaching methods seems to contribute positively to learning outcomes. Oxford (1999) states that, in order to turn EFL learners into strategic readers, explicit instruction on global strategy use is required.

Dole, Duffy, Roehl, and Pearson (1991) account for summary writing as effective means of fostering learners’ reading comprehension ability, they explain as follows:

Often confused with determining importance, summarizing is a broader, more synthetic activity for which determining importance is necessary, but not sufficient, condition. The ability to summarize information needs readers to shift through large units of text, differentiate important from unimportant ideas and then synthesize those ideas and create a new text that stands for, by substantive criteria, the original. This sounds difficult and the research demonstrates that, in fact, it is (p. 244).

As suggested by Dole, Duffy, Roehl, and Pearson, summarization is considered a powerful tool to enhance reading comprehension due to the cognitive processes involved in this integrated activity, that is, habituating learners to pick principal ideas, leaving trivial ones, creating further, a substantive text produced by the reader is a critical strategy that incorporates higher-order thinking activities entitled in processing and synthesizing ideas.

Khoshsima and Tiyyar (2014) conducted a study to investigate the effect of summarizing strategy on understanding and comprehending the

reading of Iranian intermediate EFL learners, The study addressed students' difficulty in understanding and grasping texts through equipping learners with effective reading strategies. The number of respondents in the study accounted for sixty-one students, who were randomly divided into two groups: control and experimental. A pretest/posttest instrument utilized TOEFL reading tests. As for the treatment, the summarizing strategy was used three times a week, and lasted for ten weeks. The findings of the study stated that the summarizing strategy that was taught to the experimental group led them to outperform those in the control group in terms of understanding and comprehending texts.

Moreover, Lestari (2015) conducted a study in which she investigated whether the teaching of critical reading in EFL high school classrooms in Indonesia enhances learners' critical reading skills. The findings implied a positive effect denoting that learners who are involved in tasks that requires them to analyze, synthesize, draw inferences, and form interpretations build a better understanding of texts. She further highlights that reading is no longer recognized as a passive skill. On the contrary, being an active reader is an essential factor in order to facilitate proper comprehension of texts. The study adopted a qualitative method, and data sources involved field notes, classroom observation, student's journal, group interview, and a questionnaire towards the end of the study. Lestari (2015) was committed to the teaching of critical reading proposed by several experts, and it was bounded by the following skills: the identification of the main topic, truth and falsity, as well as differentiating fact to opinion, distinguishing different uses of language, and analyzing arguments. Lestari (2015) emphasizes the necessity of equipping EFL high school seniors with critical reading skills and techniques considering its fruitful outcomes in fostering learners' ability to discover information and

ideas within texts. It is therefore implied that in order to comprehend texts, EFL learners ought to be active readers who can easily analyze, synthesize, draw inferences, form interpretations and evaluate what they read.

Similarly, Chiu (2015) contributed to the aforementioned field of study through his quasi-experimental study, where he contrasted between the efficacy of online summarization and answering comprehension questions in boosting Taiwanese learners' reading comprehension ability. The experiment findings suggest that online summarization practice surpasses the conventional method of answering comprehension questions in promoting reading comprehension ability. Chiu (2015) denotes that despite the closeness between the contrasted techniques, that is, both require learners to employ the same strategies, namely: reading selectively and carefully in key places, rereading as appropriate, identifying key information, and integrating ideas from different parts of the text. Nonetheless, summarization tops the conventional method in terms of processing complexity; for during the process of summarization, learners are engaged in a productive procedure of reading consciously and manipulating their linguistic knowledge to reconstruct meaning in their own words. (Bensoussan & Kreindler, 1990).

Moreover, Alharbi (2015) conducted a study to explore the field of writing in order to improve the comprehension of college-level students. The researcher claims that the writing of students is majorly affected by their reading, which generalizes the idea that reading impacts writing. This paper is relevant to the discussion set in this dissertation because it talks about reading, which is the main focus here, and links it to writing, in which summary writing is a part of in this research. The researcher, Alharbi, posits the realization that students must be exposed to reading different texts and for them also to be aware of the reading strategies that could help

them become aware of the main idea and the contents of the text in order for their ways to be paved to create a writing on the topic they read about. That is, in line with this research paper, students should fully comprehend the reading texts to write effective summaries, as only a comprehensive reading of the texts would lead to writing a cohesive summary including all important ideas.

In a subsequent study, Mokeddem & Houcine (2016) attempted to detect any correlation between Algerian EFL learners' summary writing and their reading comprehension. The study was based on the connection between reading and writing. The task of summarization was followed by comprehension questions that were targeted to measure learners' understanding of the expository text. The results displayed a positive correlation between summary writing and reading comprehension. Notably, the researchers stated that "summary writing both boosts and measures reading comprehension" (p.197) for throughout the process of summary writing, learners demonstrate their comprehension of a specific text by the means of writing, and they are obligated to pay more attention to what they are reading so as to be able to put it in their own words. Subsequently, summary writers are engaged in an active process where writing and reading are closely connected. They also mark that "the reader's inability to summarize a reading is an indicator of inappropriate comprehension." (p.197)

Stemming from the reading-writing connection, Mokeddem & Houcine (2016) set out to promote learners' reading proficiency through the medium of writing. Fotovatian & Shokrpour' (2007) findings, offer insight into such integration; that is, learners who utilize writing-related strategies, such as note-taking, summarizing, and understanding text structure become better readers. Along the same line, Hirvela (2007)

explains the hardship of synthesizing even for fluent readers; he suggests that having learners involved in analytic writing can aid the process of synthesizing, for instance, while synthesizing, learners may utilize writing in paraphrasing key sentences which can strengthen reading.

In order to validate the study's approach (influence of summary writing on reading comprehension), Mokeddem & Houcine (2016) described the processes and strategies that occur during summarization indicating that learners who summarize their reading are engaged in a process of reproduction that comprises: "(a) thorough comprehension of the original source; (b) selection of the text's most salient information; (c) deletion of less-than-essential information; (d) comprehension and integration of the selected information; and (e) arrangement of selected material in a way that reflects the rhetorical structure of the original." (Ferris & Hedgcock, 2005:106). Based on this, Mokeddem & Houcine (2016) assume that summarization not only encourages reading, but it also measures comprehension, much is due to the following: the fact that summarization fosters active reading and minimizes passive reading grants it an inherent part of comprehension. Moreover, learners involved in summary writing utilize self-testing strategies that can remedy comprehension breakdowns.

Moreover, the current study by Huan and Ngan (2017) presents Vietnamese EFL learners' perceptions towards the implementation of summary writing in reading comprehension classes. The study adopted a descriptive design and utilized a survey as well as semi-structured interviews. The findings of the study signify learners' awareness of the role summary writing played in the enhancement of their reading comprehension ability. Notably, participants revealed that summary writing boosts their retention ability, and assists them remedy

comprehension breakdowns. They pointed out that through summarization, they gained other reading skills, such as guessing, and problem-solving. In addition, Huan and Ngan (2017) highlighted two main points based on their findings; the crucial need for EFL learners to improve their reading comprehension ability by implementing effective learning strategies like summarization. The second point, however, is addressed to EFL educators who are encouraged to design effective techniques that target optimizing learners' reading comprehension ability like the summarization strategy accompanied with explicit practice in class, also, they ought to raise learners' awareness of the role the summarization strategy plays in fostering their comprehension ability. In the same vein, Grabe (2009) marks that EFL learners' reading comprehension ability can be facilitated and enhanced if they were given greater exposure to practice summary writing.

Abed (2017) illustrated the impact of summarization in fostering Palestinian learners' reading comprehension ability through a quasi-experimental study that lasted for eight weeks. The study investigated the effects of summary strategies and reading comprehension skills on the students of English Language Communication course. The sample was divided into two groups: the experimental (27 students) and controlled (32 students) groups. The pretest was applied to the two groups, yet the post-test was only provided to the experimental group to apprehend whether there is a difference in terms of application or not. Results of the pretest were compared with the post-test to mark the effectiveness of the utilized strategy in the experimental group.

The two groups were tutored by the same researcher. The results signaled a statistically significant difference in favor of the experimental group. Statistics of the study signified that there was a major difference

between the two groups, as already mentioned, and the experimental group was noted as the dominant with regard to the results. This shows that the summary writing techniques and the reading comprehension skills, when taught, could make a greater difference in the academic performance of students. What is mentioned also denotes that interventions in terms of teaching students about the summary writing techniques could boost the level of students in grasping the knowledge in reading. The results of this study by Abed (2017) are similar to the results of the study conducted by Braxton (2009).

Furthermore, Nurhayati & Fitriana (2018) conducted pre-experimental study, in which they investigated the effectiveness of using the summarization technique in teaching reading comprehension to second-year students at MTsN Pucanglaban Tulungagung, in Indonesia. The study design involved only one group, and a t-test was utilized to compare the results of the pretest and the post-test. The experiment indicated a significant difference between the students' mean scores before and after exploiting the summarization technique. Nurhayati & Fitriana (2018) further established a positive correlation between summarization and the enhancement of EFL reading comprehension ability. According to Carnine, Silbert and Kameenui (1997, as cited in Nurhayati & Fitriana, 2018), summarization is listed among meta-comprehension strategies that include paraphrasing, retelling, self-questioning, predicting and verifying, reading aloud, and rereading. The researchers highlighted the benefits of summarization stating that it helps learners reduce the information in texts into key ideas and it grants them the skill of compacting those key ideas into a new text that is easily remembered. In addition, Cassaza (1993, as cited in Nurhayati & Fitriana, 2018) declares that differentiating salient from trivial ideas in a passage describes good

readers. She also adds that teaching learners to summarize increases their comprehension ability.

In the study by Bahrami & Rahimy (2020), the issue of having qualified university learners with sufficient reading comprehension ability was discussed; they explain that as learners proceed in their higher studies, requirements for reading with accuracy and proficiency are increasing steadily. Grabe (2009) confirmed that learners are in great need of proper comprehension skills, whether they are learning something new, or they are searching for information. Bahrami & Rahimy (2020) indicate that most Iranian university students are not properly equipped to carry out demanding academic reading tasks due to the following reasons: lack of sufficient exposure to English texts, and the dependency of most English language teachers on the grammar-translation method. Owing to this, and to the complexity of reading, they suggested implementing cognitive strategies, such as summarizing to remedy comprehension incompetency. The study suggested the use of the analysis matrices technique while summarizing to aid the process of comprehension; to explain, graphic illustrations represent a technique through which students can organize what they have read. Participants of the study were randomly assigned to two groups; the experimental group received a treatment of analysis matrix technique instruction, whereas the control group was taught using the conventional method with no summarization instruction. The results reported a statistically significant difference in favor of the pedagogical intervention; the experimental group excelled in the post-test.

Furthermore, Afriadeni, Eryansyah and Inderawati (2021) used RAP strategy and the “100 Famous Stories” application to investigate the effectiveness of employing summarization on reading comprehension. The study involved 68 students and implemented the quasi experimental

research method, alongside having a sample t-test and an independent sample t-test. Notably, RAP strategy consists of three steps; RAP stands for “Read a paragraph”, “Ask yourself what the main idea is” and “Put the main idea into your own words”. The investigation of the researchers was reliant on both reading and writing, and that is through scaling the effectiveness of summarization strategies on reading comprehension texts. That is, the respondents were exposed to summarizing reading texts using the R.A.P. method. The implemented application of 100 Famous Stories was primarily used to encourage the eleventh-grade Malaysian students to read, and then expose them to writing. After comparing the results of the control group, who was taught using the conventional method, with the experimental group, who was taught using RAP strategy, the findings revealed a significant difference. Students in the experimental group outperformed those in the control group. This means that the students in the experimental group marked a considerable improvement both in reading comprehension and summary writing achievement.

Another study by Rossana (2021) demonstrates the effect of summarizing narrative texts for the enhancement of students’ reading comprehension. The population of the study was sixty students who struggled with reading narrative texts. The study applied qualitative and quantitative instruments; pre and post-test were used to measure the progress of students’ reading comprehension ability. Findings reveal a major increase from 5.96% in the pretest to 9.10% in the post-test, such rise indicates a massive improvement in students’ reading comprehension after the intervention, which thus reflects the effectiveness of engaging students in narrative summaries due to being exposed to more narrative texts. What is also worth noting is that the study recommended the use of summarization as a valuable technique in more subjects other than English

so that students can improve how they anticipate ideas and improve their grasp of knowledge presented in texts.

The literature review synthesized here suggests some fundamental concepts considering summary writing as a reading strategy, as they varied in design, population, and procedures. Almost all the studies shared the following points in common. First, EFL reading comprehension deficiency. Second, EFL readers' challenges are not adequately addressed by teachers. Third, the urgent need for effective reading strategies that require explicit practice and training in class. The current study, however, utilizes summarization as a booster of EFL reading comprehension stemming from a write-to-read viewpoint, believing in the immanence power of connecting reading with writing as these basic skills can work hand in hand to foster EFL language proficiency. Besides, in EFL settings, where cultural and linguistic schematic knowledge marks the lowest, there isn't a more suitable remedy than a strategy that combines both, exposure to language through reading, and engaging writing tasks. The present study, therefore, sheds the light on the influence of summarization on both skills by quantitatively measuring EFL learners' reading comprehension ability via pretest and post-test, and qualitatively assessing and analyzing the influence of summarizing on students' writing.

Also, empirical studies which explored the effectiveness of summarization as a reading strategy included comprehension questions as part of the treatment besides summary writing tasks, whereas this study focuses on summarization solely as an independent variable and utilizes a reading comprehension test as a dependent variable at the beginning and towards the end of the study. This means that the matter this study navigates and searches is reliant on the idea of the integration of summary writing as a reading technique, without referring to other fundamentals and

criteria. Overall, this study may further contribute to research that focuses on mending reading deficiencies that presently exist among our EFL university learners.

CHAPTER THREE

METHOD AND PROCEDURES

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METHOD AND PROCEDURES

3.1. Introduction

This chapter covers the research methodology, research setting, population, research tools, data collection process, and statistical tools used in addressing the study objectives. A more detailed account of the study's procedures are hereby given in the hope to measure the impact of employing summary writing as a reading strategy in the enhancement of EFL learners' reading comprehension and writing abilities at the University of Bahrain.

3.2. Research Design

To address the research questions comprehensively, the study used a true experimental design. According to Fraenkel, Wallen, and Hyun (2015), the experimental design is considered one of the most powerful research methodologies owing to two key aspects: Firstly, it is the only type of research that attempts to influence a particular variable, and when properly implemented, can accurately test hypotheses that investigate cause-and-effect relationships. Secondly, through the experimental design, a researcher can examine the effect(s) of one independent variable on one or more dependent variables. Therefore, this particular design has served educational research the most as it demonstrates the effectiveness of certain instructional methods. Based on this, the current study sets forth to examine the impact of summary writing on EFL learners' reading comprehension and writing abilities. The adopted experimental research design here can aid the researcher examine the effects of the independent variable

(summary writing) on the dependent variables (EFL learners' reading comprehension and writing abilities). Overall, the present study intends to highlight an alternative approach to teaching particularly in EFL contexts, taking into consideration the reading-writing connection, through which EFL teachers may nourish learners' literacy and language proficiency by the exploitation of effective instructional practices that combines reading and writing allowing their mutual traits to influence and promote each other.

Due to the employed quantitative research design, a numerical presentation of data necessitated the utilization of a pretest/post-test instrument with two groups: experimental and control. The study will be conducted with Engineering students who were enrolled in the English language course entitled Composition and Reading II-course code ENGL 102. In response to the statement of ethical principles, the researcher intends to address ethical issues before conducting the experiment by providing participants with full information regarding the study and obtaining their informed consent. In terms of ensuring the confidentiality of research data, the participants are assured in the consent letter that any collected data from or about them will be held in confidence. As for addressing the issue of deception, the researcher ensured that all subjects in the control and experimental groups receive the same teaching by the same instructor. To explain, the implementation of the treatment will be delineated by assigning summary writing tasks to participants in the experimental group. The control group, on the other hand, will receive the same regular language teaching with multiple-choice reading practice involving the same texts assigned to the experimental group. In other words, both groups will receive reading comprehension practice but will differ in the type, the experimental group will be engaged in reading and

summarizing texts, while the control group will be engaged in reading the same text and answering multiple-choice questions. In terms of assessment, summative assessment will be employed in evaluating the experimental group summarization assignments with the assistance of an unbiased teacher, and the control group reading practice will be considered via the formative assessment with direct feedback in class.

To ensure the homogeneity of the participants before the experiment, the results of the administered pretest will be used to carry out a t-test via SPSS statistics. Based on the t-test results, the population of the study will be randomly distributed into experimental and control groups. The implementation of the treatment will take place throughout the semester followed towards the end by a post-test, results of which will thereby be compared with the pretest results to indicate any significant difference between the performance of both groups in both skills, reading comprehension and writing.

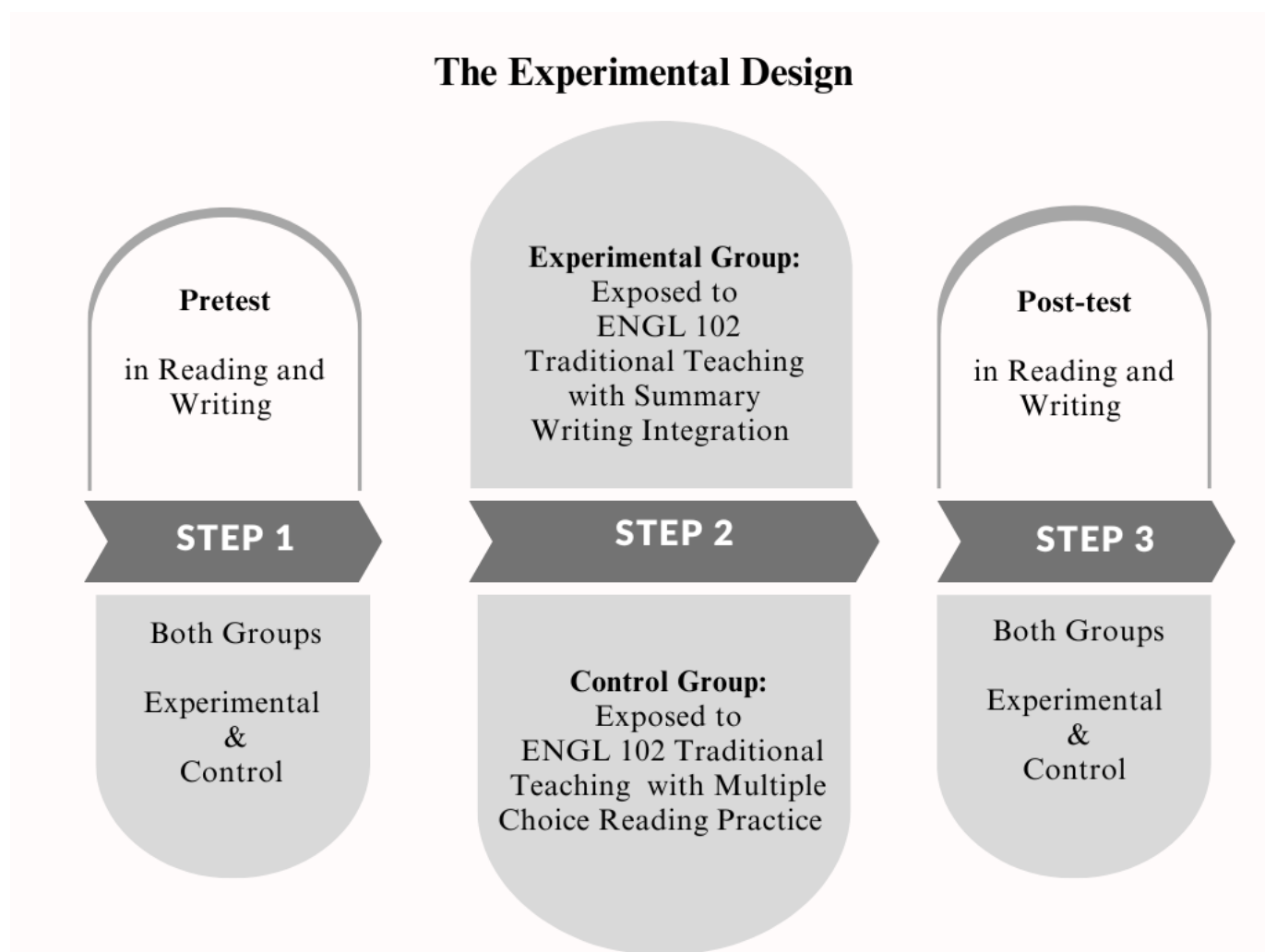


Figure A. The Experimental Research Design

3.3. The Research Setting

The study was conducted at the University of Bahrain-abbreviated “UOB”- which is the largest public university in the kingdom. The University of Bahrain foundation goes back to the 1960s, with the establishment of the Gulf Polytechnic in 1968 as well as the founding of the Colleges of Arts, Science, and Education in 1979. It was in 1986, that the university was first established by the means of merging the previously mentioned colleges based on the issued Amiri decree No. 12/1986. The university’s main campus is located in Sakhir, it includes all the colleges except for the Colleges of Health Science and Engineering. The data

collection of the current study took place in the College of Engineering which is based on the Isa Town campus.

The University of Bahrain aspires to be a world-class institution and a leading university in the Arab world. With 1,283 faculty staff, 31,618 students, 1,908 of whom are international, and 60,000 alumni, it is indeed the largest in Bahrain. The university holds a total of 66 buildings, 240 classrooms, 183 laboratories, three gymnasiums, and four libraries. The central library which is based on the main campus in Sakhir contains nearly 250,000 books. With technological advancement and the persistent need to provide students with unlimited sources for research purposes, the university privilege its students with remote access to the digital library portal system which is entitled to full access to the British Library database. (UOB, 2023)

Acknowledging challenges within the economic context of the GCC, the University of Bahrain responds by offering a full range of disciplines so as to generate the country with a high-quality workforce and skilled leaders. The university provides 102 academic programs, including 11 associate diplomas, 39 Master's degrees, 42 Bachelor's degrees, and 10 PhDs. In terms of research, the university endeavor to provide an ideal setting for scientific research by encouraging its students and professors to conduct research that addresses vital issues in the kingdom and the region; nearly more than 5000 research papers and books have been published by academics. The university enables its staff, students, and alumni to engage in cultural exchange and joint programs as it is connected to the globe by nine international study centers as well as 80 international academic partnerships.

The university stands out to lead the country in obtaining a technology-based economy, by adopting a strategic plan that aims to generate the kingdom with graduates who can lead social and economic growth, creating the next generation of leaders, influencers, entrepreneurs, and innovators. Indeed, the University of Bahrain has been ranked number 1 in Bahrain and number 25 in the Arab region by the international QS Arab Ranking. (QS Arab Ranking, 2021)

3.4. The Research Population and Sample

The study sample included 109 second-year Engineering students who were enrolled in the English language course “Composition and Reading II” - ENGL 102 at the University of Bahrain, during the first semester of the academic year 2022/2023. The pretest was administered to 134 students on October 17th, 2022. Results were analyzed via SPSS, and a t-test was conducted to ensure the homogeneity of the participants before the implementation of the experiment. As a result, 25 students were excluded from the experiments because their level was not as the rest of the sample. So, a total of 109 students were left to be divided randomly into two groups: experimental and control. Table A below shows the distribution of the participants in the groups.

Table A. Distribution of Experimental and Control Groups

Experimental Group	Control Group
56	53
Majoring in Engineering	
Includes both male and female students	

The sampling procedure was governed by several issues. To begin with, the researcher had to choose a course that is relevant to the study, to illustrate, in accordance with ethical concerns, the researcher chose a course that focuses on fostering writing and reading skills, which aligns with the study's thesis that emphasizes summary writing as a reading strategy to improve EFL reading comprehension ability. In addition, choosing a group of students, who are just embarking on their journey at the university, can benefit them in two ways: First, acquiring summarization skills can boost their performance in other subjects as they need to summarize the material into concepts. Secondly, developing their summarizing skills could positively influence their reading and writing skills, further promoting their language proficiency.

The participants were enrolled in the English language course ENGL 102, which is specified for Engineering students. The course title is "Composition and Reading II". The course description emphasizes improving students' writing and reading skills by the means of exposing them to a wider range of reading material that could help them acknowledge and understand different styles of English. The textbook is entitled "Ready to Write 3", and the course included only chapters 4,5,7,8,9, and 10 of the textbook. Notably, chapter 10 covered the topic of writing summaries.

Moreover, students were expected to demonstrate specific knowledge, skills, and habits by the end of each chapter; the learning outcomes, thereof, are divided into two main parts: writing production and reading comprehension. To elaborate, students were expected to manifest knowledge of the following: identify main ideas of complex texts on both concrete and abstract topics, find specific information and details in a text, compare and contrast information in a text, identify and use transition signals appropriately, and write different types of texts and essays, such as

cause and effect essays, comparison and contrast essays, problem and solution essays, and writing summaries. Additionally, the course description specified a set of reading practices aimed at improving reading comprehension, like answering W/h questions, T/F statements, reference questions, as well as providing synonyms and antonyms.

3.5. Research Tools

As the current study utilizes a quantitative design, the researcher employed a number of numerical tools, such as reading comprehension and writing tests administered before and after the implementation of the experiment. It should be noted that the criteria for the reading and writing sections of the TOEFL were used to create the pretest and the post-test according to CEFR at the B2 level. To ensure the validity and reliability of these tests, they were presented to a number of professors in the English department. The results of the tests were then compared and analyzed using One-Way ANOVA test to indicate any significant difference between the means of the groups. Additionally, the study employed two sets of rubrics: TOEFL Writing Rubrics, and Summary Writing Rubrics. (*See Appendix I*)

3.6. Validity and reliability

The experimental research design opted for in this study is considered helpful in increasing the validity of the findings and creating knowledge as it is crucial for educational research to be built on valid evidence. Being an indicator of trustworthiness, validity is a substantial principle in research; it indicates the accuracy of a certain study. In order to validate both the research tools as well as the findings of the present study, the researcher implemented the following: First, the researcher conducted a pilot study during the previous semester, through which the research tools, methodology, and hypothesis were tested. Second, the size

of the study population amounting to 109 and the random distribution of participants into experimental and control groups may validate the study's findings allowing for the generalizability of results. Third, the pre-posttest instrument proved reliable and consistent as it was presented to three instructors currently working at the Department of English Language and Literature. Lastly, it is also worth noting that to ensure reliability and generalizability in the ratings, students' summaries and writing performance in the pretest and the post-test were assessed by an unbiased teacher-evaluator with fifteen years of experience in Secondary teaching.

3.7. The Experiment

This section provides a detailed account of the conducted experiment delineating major steps taken, particularly pretest administration, homogeneity t-test, the application of the treatment with the experimental group, post-test administration, One-Way ANOVA test to mark any differences between the means of the groups.

1. **Pretest.** Immediately after obtaining permission from the university authorities, the researcher administered the pretest on 17th Oct, 2022. All the participants took the test at the same so as to control threats to internal validity. Acquired results were later compared with the post-test result to verify any significant differences between the means of the groups.
2. **Homogeneity T-test.** Shortly after obtaining the pretest results, the researcher employed SPSS analysis, the T-test results indicated the homogeneity of the participants. To illustrate, no significant difference was spotted among the participants. This step was critical as the researcher excluded 25 of the participants, whose level was not compatible with the rest of the population.

Then, the participants were randomly distributed to the two groups, the experimental and the control. It is important to stress that all the participants had an equal chance of being assigned to either of the groups.

3. ***Experimentation or the Application of the Treatment: Summary Writing Integration.*** Following the sampling procedure, participants in both groups, experimental and control, received the traditional language teaching as students of ENGL 102 by the same instructor. However, participants in the experimental group were assigned in-class summary writing tasks conducted by the researcher. Once a week, the researcher attended classes with the instructor, and the students were given 38-45 minutes to read and summarize the assigned texts during the first part of the session. In the first week, an entire session was dedicated to training students how to write summaries. Then, in the following weeks, summarization guidelines and steps were displayed to the students, and they read the articles and summarized on their own. The researcher used the same steps outlined in chapter ten of the textbook.

Guidelines to write a summary:

1. Read the article quickly for general understanding.
2. Read the article again more carefully.
3. Take notes on the article on a separate piece of paper.
4. Use your notes as a guide, write the first draft of your summary.
5. Revise and edit the draft of your summary.
6. Your summary should include the following:
 - a) A topic sentence that states the name of the article (including the author, if available) and the main points.

- b) Supporting sentences that explain, in your own words, the main supporting ideas in the article.
- c) Final statement that summarizes the author's conclusion. (Blanchard & Root, 2017, p.178)

Students were also supplied with a number of phrases that might refine their summaries such as “The author implies..., The author suggests... The author discussed... The author stated... The author marks... According to the author...etc...”

Weekly summary writing assignments were evaluated by an unbiased teacher and distributed to students on a regular basis. This way ensured students could see the rating feedback which provided them with the opportunity to further work on their weaknesses.

4. **Posttest.** The experiment lasted for 10 weeks; the researcher administered the posttest on 28th Dec, 2022 to all groups. The posttest was designed in the same way as the pretest, it included two questions, reading comprehension and writing. The results were further compared with the pretest in order to validate the study's hypothesis, that is, the reading comprehension ability of the experimental group would score higher than the control group, further affirming the effectiveness of employing summary writing as a reading strategy to improve EFL reading comprehension ability.

5. **Comparison of Results.** The obtained results of both tests, the pretest and the posttest were compared and analyzed by the means of ANOVA; a statistical analysis technique that compares and measures data sets to determine their significance.

3.8. Statistical Tools

The quantitative design of the study required the employment of several statistical tools, to illustrate, the researcher was enabled to initiate the experiment and perform the sampling procedure based on the findings of the t-test. Also, A One-Way ANOVA test was needed to determine the effectiveness of the proposed treatment; by comparing the means of the control and the experimental groups toward the end of the study.

1. ***Descriptive Statistics: Mean Score.*** The study used descriptive statistics, particularly, measures of central tendency, which basically refers to a statistical test that attempts to measure the average value of a dataset. In simpler terms, this test is also referred to as the “measure of centre”, in which the researcher adds up the figures within a set and then divides the sum by the number of figures within the set. The function of the specified descriptive statistics mentioned above is merely informational, unlike inferential statistics, descriptive statistics is concerned with summarizing or describing the properties of a data set. Thus, calculating the mean score of the participant’s performances in reading and writing of both tests, pretest and posttest, is a vital step in order to address the research questions.
2. ***Inferential Statistics: A Paired-Sample T-Test.*** The study’s hypotheses were tested based on the analysis of this statistical tool; a t-test determines the existence of a statistically significant difference between the means of two variables. A Paired-Sample T-test, also referred to as the Dependent Sample T-test, is used when the data consists of matched pairs of similar units, in the case of the current study, the data is consist of pre/post-test results of the same students. This statistical procedure helped the researcher address

research questions and determine the significant improvement in the reading comprehension ability of the experimental group in contrast to the control group toward the end of the experiments by the means of comparing the pretest and the post-test results.

3.9. Conclusion

This chapter began by describing the methodology used in this study. It started with a general overview of the experimental research design and moved on to provide a detailed account of the study's setting, participants, and research tools. It went on to demonstrate the steps of the study and it particularly describes the experiment in depth. This chapter has shown how the instrumentation of this study was tested and checked before conducting the experiment, what procedures were made to implement the study, and how the ethical issues that may come along with conducting the research are addressed. Finally, this chapter attempted to provide how the study findings are analyzed, shows how the rationale uses these analyzing methods, and concludes with an overview of the validity and reliability of the research and all the utilized tools.

CHAPTER FOUR

ANALYSIS AND DISCUSSION

CHAPTER FOUR

ANALYSIS AND DISCUSSION

4.1. Introduction

This chapter reveals the study's findings and analysis, two major sections are covered here; the objective description of the quantitatively obtained results, and the discussion, in which the received data are interpreted in the light of the theoretical and empirical literature.

4.2. Results and Findings

The study's outcomes are summarized here, including a detailed account of the pretest, the posttest, and the comparison between them with a closer look into the influence of summary writing integration on the enhancement of reading and writing skills. To begin with, the administration of the pretest was critical in two ways: Firstly, the researcher had to ensure the homogeneity of the entire population in terms of reading comprehension ability prior to the intervention, that is, no significant difference is detected among the subjects of the study before the implementation of the treatment. Secondly, the researcher wanted to establish a baseline, to which she can relate in order to measure the improvement in student's performance upon the administration of the posttest at the end of the experiment.

4.2.1. The Pretest Results

Table 4. Means for groups in homogeneous subsets are displayed.

Scheffe^{a,b}

Groups	N	Subset for alpha = 0.05
		1
4.00	25	15.4000
2.00	30	16.8667
3.00	27	17.0741
5.00	25	18.6500
1.00	26	21.6154
Sig.		.072

*The mean difference is significant at the 0.05 level

In the following pages, the results of the administered pretest are reported and analyzed. A total of 133 students took the pretest; Table 4 above clearly demonstrates the number of students in each section prior to the distribution of subjects into experimental and control groups. It represents the mean value of each section. A one-way ANOVA revealed that there was not a statistically significant difference between the participants' performance in the pretest between all the five groups included in the study (Sig. value = .072 > $p = 0.05$). A multiple comparison test was further conducted to identify the groups that have a significant difference; the comparisons are displayed in Table 5 below.

Table 5. Pretest Mean Scores in their Respective Groups.

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	4.74872	2.03843	.253	-1.6227	11.1202
	3	4.54131	2.09034	.323	-1.9924	11.0750
	4	6.21538	2.13097	.081	-.4453	12.8761
	5	2.96538	2.13097	.747	-3.6953	9.6261
2	1	-4.74872	2.03843	.253	-11.1202	1.6227
	3	-.20741	2.01810	1.000	-6.5153	6.1005
	4	1.46667	2.06015	.973	-4.9727	7.9060
	5	-1.78333	2.06015	.945	-8.2227	4.6560
3	1	-4.54131	2.09034	.323	-11.0750	1.9924
	2	.20741	2.01810	1.000	-6.1005	6.5153
	4	1.67407	2.11153	.959	-4.9259	8.2740
	5	-1.57593	2.11153	.967	-8.1759	5.0240
4	1	-6.21538	2.13097	.081	-12.8761	.4453
	2	-1.46667	2.06015	.973	-7.9060	4.9727
	3	-1.67407	2.11153	.959	-8.2740	4.9259
	5	-3.25000	2.15176	.685	-9.9757	3.4757
5	1	-2.96538	2.13097	.747	-9.6261	3.6953
	2	1.78333	2.06015	.945	-4.6560	8.2227
	3	1.57593	2.11153	.967	-5.0240	8.1759
	4	3.25000	2.15176	.685	-3.4757	9.9757

*The mean difference is significant at the 0.05 level

The data displayed above in Table.5 represents the mean score of all the participants' performance in the pretest. As shown in the table, each section was compared with the rest of the sections, for instance, section no.1 was compared with sections 2, 3, 4, and 5. The Sig. values of the aforementioned comparisons are $\{(.253-.323-.081-.747) > 0.05\}$. None of

the means is marked significant as they were more than the level of significance which is (0.05). Moreover, section no.2 was further compared with sections 1, 3, 4, and 5. The Sig. values of these comparisons are as follows $\{(.253-1.000-.973-.945) > 0.05\}$. Since all the reported Sig. values are more than the level of significance (0.05), then there isn't any statistically significant difference among the performance of the compared groups. Additionally, section no.3 was compared to sections 1, 2, 4, and 5. The Sig. values of these comparisons are reported as the following $\{(.323-1.000-.959-.967) > 0.05\}$. Because all the values are more than the level of significance (0.05), they are considered insignificant. Also, when section no.4 was compared with sections 1, 2, 3, and 5 as shown in Table 5. Above, the following Sig. values were reported insignificant owing to the fact that they exceeded the level of significance (0.05); $\{(.081-.973-.959-.685) > 0.05\}$. Finally, the multiple comparisons between section no.5 and the remaining sections are reported to be insignificant as they are more than the level of significance (0.05) - $\{(.747-.945-.967-.685) > 0.05\}$. To sum up, since all the participants' Sig. values are more than (0.05), the statistical analysis indicates that there is no significant difference among all the participants in the pretest, that is, each individual in the study has an equal chance of being assigned to either group: experimental or control. Notably, this quality has elevated the research design into a true experiment. The researcher, though intended to conduct rather a deeper analysis of the pretest with regard to the skills, reading and writing. A One-way ANOVA test was further carried out, and the obtained data revealed the inconsistency of group no. 4 in writing. Thus, the researcher had to exclude it from the study. The remaining participants amounting to 109 were later randomly assigned to the experimental and control groups.

Table 6. A One-way ANOVA Comparing Mean Scores of Groups in Reading

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	60.843	4	15.211	1.236	.299
Within Groups	1574.601	128	12.302		
Total	1635.444	132			

*The mean difference is significant at the 0.05 level

Table 6. reveals the results of a one-way ANOVA performed to compare the students' performance in the reading part of the pretest. There was no statistically significant difference detected as (the Sig. value =.299 > level of significance = 0.05). In terms of students' writing production in the pretest, the statistical analysis indicated (the Sig. value =.013 < {0.05}). These findings indicate the existence of a statistically significant difference among the students in writing as shown in Table 7.

Table 7. A One-way ANOVA Comparing Mean Scores of Groups in Writing

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	373.776		93.444	3.290	.013
Within Groups	3635.599	128	28.403		

*The mean difference is significant at the 0.05 level

Table. 8 Means for Groups in Homogeneous Subsets in Reading

VAR00003	N	Subset for alpha = 0.05
		1
2	30	6.6000
4	25	7.4400
3	27	7.5185
5	25	8.2000
1	26	8.5000
Sig.		.426

Table. 9 Means for Groups in Homogeneous Subsets in Writing

VAR00003	N	Subset for alpha = 0.05	
		1	2
4	25	7.9400	
3	27	9.2222	9.2222
5	25	10.2900	10.2900
2	30	10.6167	10.6167
1	26		13.0769
Sig.		.505	.147

*The mean difference is significant at the 0.05 level

The data presented above in Table 9 clearly suggests the incompatibility of group no.4 with regard to their writing production, to explain, a significant difference was marked in the performance of the fourth group as the Sig. value = (.147) However, all the groups seem to share similar reading comprehension abilities as indicated in Table 8 (Sig. value = 0.426 > 0.05). Overall, the conducted statistical analysis of the pretest provided a solid ground for the initiation of the experiment; t-test findings helped the researcher mark a measurement line to which the posttest results are compared to further verify the efficacy of summary writing in boosting EFL reading comprehension ability. Besides, the one-way ANOVA test helped the researcher secure internal validity within the experiment by eliminating incompatible participants.

4.2.2. The Treatment- Summary Writing Integration

The current study utilized a pretest/posttest true experimental design aiming to detect any significant increase in the participants' reading comprehension ability through the employment of summary writing as a reading strategy. The suggested treatment was implemented with the experimental group for 10 weeks following the random distribution of the subjects. This section reveals the subject's progress in the written summaries in hopes to trace a raising curve associated with the implementation of the treatment.

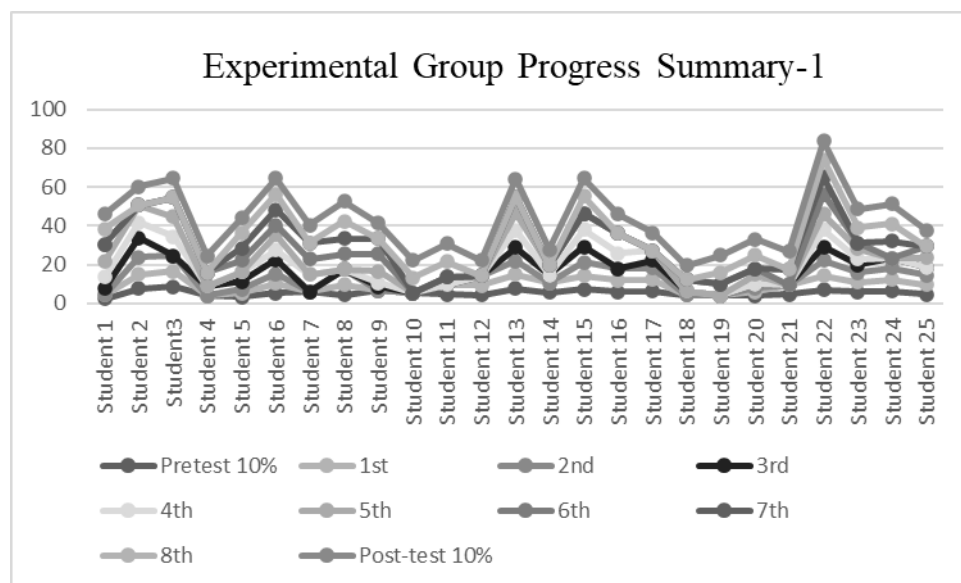


Figure 1. Summarization Assignments for each individual participant

Summary 1= Participants 1-25

The experimental group participants' performance during the experiment is briefed above in Figure 1. It is noted though that students' achievement with regard to the summary assignments was subjected to a number of issues, such as the timing of the lecture; for some students found it difficult to give the proper concentration needed to do the summary task at their last class of the day at 6.00 pm. Another limitation is related to

student's absence due to their preoccupation with other university commitments, like having scheduled tests or project presentations at the same time of the lecture which affected their attendance and completion of the summarization assignments.

Thus, the listed results in Figure 1 above demonstrate each individual participant's entire grades including the pretest, the posttest, and the summary assignments. It clearly shows the number of assignments each participant was able to complete. Evidently, Figure 1 displays the positive correlation between the fulfillment of the summarization assignments with their performance in the posttest. That is, the more assignments the students completed, the higher grade they scored in the posttest.

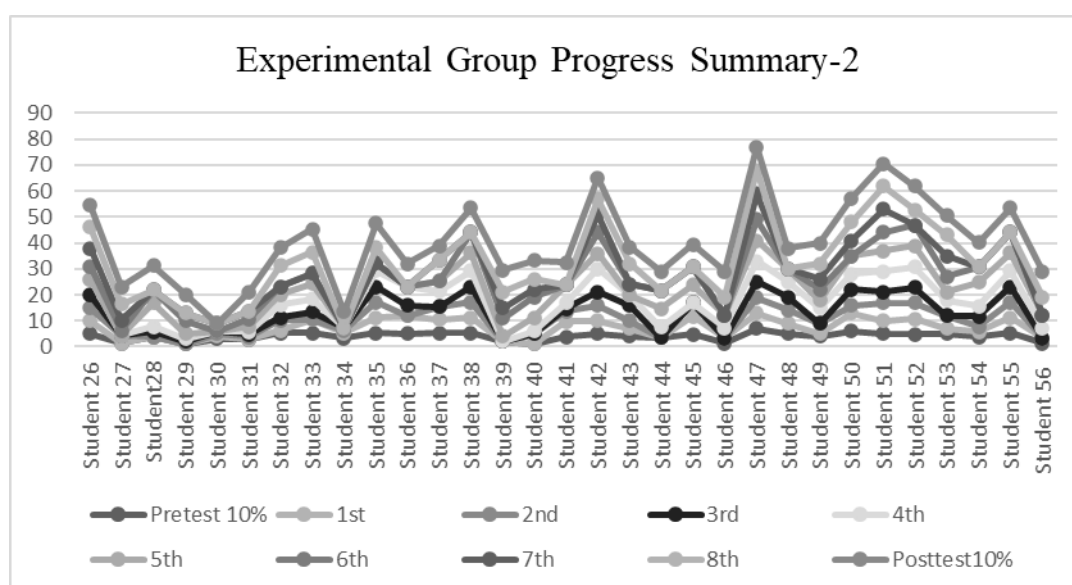


Figure 2. Summarization Assignments for each individual participant
Summary 2 = Participants 26-56

Figure 2 reveals the remaining participant's details. As indicated above, the dark blue line shows the participant's performance in the pretest, while the brown line presents their performance in the posttest. In between, the sum of their summary writing is marked. What is striking in Figures 1

& 2 is the gradual and steady increase in student performance in the written summaries which was simultaneous with the increase in the posttest as clearly presented above.

4.2.3. Comparison of Pretest/Posttest Results

After the implementation of the treatment for 10 weeks with the experimental group, the posttest was administered to both groups, experimental and control. The obtained data were analyzed by the means of the SPSS program. A T-test was run to indicate any significant difference between the group's performance in the pretest and the posttest.

Table 10. A T-test: Comparison of Mean Scores and Standard Deviation of Students' Performance in Pretest and Posttest

	Control Group	N	Mean	Std. Deviation	Std. Error Mean
Reading Pre-test	Control Group	44	7.9091	3.62689	.54677
	Experimental group	50	7.6000	3.42857	.48487
Reading Post-test	Control Group	44	11.5455	4.06605	.61298
	Experimental group	50	17.4600	2.53313	.35824
Writing Pre-test	Control Group	44	10.5114	5.78163	.87161
	Experimental group	50	11.7100	4.67744	.66149
Writing Post-test	Control Group	44	11.3239	3.99002	.60152
	Experimental group	50	16.4350	3.12936	.44256
Total Pre-test	Control Group	44	18.4205	8.33750	1.25693
	Experimental group	50	19.3100	6.87935	.97289
Total Post-test	Control Group	44	23.4375	7.22643	1.08943
	Experimental group	50	33.5000	4.79955	.67876

In order to address the research questions, a T-test was applied to calculate the mean and the standard deviation of both groups. The descriptive statistics presented above in Table 10 include the comparison between the pretest and the posttest regarding the following: Writing production, reading comprehension, and the total score. As indicated in Table 10, the mean value of the test's total score has increased for both groups, that is, the mean value of the control group has increased from 18.420 in the pretest to 23.43 in the posttest. However, such an increase is not as significant as the performance of the experimental group, for the mean value of the said group grew from 19.310 in the pretest to 33.500 in the posttest. Thus, based on the data analyzed above, the null hypothesis can be rejected, further establishing the effectiveness of summary writing utilization in improving EFL reading comprehension.

Table 11. Pretest-Posttest Mean Scores
Comparison of Participants' Total Grades

		Number of Students	Mean
Total Pre-test	Control Group	44	18.42
	Experimental group	50	19.31
Total Post- test	Control Group	44	23.43
	Experimental group	50	33.5

Table 11 above clearly presents the comparison between the mean score of students' total grade in the pretest and the post-test. The data reveal that there has been a slight increase in the performance of the control group from 18.42 in the pretest to 23.43 in the post-test, such progress is

considered mild compared to the sharp boost in the performance of the experimental group from 19.31 in the pretest to 33.50 in the post-test. Figure 3 vividly projects the data in Table 11. It is clearly noticed that both groups started the semester on the same level, and towards the end of the semester the students' performance grew, yet the experimental group's performance exceeded the control group.

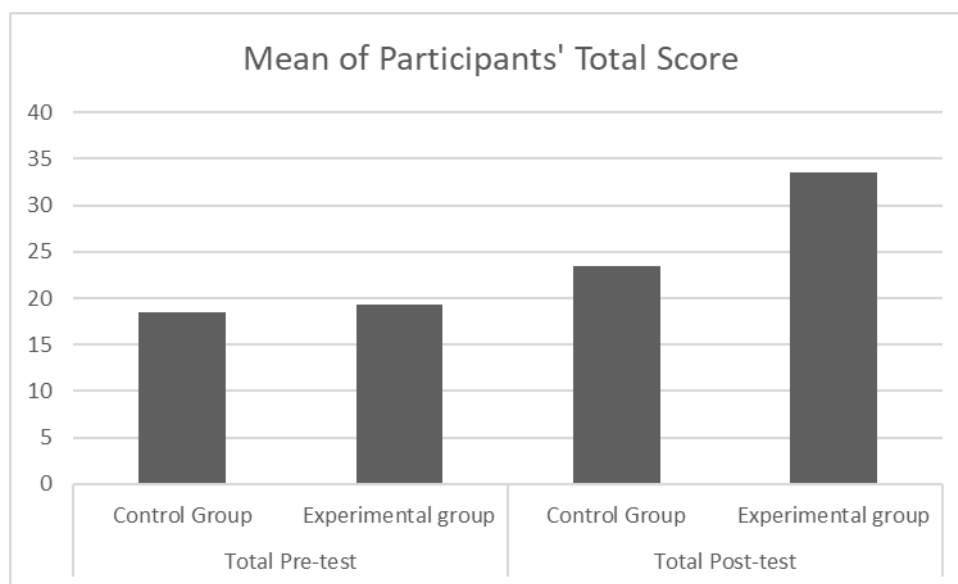


Figure 3. Pretest-Posttest Mean Scores Comparison of Participants' Total Grades

Tables 12 & 13 further disclose the detailed performance of students in both skills reading and writing. As shown in Table 12, both groups witnessed an increase in their reading comprehension ability in the post-test; the control group's reading comprehension ability grew from 7.9 in pretest to 11.54 in the post-test, whereas the experimental group's reading comprehension ability had a phenomenal growth from 7.6 in the pretest to 17.46 in the post-test. The rise of the experimental group's performance in reading is explicitly presented in Figure 4 below.

Table 12. Pretest-Posttest Mean Scores Comparison of Participants' Grades in Reading

		Number of Students	Mean
Reading Pre-test	Control Group	44	7.9
	Experimental group	50	7.6
Reading Post-test	Control Group	44	11.54
	Experimental group	50	17.46

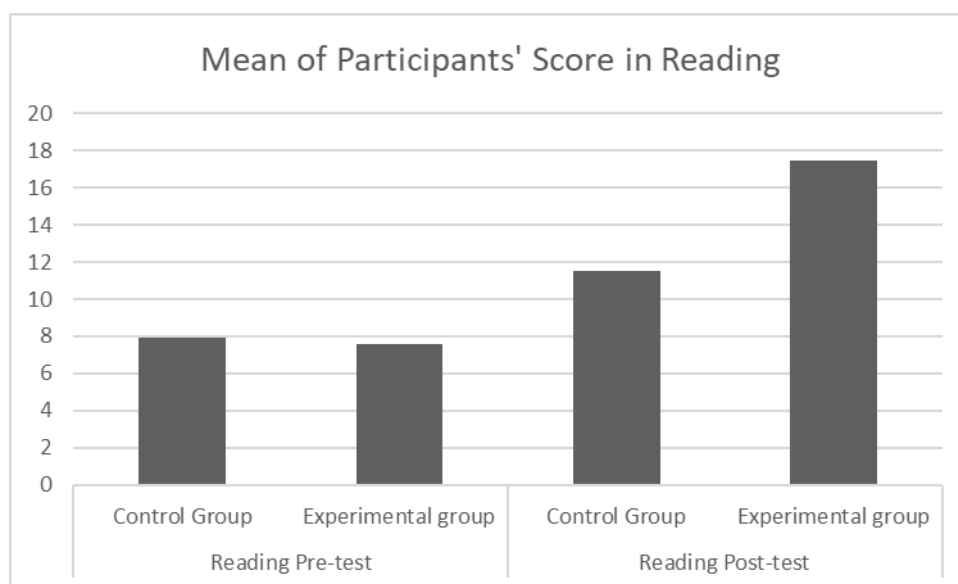


Figure 4. Pretest-Posttest Mean Scores Comparison of Participants' Grades in Reading.

Table 13. Pretest-Posttest Mean Scores
Comparison of Participants' Grades in
Writing

		Number of Students	Mean
Writing Pre-test	Control Group	44	10.51
	Experimental group	50	11.71
Writing Post-test	Control Group	44	11.32
	Experimental group	50	16.43

Table 13 presented above demonstrates the students' performance in writing; the control group had a slight increase that is hardly noticeable in Figure 5 below {10.51 in the pretest-11.32 in the post-test}. However, the experimental group's writing ability had a sharp rise from 11.71 in the pretest to 16.43 in the posttest as shown in Figure 5 below.

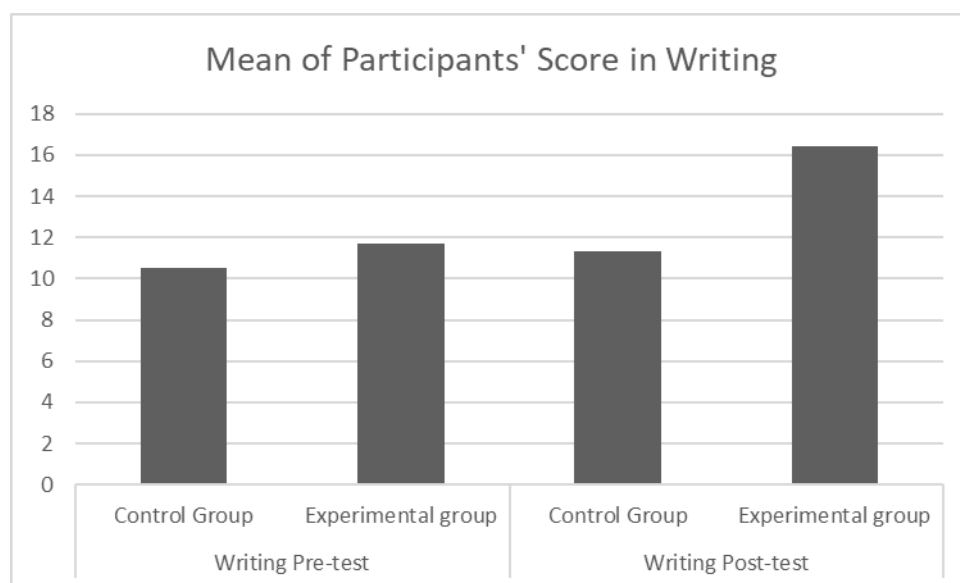


Figure 5. Pretest-Posttest Mean Scores Comparison of Participants' Grades in Writing

Table 14. A One-way ANOVA Test Demonstrating the Comparison Between the Pretest and the Posttest of the Experimental and the Control Groups

				Sum of Squares	df	Mean Square	F	Sig.
Reading	Between Groups	(Combined)		3089.093	3	1029.698	87.433	.000
		Linear Term	Unweighted	2487.033	1	2487.033	211.177	.000
			Weighted	2618.969	1	2618.969	222.380	.000
			Deviation	470.124	2	235.062	19.959	.000
	Within Groups			2166.965	184	11.777		
	Total			5256.059	187			
Writing	Between Groups	(Combined)		1061.731	3	353.910	17.739	.000
		Linear Term	Unweighted	722.071	1	722.071	36.192	.000
			Weighted	765.916	1	765.916	38.389	.000
			Deviation	295.815	2	147.907	7.413	.001
	Within Groups			3671.048	184	19.951		
	Total			4732.779	187			

*The mean difference is significant at the 0.05 level

A one-way ANOVA test was conducted in order to mark any significant difference between the performance of both groups in the post-test. The analysis revealed (Sig. value = 0.00) as displayed in Table 14 above. Now, because the Sig. value = 0.00 < 0.05 which represents the level of significance, the progress of the experimental group was marked statistically significant. Interestingly, the difference proved significant as well in relation to both fields tested, reading comprehension and writing production. Therefore, the calculations presented support the study's hypothesis, and it can be stated that summary writing proved effective in enhancing not only EFL reading comprehension ability but also their writing production.

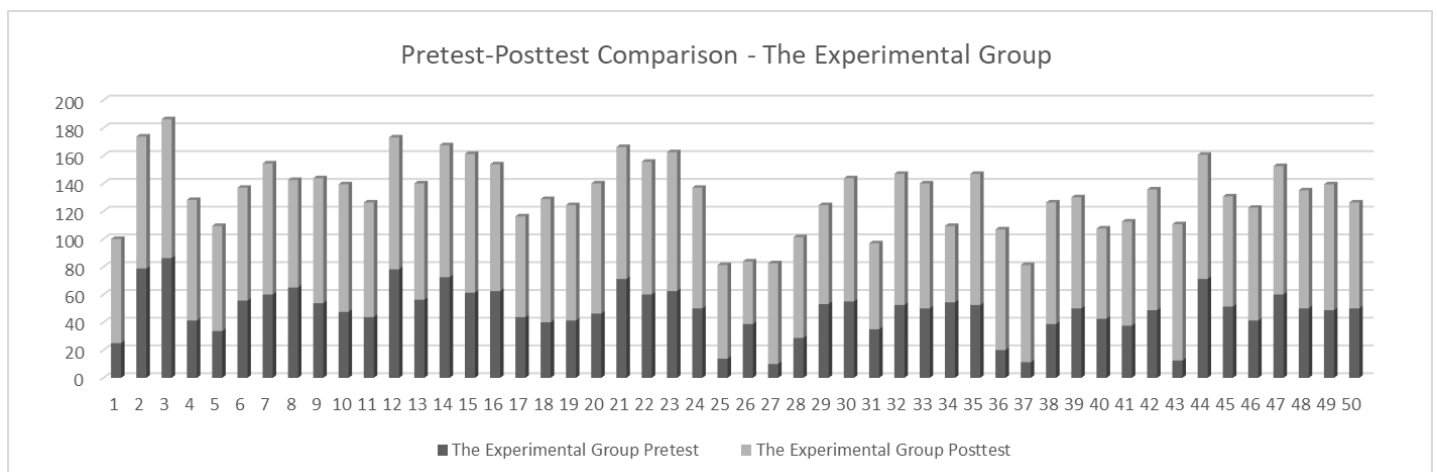


Figure 6. Comparison of the Pretest and Posttest Results of the Experimental Group

Figure 6 shows the difference between the experimental group's performance in both tests, pretest and post-test. Interestingly, the difference between the improvement in the experimental group can be clearly noticed compared to the control group's improvement in Figure 7 below. The black column represents the participant's score in the pretest, while the grey column represents the participant's score in the posttest. Both groups

witnessed an increase in the post-test, but the rise in the control group is not as high as in the experimental group according to Figures 6 & 7.

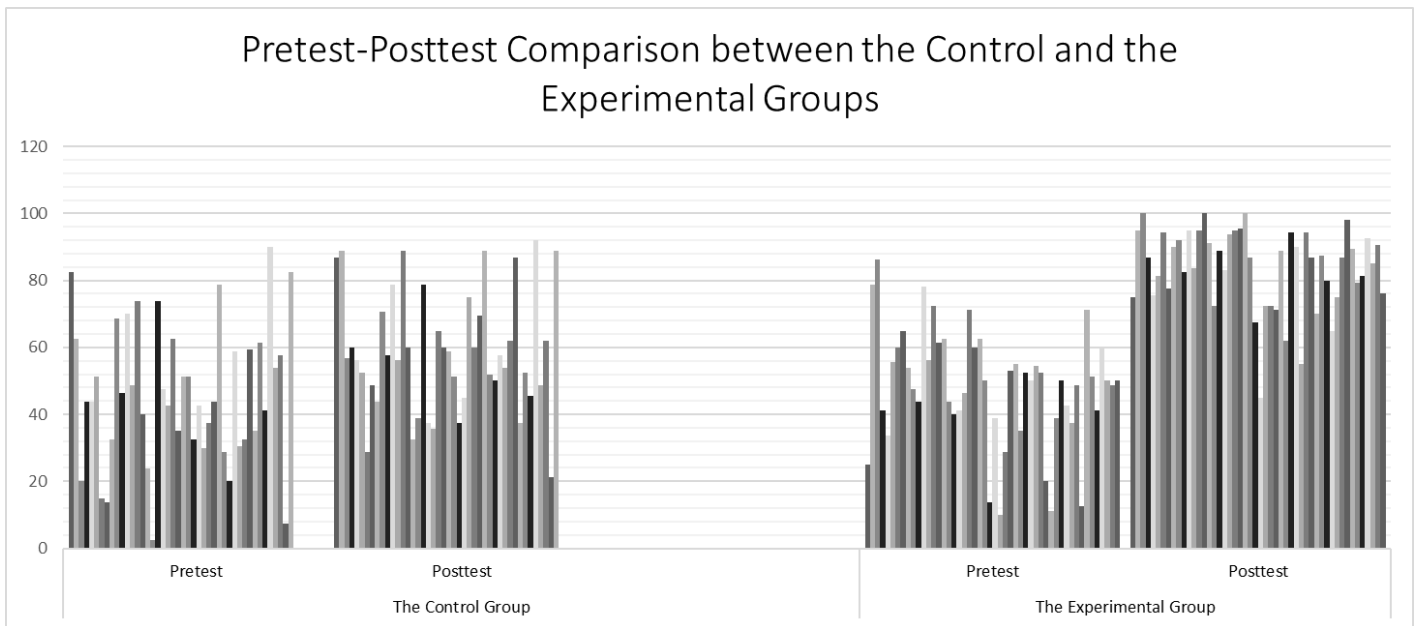


Figure 7. Comparison of the Pretest and Posttest Results of the Control and the Experimental Groups

The graph shown in Figure 7 depicts the progress in each group. As expected, the experimental group's improvement peaked higher than the control group. The control group's growth can be clearly seen as some individual participants scored high marks, whereas in the experimental group, the enhancement was steady throughout the entire group, which reflected a consistent rise as displayed. Simply stated, almost all the participants in the experimental group scored significantly higher in the posttest.

To conclude this section, the obtained data above endorse the study's hypothesis which suggests the utilization of summary writing as a reading strategy to foster EFL reading comprehension ability. Since the study adopts a quantitative design, The summarized results by the means of SPSS statistics proved the effectiveness of employing writing activities in boosting reading comprehension in EFL contexts.

4.2.4. Comparison of Reading and Writing Results

The research instrument utilized in this study included a pretest/posttest tool that was formatted in line with CEFR at B2 level. The researcher intended to measure the effect of summary writing on EFL learners' reading comprehension and writing production. To do so, an unbiased teacher-evaluator rated students' performance throughout the experiment to ensure the validity of the results. The One-Way ANOVA test applied marked a rise in participants' performance in reading and writing. Evidently, statistics reveal the growth of both groups, however, it was the experimental group that reflected the sharp increase. As calculated in Table 10, with regard to exploring the effect of summary writing on reading, the mean value of the experimental group participant's reading abilities elevated from 7.600 in the pretest to 17.46 in the posttest. Whereas the mean value of the control group in reading had a slight increase from 7.909 in the pretest to 11.54 in the posttest. With respect to participants' writing production, the mean value of the experimental group shifted from 11.7100 in the pretest to 16.435. while the mean value of the control group had just a minor increase from 10.511 in the pretest to 11.323 in the posttest.

Table 15. Scheffe Test Result to Investigate Reading and Writing Performance of Students

Multiple Comparisons							
Scheffe							
Dependent Variable	(I) Control Group	(J) Control Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Reading	Control Group Pretest	Experimental group Pre-test	.30909	.70936	.979	-1.6924	2.3106
		Control Post test	-3.63636*	.73165	.000	-5.7008	-1.5720
		Experimental Post-test	-9.55091*	.70936	.000	-11.5524	-7.5494
	Experimental group Pre-test	Control Group Pretest	-.30909	.70936	.979	-2.3106	1.6924
		Control Post test	-3.94545*	.70936	.000	-5.9470	-1.9440
		Experimental Post-test	-9.86000*	.68635	.000	-11.7966	-7.9234
	Control Post test	Control Group Pretest	3.63636*	.73165	.000	1.5720	5.7008
		Experimental group Pre-test	3.94545*	.70936	.000	1.9440	5.9470
		Experimental Post-test	-5.91455*	.70936	.000	-7.9160	-3.9130
	Experimental Post-test	Control Group Pretest	9.55091*	.70936	.000	7.5494	11.5524
		Experimental group Pre-test	9.86000*	.68635	.000	7.9234	11.7966
		Control Post test	5.91455*	.70936	.000	3.9130	7.9160
Writing	Control Group Pretest	Experimental group Pre-test	-1.19864	.92329	.641	-3.8037	1.4065
		Control Post test	-.81250	.95230	.866	-3.4995	1.8745
		Experimental Post-test	-5.98364*	.92329	.000	-8.5887	-3.3785
	Experimental group Pre-test	Control Group Pretest	1.19864	.92329	.641	-1.4065	3.8037
		Control Post test	.38614	.92329	.981	-2.2190	2.9912
		Experimental Post-test	-4.78500*	.89334	.000	-7.3056	-2.2644
	Control Post test	Control Group Pretest	.81250	.95230	.866	-1.8745	3.4995
		Experimental group Pre-test	-.38614	.92329	.981	-2.9912	2.2190
		Experimental Post-test	-5.17114*	.92329	.000	-7.7762	-2.5660
	Experimental Post-test	Control Group Pretest	5.98364*	.92329	.000	3.3785	8.5887
		Experimental group Pre-test	4.78500*	.89334	.000	2.2644	7.3056
		Control Post-test	5.17114*	.92329	.000	2.5660	7.7762

*. The mean difference is significant at the 0.05 level.

Table 15. represents the Scheffe test results which was applied with multiple comparisons as an attempt to further identify the groups that have a significant difference in relation to the dependent variables of reading comprehension ability and writing production. As indicated above in Table 15, the Scheffe table includes all the comparisons summarized earlier. The

Sig. value column is filled with the value (.000) which suggests the presence of a significant difference between the groups, in favor of the experimental group. The level of significance is compared with the (P-value = 0.05) as stated below the table. To elaborate, if the Sig. value is < the (P-value = 0.05), it is marked statistically significant. But, if the Sig. value is > the (P-value = 0.05), no significant difference is detected. The multiple comparisons in Table 15 closely detect the presence of any significant difference between the control and the experimental group with regard to reading and writing. To begin with, the improvement in participants' reading comprehension ability was tackled through the following comparisons; the control group pretest was compared with the experimental group pretest (Sig. value = .979 > 0.05) such value is considered insignificant as it exceeded the level of significance = 0.05. In simple terms, the interpretation of the reading denotes the homogeneity of the groups with no significant difference between them at the beginning of the study which confirmed that all the groups started the experiment on the same level. Moreover, the control group pretest was compared with the control group post-test (Sig. value = .000 < 0.05), such indication marks a significant difference between the performance of the control group before and after the study. The control group pretest was further compared with the experimental group post-test (Sig value = .000 < 0.05) which implied a significant difference among the compared variables.

As for the Experimental group pretest, when compared to the control group pretest (Sig value = .979 > 0.05) which suggests the homogeneity of the groups as there was no significant difference between them. The experimental group pretest was compared to both, the control group post-test and the experimental group post-test resulting in (Sig. value = .000 < 0.05) which demonstrates a statistically significant difference. Then, the

comparisons of the control group post-test marked a significant difference in relation to the following: (Control group post-test Vs. control group pretest = $.000 < 0.05$), (control group post-test Vs. experimental group pretest = $.000 < 0.05$), and (control group post-test Vs. experimental group post-test = $.000 < 0.05$). In the case of experimental group post-test comparisons, they are reported bearing a significance as follows: (experimental group post-test Vs. control group pretest = $.000 < 0.05$), (experimental group post-test Vs. experimental group pretest = $.000 < 0.05$), and (experimental group post-test Vs. control group post-test = $.000 < 0.05$). Thus far, the first part of Table 15 dealt with multiple comparisons that are specific to reading comprehension and revealed two main issues, namely: it indicated the homogeneity of the entire population at the beginning of the study as no significant difference was marked among the experimental and the control group. The second issue affirmed the current study's hypothesis, that is, the integration of summary writing had a positive effect on EFL learners' reading comprehension ability as the multiple comparisons displayed above in Table 15 demonstrate a statistically significant difference in the performance of the experimental group.

The second part of Table 15 reveals multiple comparisons concerning the participants' writing production. With respect to comparing the control group pretest, three points were affirmed; First, the population's homogeneity in writing prior to the study {control group pretest Vs. experimental group pretest = $.641 > 0.05$ (no significant difference present)}. Second, the performance of the control group did not signal a noticeable improvement towards the end of the study {control group pretest Vs. control group post-test = $.866 > 0.05$ (no significant difference present)}. Third, the effectiveness of summary writing integration {control

group pretest Vs. experimental group post-test = $.000 < 0.05$ (a significant difference is marked)).

In terms of comparing the experimental group pretest three pillars were established; to begin with, the study's population shared the same level in the initial phase {experimental group pretest Vs. control group pretest = $.641 > 0.05$ (no significant difference present)}. Secondly, the control group weak improvement towards the end {experimental group pretest Vs. control group post-test = $.981 > 0.05$ (no significant difference present)}. Finally, the phenomenal progress observed in the performance of the experimental group at the end {experimental group pretest Vs. experimental group post-test = $.000 < 0.05$ (a significant difference is marked)}.

Regarding the control group post-test comparisons, two issues are established; Firstly, the control group participants' performance did not reflect obvious progress {(control group post-test Vs. control group pretest = $.866 > 0.05$) – (control group post-test Vs. experimental group pretest = $.981 > 0.05$)}. Thus, one can conclude that there is no significant difference present in the writing performance of the control group towards the end of the study. Secondly, the study's hypothesis is confirmed {(control group post-test Vs. experimental group post-test = $.000 < 0.05$ (a significant difference is marked))}.

The last row of the multiple comparisons displayed in Table 15 indicates the positive impact of summary writing on EFL learners' writing production {experimental group post-test Vs. control group pretest = $.000 < 0.05$ (a significant difference is marked)}, {experimental group post-test Vs. experimental group pretest = $.000 < 0.05$ (a significant difference is marked)}, and {experimental group post-test Vs. control group post-test = $.000 < 0.05$ (a significant difference is marked)}.

To conclude this section, the analysis of the conducted multiple comparisons in Table 15 suggests a number of matters in relation to participants' performance in reading comprehension and writing production. To start with, the multiple comparisons indicated that the entire population of the study (the control and the experimental groups) had no significant differences among them prior to the implementation of the treatment (summary writing integration). Secondly, the statistical analysis implied the effectiveness of summary writing integration in enhancing EFL learners' reading comprehension ability and writing production due to the presence of a significant difference in the experimental group's performance. What is striking in this table is the variance in the improvement of the control in both skills; that is, the control group who practiced multiple choice reading activities reflected a significant difference between their own performance in the pretest and the post-test in reading. The writing section, on the other hand, did not show a significant difference between the control group's performance in the pretest and the post-test, notably, when the control group writing pretest was compared with their own writing post-test (the Sig. value = .866 > 0.05) Therefore, it is valid to suggest that engaging EFL students in summary writing tasks boosts not only their reading comprehension, but also their writing production.

4.3. Discussion

In this section, the findings of the study are discussed, documenting a detailed account of the results' interpretation by linking them to the theoretical and empirical literature. The study's hypotheses will also be discussed here in relation to the findings of the study, further affirming empirical findings of the effectiveness of summary writing in promoting EFL reading comprehension.

The current study endeavored to answer the following research questions:

1. What are the potential benefits of utilizing writing as a tool to promote EFL university learners' reading comprehension?
2. To what extent does the utilization of summary writing enhance EFL university learners' reading comprehension?
3. Does the integration of writing and reading bear any positive effects in fostering EFL university learners' reading and writing abilities?

In order to address the above mentioned research questions, both control and experimental groups were exposed to different reading tasks; the control group practiced multiple choice reading tasks, while the experimental group practiced writing summaries of the same reading passages. The experiment lasted for an entire semester with pre-post tests to measure student's progress towards the end. The findings of the study illustrated that the use of summarizing has been effective in enhancing EFL learners' reading comprehension ability. The study found that summary writing implemented with the experimental group made significant improvements in participants' reading comprehension and writing production. Based on the statistical analysis conducted via SPSS, a significant difference was noted with regards to the experimental group's performance before and after the implementation of summary writing; the mean value witnessed a rapid increase from (19.310) in the pretest to (33.50) in the posttest. In contrast to the slight increase in the control group performance from (18.420) in the pretest to (23.43) in the posttest. With respect to the comparison between the performance of both groups, a paired-sample t-test was conducted in order to detect any significant difference among the said groups. The findings revealed a significant

difference in favor of the experimental group with (Sig. value =.000) which is lower than (0.05) -the level of significance.

Moreover, One-Way ANOVA and Scheffe tests marked a significant difference between the summary group and the control group with respect to participants' reading comprehension ability and writing production; a statistically significant difference was marked in the experimental group's performance as opposed to the control group, but what is interesting is the variance noticed within the control group; that is, when the reading of the control group's pretest was contrasted with the post-test, a statistically significant difference was found as (the Sig. value = .000). However, when the writing of the control group's pretest was contrasted with the post-test, (the Sig. value = .866) is interpreted as insignificant. In other words, the performance of the control group before and after the experiment outlined steady progress within the group in reading comprehension, yet their writing production did not reflect a notable improvement. Therefore, these numbers can be attributed to the type of tasks assigned to each group; the experimental group was engaged in the interactive task of summarizing that required greater involvement and attention, which, in turn, provided a deep level of understanding in contrast to the control's group reading tasks. Accordingly, the null hypothesis which suggests that summary writing has no significant effect on EFL university learners' reading comprehension, is rejected.

On the other hand, these findings validate the acceptance of research hypothesis #1. The statistical findings of the study provided logical explanations for the improvements in the experimental group which is consistent with the study's hypothesis that proposes summary writing as an effective strategy to improve EFL university learners' reading comprehension. This is indicated by the fact that the experimental group

outperformed the control group in the posttest; the statistical tests conducted at the end of the study by means of SPSS revealed a significant difference among the groups. To sum up, the results provided evidence to encourage the adaptation of two main approaches in the EFL classroom in order to build a proper language proficiency empowered by the acquisition of efficient reading skills. The first approach is related to the need for effective reading strategies as they are substantial tools that can help EFL students develop a sense of conscious control over their own learning through a series of steps that can aid comprehension of any text they read. With regard to the second approach implied by the findings of the study, the effectiveness of summary writing in enhancing EFL reading comprehension illustrates the importance of connecting reading and writing. In other words, summary writing provides the opportunity for writing to improve reading simply because both skills are essentially similar processes of meaning constructions. Thus, encouraging EFL learners to nourish their reading skills hand in hand with their writing is the best method to develop their communicative competence.

These data are compatible with previous studies concerning the enhancement of reading comprehension through the utilization of summary writing. The study findings are supported by empirical studies reviewed in the second chapter, namely Jitendra, Hoppes, and Xin (2000), Braxton (2009), Susar and Akkaya (2009), Amiri and Sarlak (2010), Karbalaee and Rajyashree (2010), Khathayut and Karavi (2011), Cho (2012), Pakzadian and Rasekh (2012), Gao (2013), Hemmati and Kashi (2013), Shokrpour and Sadeghi (2013), Khoshsiman and Tiyyar (2014), Li (2014), Zafarani and Kabgani (2014), Chiu (2015), Stawiarska (2015), Mokeddem and Houcine (2016), Abed (2017), Huan and Ngan (2017), Nurhayati and Fitriana (2018), Bahrami and Rahimy (2020), Afriadeni, Eryansyah, and Inderawati

(2021), Ramirez-Avila and Barreiro (2021). These studies affirmed the effective impact of summary writing in promoting learners' reading comprehension.

The aforementioned empirical studies asserted a number of essential components that need to be paid enough attention to address the existing reading gap among EFL learners. Today, the EFL classroom needs a set of effective reading strategies that can aid learners become self-directed with conscious control over their learning. EFL teachers can incorporate proper strategy instruction as part of everyday reading instruction aiming to automate strategy use for fluent reading. In other words, learners need to be independent strategy users and readers, monitor themselves, and be strategic and effective readers.

With respect to the effectiveness of summary writing as a reading strategy in improving EFL reading comprehension, the previously stated empirical studies attended closely to the underlying processes involved in summarizing and examined how the medium of writing promotes reading comprehension. To begin with, comprehension is an essential factor in summarizing, students need to comprehend and understand the text before condensing it. Indeed, students are compelled to read the text more than once so as to grasp the main ideas and omit unnecessary details. Braxton (2009) claims that summarizing encourages active reading by requiring students to use other cognitive comprehension strategies, such as predicting, rereading, and questioning. Caccamise (2011) further asserts that learners build a better understanding of texts if they are required to engage in the active processing necessary to restate the text in their own words and distill the information to the gist. She adds that summarizing can be considered an important reading comprehension strategy that can help learners develop the gist of ideas and shape a lasting and exact text-based

representation of text meaning. In the same vein, Susar and Akkaya (2009) state that summarizing is one of the meta-cognitive strategies that lead to the effective use of mental skills and increases remembering and understanding. Similarly, Abed (2017) lists summarizing among other strategies that have proved effective in fostering learners' reading comprehension, other strategies included, asking and answering questions, generating questions, predicting the intent of the text, verifying, paraphrasing, and rereading to clarify meaning, all of which require deep mental processing.

Additionally, Buu Huan and Kim Ngan (2017) claim that summarizing is a sophisticated and demanding activity that is crucial for text comprehension and information processing. It can be considered as a high-level comprehension strategy, that can improve long-term retention of information and impact students' learning positively. Likewise, Pakzadian and Rasekh (2012) indicate that the process of generating summaries helps readers focus on the gist of information and therefore improves comprehension. Oded and Walters (2001) also assert that the effectiveness of summarizing for the improvement of reading comprehension lies within its ability to help learners identify main ideas, generalize, remove redundancy, integrate ideas, and improve memory for what is read. In other words, during summarizing, students are required to process the ideas of the passage and consider how they are related to one another. Evidently, summaries showed more evidence of massive and critically essential gains for learners, such as organization of information, greater involvement on the part of the reader/writer, and more mental effort.

In terms of emphasizing the importance of connecting reading with writing as an efficient approach that needs to be adopted for the benefit of EFL learners as well as teachers. Much is due to the fact that both reading and writing get learners actively engaged in the process of meaning construction, as both incorporate the same components in learner's learning, particularly prior knowledge and other metacognitive factors involved in both processes. Based on this, the researcher opted for experimenting with summarizing, simply because it exemplifies a mixture of reading and writing, offering tremendous opportunities for writing to enhance reading. Pakzadian and Rasekh (2012) concluded their study by stressing this exact notion, that is, having students write about what they have read improves their reading ability, which is compatible with the findings of this study. To sum up, summarization can be considered the ultimate medium that incorporates the two basic skills further encouraging EFL learners to take greater responsibility and control of their learning and to increase their awareness of such involvement during the reading process. In simpler words, it is through summarizing, students learn how to nourish their reading skills hand in hand with writing in their attempt to accomplish the task required. Thus, based on the findings of the study and the literature reviewed, summarizing can be deemed a powerful tool that can turn EFL learners into more active effective readers.

4.4. Conclusion

This chapter began by presenting and describing the obtained data, further providing an objective description of the SPSS conducted test results. Then, the discussion section dealt with interpreting the results; it went on to affirm the study's hypothesis posed in the first chapter of this study. To begin with, the initial part of the chapter provided the pretest results through which the researcher managed to cover two main concerns;

firstly, a baseline was drawn to which the post-test results are compared after the implementation of the treatment. Secondly, the pretest results analyzed by means of the T-test ensured the homogeneity of the entire population prior to the intervention. 25 participants were found incompatible with the rest of the population; thus they were excluded from the study and the remaining 109 students were randomly assigned to the experimental and control groups.

With respect to the duration of the treatment, participants in the experimental group were assigned summary writing tasks, while those in the control group were assigned multiple choice practice of the same passages. It must be noted though, that each group was evaluated by a different type of assessment; the experimental group's assignments were assessed through summative assessment, which takes place after the learning has been completed and provides feedback that sums up the teaching and the learning process. An unbiased evaluator by referring to rubrics assessed the experimental group's summary writing. A formative assessment, on the other hand, was implemented to evaluate the control groups' reading practice; it is a type of assessment that provides feedback during the instructional practice and while learning is occurring. What stands out in the intervention section is the performance of the experimental group which appears to be correlating with their significant enhancement in the post-test, that is, the more summary assignments participants were able to complete, the higher mark they'll achieve. The graphs in Figures 1&2 depict the experimental group participants' gradual improvement starting with the pretest, to the summary assignments, to the posttest.

The third section of this chapter dealt with the post-test results reporting the descriptive analysis of SPSS administered tests. A significant difference was marked in favor of the experimental group with (Sig. value = $.000 < 0.05$) in the total mark of the tests as well as the respective skills (reading and writing) when multiple comparisons were applied. Based on these findings, summary writing integration proved effective in enhancing EFL learners' reading comprehension and writing skills, much is owed to the nature of the summarization task and how it connects reading with writing allowing its reciprocal nature to support and promote each other. Moreover, interesting results regarding the control group's growth throughout the semester supported the acceptance of the study's hypothesis, to elaborate, multiple comparisons revealed a significant improvement with respect to comparing the reading part of the control group pretest to their posttest, however, no enhancement was marked in the writing performance of the control group within the in-group comparisons. This evidence supports the efficacy of summary writing integration in fostering not only EFL learners' reading comprehension but also their writing skills.

The final part of this chapter discusses the current study findings which were found to be in line with previous studies asserting two main points, first, the promotion of EFL students' learning can be achieved through engaging them in summarization tasks that ensure their involvement in active learning further allowing them to take control and navigate their way into independent learning. This can benefit EFL learners as well as teachers due to the fact that the role of the teacher is minimized to advisory shedding more light on the learner and further implementing the student-centered classroom approach. The second point asserted in the discussion section is the way summarization integrates reading with

writing boosting the reciprocal nature of both skills and granting each the opportunity to remedy any breakdowns in the other. To sum up, this chapter bares the statistical evidence for the acceptance of the study's hypothesis, that is, summary writing proved its efficacy in promoting EFL learners' reading comprehension ability and writing production.

CHAPTER FIVE
CONCLUSIONS, IMPLICATIONS, AND
RECOMMENDATIONS

CHAPTER FIVE

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

5.1. Introduction

This chapter illustrates the study's summary, conclusion, and pedagogical implications. The study's pillar points are outlined here revealing the executed steps and the descriptive analysis of the obtained statistical data. A set of recommendations are further considered in light of the study's findings.

5.2. Summary

This study focused on exploring the impact of summary writing on EFL reading comprehension ability. A true experimental study was conducted at the University of Bahrain with 109 engineering students enrolled in the English language course "Composition and Reading II"-ENGL 102. The study utilized a pretest/posttest quantitative design that employed the statistical program SPSS to verify the study's hypothesis. The researcher managed to measure the influence of summary writing on EFL learners reading comprehension by the means of a pretest/posttest that assessed participants' reading comprehension ability and writing production. It should be noted that the study instruments (pretest and posttest) were designed based on the reading and writing sections of the TOEFL exam, and to ensure the internal validity of the study, an unbiased teacher-evaluator rated the tests. The administration of the pretest allowed the researcher to initiate the experiment by verifying the homogeneity of the population, to illustrate, 135 students took the pretest, yet only 109 were

selected suitable as 25 were excluded based on their writing incompatibility which was revealed by the t-test analysis. The population was, then, randomly assigned into experimental and control groups, both of which were tutored by the same instructor, the same textbook, and the same conventional teaching method. The only exceptional procedure arranged with the experimental group was the delegation of weekly summarizing assignments while the control group received reading comprehension practice using the same texts assigned to the experimental group, but with multiple choice questions and formative assessment that employed direct feedback in class.

Participants of the experimental group received regular summative feedback on how to enhance their summaries. The collective data from the written summaries indicated a steady rise in student's performance, and a positive correlation was assumed between the number of summaries students completed and their performance in the posttest. That is, the more summaries they were able to complete, the higher they achieved in the posttest. Moreover, the posttest was carried out towards the end of the ten-week period of the intervention marking notable progress between the group's performance before and after the intervention. One-way ANOVA test revealed that the experimental group's mean score improved from 19.310 in the pretest to 33.500 in the posttest marking a 14.19 difference. Whereas the control group's improvement was noted from 18.420 in the pretest to 23.43 in the posttest with a spotted difference of 5.01. The test analysis also showed a statistically significant difference between the pretest/posttest application, in favor of the experimental group.

These findings demonstrated the positive influence of summary writing on EFL reading comprehension highlighting three main observations: First, EFL student's need for appropriate and effective

reading strategy training in class. Second, the study obtained evidence for the effectiveness of summary writing in enhancing EFL learners' reading comprehension and writing ability. Third, EFL teachers need to exploit the reading-writing connection to construct EFL language proficiency. To elaborate, by viewing both skills as similar processes of meaning construction, educators and curriculum designers can aid the adaptation of effective teaching methods and strategies that incorporates both skills further allowing the compensative nature of both to mend any deficiencies in the other.

5.3. Conclusion

The current study endeavored to determine the role of summary writing in the enhancement of EFL learners' reading comprehension and writing ability. The findings indicated that having EFL learners write about what they read promotes both, their reading comprehension and writing skills. This obtained evidence implies the vital importance of connecting reading and writing, especially in EFL context, when students are hardly exposed to the target language, EFL educators must utilize each medium for the enhancement of the other. Students must be engaged actively in an in-depth text processing for the learning to occur, and the summarizing strategy carries such high pedagogic value. That is, summarizing incorporates reading and writing and demands students to make an effort as they must comprehend and understand the original text to be able to reproduce it in their own words. In doing so, they need to delete trivia and redundancies, and highlight key ideas creating the macrostructures that necessitate higher-level processing skills. Correspondingly, the writing process is closely linked to whatever goes on while comprehending texts, because writers find themselves committed to necessitate those exact high-level processing skills in their attempt to generate meaning based on their

own knowledge and experience, building relationships among words, sentences, and paragraphs for the purpose of gathering, preserving, and transmitting information with accuracy. Thereby, being engaged in such procedures increases learners' awareness of the material they read as illustrated by the study's findings as well as the reviewed theoretical and empirical literature.

Additionally, adopting the reading-writing connection approach in EFL classrooms conforms with the shift in education which stresses learner's centeredness in contrast to teacher-centered classroom instructions. To clarify, learners are expected to be independent, having a more active role in their learning. In order to achieve this goal, learners ought to be granted the appropriate opportunities to be acquainted with the various reading strategies such as: predicting, questioning, verifying, rereading to clarify meaning, paraphrasing, and activating prior knowledge. Because only by acquiring such strategies, learners will have a sense of conscious control over them and can adapt to any text they read, hence they will be involved in active independent learning. By the same token, exposing learners to summarizing strategy can make them aware of the processes that aid their comprehension, as they will need to reread, question, and verify to clarify meaning; summarization compels learners to apply self-testing while reading which entails the application of a number of strategies in order to remedy comprehension breakdowns. Simply put, once learners achieve awareness of summarizing strategy, they will have a good command over a variety of strategies they can be employed in composing summaries. Therefore, it is valid to argue that since the central aim of education is empowering learners to take control of their own meaning construction, learning strategies such as summarizing can serve as a potent tool to fulfill such requirements.

5.4. Recommendations and Pedagogical Implications

The findings of the study give rise to pedagogical implications for curriculum designers, and educators with regard to adopting a teaching approach that indulges learners in interactive learning, through which they can have better command over a set of strategies that enables them to become effective and strategic readers. The detected positive effect of summary writing can be used by educators to help close the reading gap among EFL learners by promoting their reading ability.

Taking into consideration the importance of turning EFL learners into efficient readers, several recommendations for EFL pedagogy can be made based on the findings of the current study:

1. This study can serve as a guide for curriculum designers and teachers to help them implement specific writing practices to promote EFL learners' reading comprehension further encouraging them to explore other writing practices that might bear fruitful influence on the enhancement of learners' reading proficiency.
2. The study obtained evidence for the effectiveness of employing writing activities to improve reading comprehension raising awareness among EFL educators to remedy any deficiencies in learners' literacy by the means of connecting reading with writing further allowing each skill to mend any breakdowns in the other.
3. EFL educators must focus on nurturing reading as a skill, equipping EFL learners with all the strategies necessary in order to facilitate proper comprehension, such as scanning, skimming, predicting, questioning, and verifying.
4. The study's findings imply the essential role of strategy training in class in the enhancement of EFL learners' reading proficiency.

5. For the purpose of building a well-constructed language proficiency, especially in EFL context, summary writing should be included as part of the curriculum starting from lower primary grades to secondary, due to the fact that summarizing can cultivate learner's reading skills hand in hand with their writing.
6. Summarizing operates both as a criterion and a booster of reading comprehension, thus it can play a role as a diagnostic function, further helping EFL educators outline any difficulties faced by learners and attend to them properly.
7. Summarizing can aid EFL educators accomplish a student-centered classroom, by equipping learners with a range of learning strategies enabling them to take control of their learning.
8. Summarizing is a demanding task that requires sufficient time and practice for learners to achieve the expected learning outcomes. Therefore, EFL educators should bear in mind that an adequate amount of time is needed to prepare EFL learners for autonomous reading and understanding.
9. The summarizing strategy can be implemented in other subjects like science, social studies, and math, taking into account selecting suitable and non-demanding reading passages to improve learners' comprehension and retention of the material.

As for future research, further research can be conducted exploring more writing activities that can be utilized for the enhancement of reading comprehension expanding the horizons for the exploitation of the reading-writing connection for the purpose of empowering EFL learners, boosting their language proficiency, and easing the process of language acquisition. The field of pedagogy is in need of more research investigating other reading strategies perhaps with a wider sample and longer training periods.

Also, the summarizing strategy can be tried with learners with different proficiency levels exploring its impact on fostering their critical thinking. Another possible direction for future research would be to examine the effect of summarizing narratives, especially with low-achieving learners.

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APPENDICES

Appendix A:

The Pretest- Reading Comprehension & Writing



UNIVERSITY OF BAHRAIN

COLLEGE OF ARTS

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

ENGL 102: Composition and Reading II

QUIZ ONE – SEM I - 2022/2023

TO THE STUDENT:

- PLEASE TURN OFF YOUR MOBILE PHONE NOW AND PUT IT AWAY.
- Have your ID/CPR card ready on your desk.
- Write your FULL NAME, ID#, INSTRUCTOR'S NAME and SECTION# on the answer sheet provided.
- Stick to the time allowed for completion of this quiz, which is **75 minutes**.
- You may lose marks if you do not stop writing when asked to do so.
- This quiz consists of **08 PAGES** including the front page and instructions. Make sure you read all the pages (numbered 2-08) to answer the questions.
- You are NOT PERMITTED to use dictionaries during this quiz.
- Do not turn your head left or right during the quiz or talk to other students. Talking is cheating.
- If you have a question or need assistance in any way, please raise your hand.
- When you finish the quiz and wish to leave, please raise your hand and remain seated quietly at your desk until the invigilator comes to collect your quiz.
- DO NOT LEAVE BEFORE YOUR QUIZ HAS BEEN COLLECTED.

QUESTION NUMBER	MARKS OBTAINABLE	MARKS AWARDED
READING	20	
WRITING	20	
TOTAL	40	

PART ONE: READING COMPREHENSION

Questions 1–9

Read the passage. Then answer the questions below.

Smart Energy

The next few decades will see great changes in the way energy is supplied and used. In some major oil producing nations, 'peak oil' has already been reached, and there are increasing fears of global warming. Consequently, many countries are focusing on the switch to a low carbon economy. This transition will lead to major changes in the supply and use of electricity. **[A]** Firstly, there will be an increase in overall demand, as consumers switch from oil and gas to electricity to power their homes and vehicles. **[B]** Secondly, there will be an increase in power generation, not only in terms of how much is generated, but also how it is generated, as there is growing electricity generation from renewable sources. **[C]** To meet these challenges, countries are investing in Smart Grid technology. **[D]** This system aims to provide the electricity industry with a better understanding of power generation and demand, and to use this information to create a more efficient power network.

Smart Grid technology basically involves the application of a computer system to the electricity network. The computer system can be used to collect information about supply and demand and improve engineer's ability to manage the system. With better information about electricity demand, the network will be able to increase the amount of electricity delivered per unit generated, leading to potential reductions in fuel needs and carbon emissions. Moreover, the computer system will assist in reducing operational and maintenance costs.

Smart Grid technology offers benefits to the consumer too. They will be able to collect real-time information on their energy use for each appliance. Varying tariffs throughout the day will give customers the incentive to use appliances at times when supply greatly exceeds demand, leading to great reductions in bills. For example, they may use their washing machines at night. Smart meters can also be connected to the internet or telephone system, allowing customers to switch appliances on or off remotely. Furthermore, if houses are fitted with the apparatus to generate their own power, appliances can be set to run directly from the on-site power source, and any excess can be sold to the grid.

With these changes comes a range of challenges. The first involves managing the supply and demand. Sources of renewable energy, such as wind, wave and solar, are notoriously unpredictable, and nuclear power, which is also set to increase as nations switch to alternative energy sources, is inflexible. With oil and gas, it is relatively simple to increase the supply of energy to match the increasing demand during peak times of the day or year. With alternative sources, this is far more difficult, and may lead to blackouts or system collapse. Potential solutions include investigating new and

efficient ways to store energy and encouraging consumers to use electricity at off-peak times.

A second problem is the fact that many renewable power generation sources are located in **remote** areas, such as windy uplands and coastal regions, where there is currently a lack of electrical infrastructure. New infrastructures therefore must be built. Thankfully, with improved smart technology, this can be done more efficiently by reducing the reinforcement or construction costs.

Although Smart Technology is still in its infancy, pilot schemes to promote and test it are already **underway**. Consumers are currently testing the new smart meters which can be used in their homes to manage electricity use. There are also a number of demonstrations being planned to show how the smart technology could practically work, and trials are in place to test the new electrical infrastructure. It is likely that technology will be added in 'layers', starting with 'quick win' methods which will provide initial carbon savings, to be followed by more advanced systems at a later date. Cities are prime candidates for investment into smart energy, due to the high population density and high energy use. It is here where Smart Technology is likely to be promoted first, utilising a range of sustainable power sources, transport solutions and an infrastructure for charging electrically powered vehicles. The infrastructure is already changing fast. By the year 2050, changes in the energy supply will have transformed our homes, our roads and our behaviour.

1. According to paragraph 1, what has happened in some oil producing countries?

- A. They are unwilling to sell their oil any more.
- B. They are not producing as much oil as they used to.
- C. The supply of oil is unpredictable.
- D. Global warming is more severe here than in other countries.

2. Where in paragraph 1 can the following sentence be placed?

There is also likely more electricity generation centres, as households and communities take up the opportunity to install photovoltaic cells and small scale wind turbines.

- (A)
- (B)
- (C)
- (D)

3. Which of the following is NOT a benefit of Smart Grid technology to consumers?

- A. It can reduce their electricity bills.
- B. It can tell them how much energy each appliance is using.
- C. It can allow them to turn appliances on and off when they are not at home.
- D. It can reduce the amount of energy needed to power appliances.

4. According to paragraph 4, what is the problem with using renewable sources of power?
- A. They do not provide much energy.
 - B. They often cause system failure and blackouts.
 - C. They do not supply a continuous flow of energy.
 - D. They can't be used at off-peak times.
5. In paragraph 6, what can be inferred about cities in the future?
- A. More people will be living in cities in the future than nowadays.
 - B. People in cities will be using cars and buses powered by electricity.
 - C. All buildings will generate their own electricity.
 - D. Smart Grid technology will only be available in cities.
6. The word 'remote' in paragraph 5 could be best replace by:
- A. isolated
 - B. crowded
 - C. attractive
 - D. alone
7. The word 'underway' in paragraph 6 is closest in meaning to:
- A. permanent
 - B. complete
 - C. beneficial
 - D. in progress
8. What is the main idea of the final paragraph? (paragraph 6).
- A. To describe who will benefit from Smart Grid technology first.
 - B. To outline the advantages of Smart Grid technology.
 - C. To summarise the main ideas in the previous paragraphs.
 - D. To describe how, where and when Smart Technology will be introduced.
9. In paragraph 6, what can be inferred about the introduction of Smart Grid Technology?
- A. The technologies which produce most benefits will be introduced first.
 - B. The cheapest technologies will be introduced first.
 - C. The technologies which are most difficult to put into place will be introduced first.
 - D. Technologically advanced systems will be introduced first.

Questions 10-20

This section has a reading passage about *perfume* and 12 questions. Think carefully before you choose an answer.

Read the text and answer the questions.

1. The craft of perfumery has an ancient and global heritage. The art flourished in Ancient Rome, where the emperors were said to bathe in scent. After the fall of Rome, much of the knowledge was lost, but survived in Islamic civilizations in the Middle Ages. Arab and Persian pharmacists developed essential oils from the aromatic plants of the Indian peninsula. They developed the processes of distillation and suspension in alcohol, which allowed for smaller amounts of raw materials to be used than in the ancient process, by which flower petals were soaked in warm oil. This knowledge was carried back to European monasteries during the Crusades.

2. At first, the use of fragrances was primarily associated with healing. Aromatic alcoholic waters were ingested as well as used externally. Fragrances were used to purify the air, both for spiritual and health purposes. **During the Black Death, the bubonic plague was thought to have resulted from a bad odour which could be averted by inhaling pleasant fragrances such as cinnamon.** The Black Death led to an aversion to using water for washing, and so perfume was commonly used as a cleaning agent.

3. Later on, the craft of perfume re-entered Europe, and was centred in Venice, chiefly because it was an important trade route and a centre for glass-making. Having such materials at hand was essential for the distillation process. In the late seventeenth century, trade soared in France, when Louis XIV brought in policies of protectionism and patronage which stimulated the purchase of luxury goods. Here, perfumery was the preserve of glove-makers. The link arose since the tanning of leather required **putrid** substances. Consequently, the gloves were scented before they were sold and worn. A glove and perfume makers' guild had existed here since 1190. Entering it required 7 years of formal training under a master perfumer.

4. The trade in perfume flourished during the reign of Louis XV, as the master glove-and-perfume makers, particularly those trading in Paris, received patronage from the royal court, where it is said that a different perfume was used each week. The perfumers diversified into other cosmetics including soaps, powders, white face paints and hair dyes. They were not the sole sellers of beauty products. Mercers, spicers, vinegar-makers and wig-makers were all cashing in on the popularity of perfumed products. Even simple shopkeepers were coming up with their own concoctions to sell.

5. During the eighteenth century, more modern, capitalist perfume industry began to emerge, particularly in Britain where there was a flourishing consumer society. In France, the revolution initially disrupted the perfume trade due to its association with aristocracy, however, it regained momentum later as a wider range of markets were sought both in the domestic and overseas markets. The guild system was abolished in 1791, allowing new high-end perfumery shops to open in Paris.

6. Perfume became less associated with health in 1810 with a Napoleonic ordinance which required perfumers to declare the ingredients of all products for internal consumption. Unwilling to divulge their secrets, traders concentrated on products for external use. Napoleon affected the industry in other ways too. With French ports

blockaded by the British during the Napoleonic wars, the London perfumers were able to dominate the markets for some time.

7. One of the significant changes in the nineteenth century was the idea of branding. Until then, trademarks had had little significance in the perfumery where goods were consumed locally, although they had a long history in other industries. One of the pioneers in this field was Rimmel who was nationalized as a British citizen in 1857. He took advantage of the spread of railroads to reach customers in wider markets. To do this, he built a brand which conveyed prestige and quality, and were worth paying a premium for. He recognised the role of design in enhancing the value of his products, hiring a French lithographer to create the labels for his perfume bottles.

8. Luxury fragrances were strongly associated with the affluent and prestigious cities of London and Paris. Perfumers elsewhere tended to supply cheaper products and knock-offs of the London and Paris brands. The United States perfume industry, which developed around the docks in New York where French oils were being imported, began in this way. Many American firms were founded by immigrants, such as William Colgate, who arrived in 1806. At this time, Colgate was chiefly known as a perfumery. Its Cashmere Bouquet brand had 625 perfume varieties in the early 20th century.

10. The purpose of the text is to...

- A. compare the perfumes from different countries
- B. describe the history of perfume making
- C. describe the problems faced by perfumers
- D. explain the different uses of perfume over time

11. Which of the following is NOT true about perfume making in Islamic countries?

- A. They created perfume by soaking flower petals in oil.
- B. They dominated perfume making after the fall of the Roman Empire.
- C. They took raw materials for their perfumes from India.
- D. They created a technique which required fewer plant materials.

12. Why does the writer include this sentence in paragraph 2?

During the Black Death, the bubonic plague was thought to have resulted from a bad odour which could be averted by inhaling pleasant fragrances such as cinnamon.

- A. To explain why washing was not popular during the Black Death
- B. To show how improper use of perfume caused widespread disease
- C. To illustrate how perfumes used to be ingested to treat disease
- D. To give an example of how fragrances were used for health purposes

13. Why did the perfume industry develop in Paris?

- A. Because it was an important trade route
- B. Because of the rise in the glove-making industry
- C. Because of the introduction of new trade laws
- D. Because of a new fashion in scented gloves

14. What does **putrid** mean (paragraph 3)?
- A. Bad-smelling
 - B. Rare
 - C. Prestigious
 - D. Numerous
15. Which of the following people most influenced the decline of perfumes as medicine?
- A. Louis XIV
 - B. Louis XV
 - C. Rimmel
 - D. Napoleon
16. In paragraph 4, it is implied that...
- A. Master glove and perfume makers created a new perfume each week.
 - B. Mercers, spicers and other traders began to call themselves masters.
 - C. The Royal Court only bought perfume from masters.
 - D. Cosmetics were still only popular within the Royal Courts.
17. How did the French Revolution affect the Parisian perfume industry?
- A. The industry declined then rose again.
 - B. The industry collapsed and took a long time to recover.
 - C. The industry was greatly boosted.
 - D. The industry lost most of its overseas customers.
18. London came to lead the perfume industry because...
- A. the French Revolution meant that there were fewer customers in France.
 - B. Napoleon's new laws affected the profitability of perfume-making.
 - C. the production of perfume ceased during the Napoleonic wars.
 - D. the French were unable to export perfumes for a period of time.
19. Which of the following is NOT true of Rimmel?
- A. He was one of the first people to utilise trademarks.
 - B. He created attractive packaging for his products.
 - C. His products were more expensive than other brands.
 - D. He transported his goods to potential customers by train.
20. What is implied about the New York perfume industry?
- A. It was the fastest-growing perfume industry in the world at that time.
 - B. It was primarily developed by immigrants arriving from France.
 - C. It copied luxury fragrances and sold them cheaply.
 - D. There was a wider range of fragrances available here than elsewhere.

Answer Key Sheet

Part One: Reading				
Comprehension				
1	☐	☐	☐	☐
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12	☐	☐	☐	☐
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17	☐	☐	☐	☐
18	☐	☐	☐	☐
19	☐	☐	☐	☐
20	☐	☐	☐	☐

PART TWO: WRITING

You may choose **ONE** of the following topics.

Technology holds an incredible promise for the advancement of any nation. **Write a five-paragraph essay about the technologies which you think are important for the development of countries.**

OR

Bahrain is a beautiful country with lots of wonderful attractions. **Write a five-paragraph essay about some of the most beautiful places in Bahrain.**

Appendix B:

The Posttest- Reading Comprehension & Writing



UNIVERSITY OF BAHRAIN

COLLEGE OF ARTS

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

ENGL 102: Composition and Reading II

QUIZ TWO – SEM I - 2022/2023

STUDENT NAME:	
ID NUMBER:	
SECTION NUMBER:	
INSTRUCTOR'S NAME:	

INSTRUCTIONS TO THE STUDENT:
- PLEASE TURN OFF YOUR MOBILE PHONE NOW AND PUT IT AWAY. - Write your FULL NAME, ID#, INSTRUCTOR'S NAME and SECTION# on this sheet, as indicated above. - Stick to the time allowed for completion of this quiz, which is 60 minutes. - This quiz consists of 5 PAGES including the front page and instructions. Make sure you read all the pages (numbered 2-05) to answer the questions. - You are NOT PERMITTED to use dictionaries during this quiz. - Do not turn your head left or right during the quiz or talk to other students. Talking is cheating. - DO NOT LEAVE BEFORE YOUR QUIZ HAS BEEN COLLECTED.

QUIZ PARTS	MARKS OBTAINABLE	MARKS AWARDED
PART 1. READING COMPREHENSION	20	
PART 2. WRITTEN PRODUCTION	20	
TOTAL	40	

PART ONE: READING COMPREHENSION (20 MARKS)

Questions 1-10

Read the story about a woman's childhood memory about something that happened while fishing with her grandpa and brother.

Circle the correct answer A, B, C or D. (10x2 = 20 Marks)

The One That Almost Got Away

Summer holidays were spent at Lake Warren. We had a big hut next to the lake, and our friends owned the hut next door. The forest was so near. Scary animal noises kept me awake at night. The campsite was just around the corner and we used to socialize there with the holidaymakers.

Everyone loved to fish, especially my grandpa. You could always find him quietly fishing by the lake. With him, my brother Eddie and I learned how to fish. Grandpa gave me a strong wooden fishing rod (fishing tool). It broke down into two pieces, so it was easy to carry around and set up. The red and white float was already fixed on to the fishing line, so I didn't have to bother about that. I wasn't sure about using worms, though. I wanted to prove I was tough enough by attaching them to the hook. Grandpa had to tie the hook to the line in a special way, which was a bit complicated for me, but it didn't take me long to learn.

With a simple throw of the fishing line, the 'splash' of the float hit the water, and the waiting game began. The float disappeared suddenly under the water. I pulled the fishing rod up, smiling, and guided the fish into the hands of grandpa. "Nice bluegill," grandpa said. He removed the fish and put it in the bucket. Another worm on the hook, another 'splash' in the water, another catch, and this continued. Then an unexpected splash grabbed our attention. I saw a shiny tail before it disappeared. "Big catfish," grandpa stated. "Been wanting to catch that huge fish for three weeks!"

I thought grandpa was just taking us fishing to have fun. But looking back, I now understand that he was teaching us some useful lessons about life, mainly that patience is the key to fishing. My grandpa had so much confidence in me. "Courage comes from experience," my grandpa used to say, "and this will help you catch the big fish," although I would definitely need to build my strength up before that happened.

That particular evening, feeling full of fresh grilled fish, I heard our dog barking by the moonlit lake. I went to see what all the noise was about. I couldn't believe it: my brother, Eddie, was fishing, with my rod, from a very dangerous-looking

wooden platform. I was sure it was going to break. He was getting closer to the edge. The dog was running in circles around my brother. Eddie was trying to keep his balance between the dog and the rod, which he was holding so tightly. “Go and get grandpa, before I lose the fish!” yelled Eddie. “And bring the net, I’ve got a big one!”

I ran as fast as I could “Grandpa! I think Eddie’s got your big catfish on the line,” I shouted. Grandpa replied, “Well, it won’t hurt to have a look.” I grabbed the net and we hurried to the lake where, in spite of everything and with a pained expression on his face, **Eddie was bravely holding his own.** Grandpa took the net, put it into the water, and helped my brother pull out the biggest catfish we’d ever seen – the very one that had splashed about earlier!

My brother smiled from ear-to-ear all night long! Grandpa smiled too, for they, together, had pulled in the fish that had always previously got away. And they had used my fishing rod! My father took a picture to capture the moment, and I still have it to this day: Eddie, his right hand holding that enormous catfish, with his net in his left. Pure joy was painted all over his face. He was a real fisherman, just like grandpa.

Eddie grew up and went on to catch bigger fish. But it was **THAT one** which mattered most, the one that many had tried to catch, but couldn’t, even grandpa. It was THAT one, who put up such a fight, which a young boy caught with nothing but a worm and fishing rod. It was THAT one, who taught my brother to wait patiently for help, without giving up. THAT one was my brother’s first major challenge. And he won.

1. The writer thought her hut was too close to

- A. the neighbours.
- B. the water.
- C. the tourists.
- D. the woods.

2. The writer enjoyed her summer holidays

- A. kayaking with her friends
- B. sailing with her parents
- C. fishing with her grandfather
- D. rafting with her brother

3. The writer was worried about

- A. Fixing the float.
- B. Attaching the worm.
- C. Tying the hook.
- D. Breaking the rod.

4. **What does the writer remember about a day fishing with her grandpa?**
- A. how she repeatedly unhooked the worms
 - B. how she kept losing the float
 - C. how she caught one fish after another
 - D. how she was distracted by splashes in the water
5. **Grandpa taught the writer that the most useful quality for fishing was**
- A. patience.
 - B. courage.
 - C. strength.
 - D. confidence.
6. **Why was Eddie finding it difficult to catch the fish?**
- A. The fishing rod was breaking.
 - B. The fishing platform was weak.
 - C. He was trying not to fall over the dog.
 - D. He was getting dizzy because of the dog.
7. **What does the underlined sentence ‘Eddie was bravely holding his own’ mean?**
- A. He was dealing with the problem by himself.
 - B. He was keeping a tight grip on a fishing net.
 - C. He was ignoring the pain he was feeling.
 - D. He was waiting anxiously for help.
8. **Eddie smiled because**
- A. he was glad his father had taken a photo of the fish.
 - B. he had caught the fish without his grandpa’s help.
 - C. he knew that his sister’s rod had helped him catch the fish.
 - D. he felt that he was as good a fisherman as his grandpa.
9. **‘THAT one’ in the last paragraph refers to:**
- A. The challenge.
 - B. The fish.
 - C. The rod.
 - D. The fight.
10. **What was the writer’s main purpose in writing this story?**
- A. to show that family is more important than fishing
 - B. to encourage readers to depend on expert help
 - C. to recall her brother’s proudest moment
 - D. to explain to readers how interesting fishing is

Answer Key Sheet

Name			
Date		Period	

	A	B	C	D	E		A	B	C	D	E
1	☐	☐	☐	☐	☐	11	☐	☐	☐	☐	☐
2	☐	☐	☐	☐	☐	12	☐	☐	☐	☐	☐
3	☐	☐	☐	☐	☐	13	☐	☐	☐	☐	☐
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5	☐	☐	☐	☐	☐	15	☐	☐	☐	☐	☐
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8	☐	☐	☐	☐	☐	18	☐	☐	☐	☐	☐
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10	☐	☐	☐	☐	☐	20	☐	☐	☐	☐	☐

Test Version: A ☐ B ☐ C ☐ D ☐

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PART TWO: WRITTEN PRODUCTION (20 MARKS)

You are planning to buy a new computer. However, you feel really confused which brand to choose. Write an essay in which you compare and contrast two of the brands you have considered.

Write your answer in 250-300 words.

(1

x 20 = 20 Marks)

- **Please write your essay in the space below.**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

THIS PART IS FOR USE BY INSTRUCTORS ONLY				
CORRECTION CRITERIA				
TASK ACHIEVEMENT / 5.0	ACCURACY / 5.0	FLUENCY / 5.0	MECHANICS OF WRITING / 5.0	TOTAL / 20

Appendix C:
The Treatment Documents - Summary Writing Assignments
Summary Writing Practice
Assignment One

Poverty

On average, national income per adult has increased 60 percent in the U.S. since 1980, but most of those gains have accrued to those at the top. People at the bottom half of the income distribution are making, on average, \$16,000, while the average pre-tax income of the top 1 percent of adults is about \$1.3 million. In the 1980s, the top 1 percent of adults earned 27 times more than the bottom 50 percent. Now, they earn 81 times more.

America is becoming a more unequal society. But does it matter that the rich are making more money than they once did?

The problem is less with the existence of extreme wealth than with how it is created and preserved. For one thing, people at the top are able to use their ample resources to help their children get ahead and stay in their parents' income bracket. People on the lower rungs of the economic ladder can't access the same resources. As children make their way through the education system, their parents' financial situation tends to inform how successful they are: A child with a nanny, access to pre-school, a tutor, and paid-for college tuition will likely have more professional success in life than a poor child.

But it's not just access to resources that's important. Perhaps more important is the power the wealthy have in shaping societies. Because they have access to private schools, elite colleges, and homes in good neighborhoods, for example, wealthy parents have little incentive to back spending on public education, affordable housing, and other services they don't use. Without support, these services fall by the wayside in poorer neighborhoods, yet it is those services that often do the most to increase social mobility: Access to early childhood education and good schools in safe neighborhoods have been shown, time and

.....

- **Write a brief summary of the text.**

[illegible]

Summary Writing Practice

Assignment Two

Automated cars

Nowadays even your toaster can be programmed to work in response to a voice command, so it should be no surprise that cars have been assigned the task of driving for us. It seems futuristic, but it now seems certain that cars and trucks will become fully automated. Is this a good thing?

Self-driving cars — also known as driverless or autonomous cars — can scan their immediate surroundings and navigate without any human intervention. The obvious benefit to this technology is convenience, but even if travel becomes less costly and time-consuming, a number of unresolved problems such as safety and liability make this innovation largely undesirable. There are no legal frameworks or government regulations for autonomous vehicles, and driverless cars open up a world of catastrophic possibilities for cybercriminals such as hackers or terrorists.

There are clear advantages to automated features such as speed control or emergency braking, but those are fundamentally distinct from the technology of full automation. Driver-assisted technology is a beneficial goal for automotive engineers, but it's time to draw a line and insist that humans — not computers — should drive vehicles.

.....

A **summary** is a shortened version of a longer reading that tells the main idea(s) of the reading and the supporting details. Summaries are short, write about the main idea(s), use your words and keywords from the text by paraphrasing and do not include your feelings or opinions about a topic.

- **Write a brief summary of the text.**

Summary Writing Practice

Assignment Three

The internet today

James Baxter reviews two books about the internet: *Rewire* by Ethan Zuckerman, and *Untangling the Web* by Aleks Krotoski.

Open a street map of any city and you see a diagram of all the possible routes one could take in traversing or exploring it. Superimpose on the street map the actual traffic flows that are observed and you see quite a different city: one of flows. The flows show how people actually travel in the city, as distinct from how they could. This helps in thinking about the internet and digital technology generally. In itself, the technology has vast possibilities, as several recent books emphasise, but what we actually wind up doing with it is, at any point in time, largely unknown.

Ethan Zuckerman is excited by the possibilities the web provides for linking far-flung populations, for sampling different ways of life, for making us all digital cosmopolitans. His central thesis, however, is that while the internet does, in principle, enable everyone to become genuinely cosmopolitan, in practice it does nothing of the kind. As the philosopher Anthony Appiah puts it, true cosmopolitanism ‘challenges us to embrace what is rich, productive and creative’ about differences; in other words, to go beyond merely being tolerant of those who are different. Much of the early part of *Rewire* is taken up with demonstrating the extent to which the internet, and our use of it, fails that test.

‘We shape our tools,’ said the philosopher Marshall McLuhan, ‘and afterwards they shape us.’ This adage is corroborated every time most of us go online. We’ve built information tools (like search and social networking systems) that embody our biases towards things that affect those who are closest to us. They give us the information we think we want, but not necessarily the information we might need.

Despite all the connectivity, we are probably as ignorant about other societies as we were when television and newspapers were our main information sources. In fact, Zuckerman argues, in some ways we were better then, because serious mainstream media outlets saw it as their professional duty to ‘curate’ the flow of news; there were editorial

gatekeepers who determined a ‘news agenda’ of what was and wasn’t important. But, as the internet went mainstream, we switched from curation to search, and the traditional gatekeepers became less powerful. In some respects, this was good because it weakened large multimedia conglomerates, but it had the unanticipated consequence of increasing the power of digital search tools – and, indirectly, the power of the corporations providing them.

Zuckerman – a true cosmopolitan who co-founded a web service dedicated to realising the net’s capacity to enable anyone’s voice to be heard – provides an instructive contrast to excessively optimistic narratives about the transformative power of networked technology, and a powerful diagnosis of what’s wrong. Where he runs out of steam somewhat is in contemplating possible solutions, of which he identifies three: ‘transparent translation’ – simply automated, accurate translation between all languages; ‘bridge figures’ – bloggers who explain ideas from one culture to another; and ‘engineered serendipity’ – basically, technology for enabling us to escape from filters that limit search and networking systems. Eventually, the technology will deliver transparent translation; cloning Ethan Zuckerman would provide a supply of bridge figures, but, for now, we will have to make do with pale imitations. Engineering serendipity, however, is a tougher proposition.

Aleks Krotoski might be able to help. She is a keen observer of our information ecosystem, and has been doing the conference rounds with an intriguing contraption called the ‘Serendipity Engine’, which is two parts art line 36 installation and one part teaching tool. *Untangling the Web* is a collection of 17 thoughtful essays on the impact of comprehensive networking on our lives. They cover the spectrum of stuff we need to think about – from the obvious line 38 (like privacy, identity and the social impact of the net) to topics which don’t receive enough attention (for example, what medics, with a sniff, call ‘cyberchondria’ – how the net can increase health anxieties).

Although she’s a glamorous media ‘star’ (having fronted a TV series about the internet), people underestimate Krotoski at their peril. She’s a rare combination of academic, geek, reporter and essayist, which her chapter on the concept of friendship online exemplifies: she’s read what the key social theorists say on the subject, but she’s also alert to what she experiences as ‘emotional anaemia’ – ‘the sense that.....you might not feel the online love from the people you should, because your nearest and dearest may be drowned

out in the ocean of sociability.’ Which, in a way, brings us back to Zuckerman’s thoughts about the difference between what networked technology could do and what it actually does.

A **summary** is a shortened version of a longer reading that tells the main idea(s) of the reading and the supporting details. Summaries are short, write about the main idea(s), use your words and keywords from the text by paraphrasing and do not include your feelings or opinions about a topic.

- **Write a brief summary of the text.**

[illegible]

Summary Writing Practice

Assignment Four

Why Study Engineering?

Engineering is an incredibly diverse field with a wide range of applications in the real world and a myriad of career options, wherever you choose to study. Deciding on the direction you wish to pursue is one that requires careful thought! This article is a tool that will help you in your consideration of whether you should study engineering at university.

First off, engineering is cool! You get to build and design some of the most complex and useful things used in society. A project starts off as nothing, an entirely blank canvas. Engineers take a few ideas, propose and design solutions, and finally bring their drawings on paper into reality.

Not many careers create this opportunity for job satisfaction. Engineers can look at a completed project that offers a practical solution to a real-world problem and say “I fixed that.” This is a pride that many engineers keep for their whole lives, as their work is used for generations. Engineering is a career that allows you to have a tangible impact on society for the better.

Secondly, there are few industries as dynamic and varied as engineering. The six main fields of engineering extend to even more specific areas, all with phenomenal project variety. The skills you learn as an engineer are not limited to one specific use; you will be applying your abilities to projects of differing requirements over the course of your career. For example, Arup is one of the largest engineering firms in the UK and has contracts on a wide range of large-scale projects across all engineering disciplines. But the responsibilities of an engineer can span varying time frames across different projects.

An electronics engineer may have to edit some software, which might take a day; but they may also get to design an entirely new data centre for a global company, which would take many months. A chemical engineer might design and oversee the installation of new piping at an oil refinery; this could take a few months from design to installation. A structural engineer may work on the construction of a stadium complex which could take up to 10 years from proposal to completion, and they would have to be involved for the whole process.

Engineers are always learning and studying as new technologies become available. Naturally the most significant education for an engineer comes as an undergraduate at university, and there are so many high-level institutions to choose from.

Studying for any engineering degree will be a challenge and a career in engineering is sure to give you plenty of options for personal development. You will have to be analytical, critical, observant, creative, collaborative and clear in your communication.

At Oxford Scholastica, we design our Engineering Summer School to seek out and develop these six skills within you. As we explore some of the entry level disciplines in engineering, you will be set tasks and challenges to get you thinking and responding like an engineer. This is a fantastic opportunity to get a taste of life as an engineering student.

When studying engineering at university, your time will be split between understanding theory, completing assignments and individual and group projects. Understanding and applying theory can range in difficulty. There are some things you will understand immediately and other concepts will require a few days' study to fully grasp what you need to know. Every engineering student will face challenges in understanding and application – often this level of challenge is deliberate. Universities try to mimic the unknown nature of real projects that engineers face, to better prepare you for the working world.

Engineering may be challenging, but that's not to say it isn't fun! Your lecturers will be experts in their fields and full of fascinating knowledge that they will want to share with you. You will have practical labs and projects, which will put your theoretical knowledge into practice, and can allow for creativity. Most importantly, you will have the satisfaction of seeing the completed project and knowing that you have left a positive impact somewhere.

.....

A **summary** is a shortened version of a longer reading that tells the main idea(s) of the reading and the supporting details. Summaries are short, write about the main idea(s), use your words and keywords from the text by paraphrasing and do not include your feelings or opinions about a topic.

- **Write a brief summary of the text.**

Summary Writing Practice

Assignment Five

Bjarke Ingels Group's New Singapore Skyscraper Has 80,000 Plants

The massive tower contains 90,000 square feet of landscaped area

By Katherine McLaughlin

After four years of construction, Bjarke Ingels Group (BIG) has completed its latest project: CapitaSpring, a 919-foot biophilic skyscraper in Singapore. Located in Downtown Core, Singapore's financial district, the tower is one of the tallest in the city-state and the latest addition to the island's skyline.

CRA-Carlo Ratti Associati collaborated with BIG to create a digital user experience for the building. "When we first got invited to join the architectural competition, we saw a great opportunity to team up and join forces with BIG to achieve a uniquely bold result together," Carlo Ratti, founding partner of CRA-Carlo Ratti Associati, said in a statement. "As CapitaSpring is open to the public today, I am proud of how we enhanced the public spaces across the building, creating the best experience for all users and leveraging both technology and unprecedented integration with natural elements."

The 51-story mixed-use complex has room for working, living, and playing. Residential spaces take up the first eight floors and include facilities like a swimming pool, jacuzzi, jogging track, gymnasium, social kitchen, residents' lounge, and barbecue pits. The top 29 floors are set aside for offices, and according to the press release, over 99% of the office and retail space has already been committed.

Though the tower's design is striking—multiple elevations are defined by a sculptural façade—it's the designers' use of greenery that truly stands out. On the exterior, lush gardens peak out as vertical elements pull apart. Inside, a 114-foot open-air garden, named the Green Oasis, covers four stories between residences and office space. Here, plants mirror the hierarchy of a tropical rainforest and offer room for work, walks, relaxation, or events. A rooftop garden caps the building, where over 150 species of fruits, vegetables, herbs, and flowers are grown for the rooftop restaurant.

“Due to the unique character of Singapore’s urbanism—both extremely dense and green—we decided to make the design a vertical exploration of tropical urbanism,” Bjarke Ingels, founding partner at BIG, said in a statement. With over 80,000 plants within and around the building, the total landscaped area reaches just under 90,000 square feet. “CapitaSpring is like a vision of a future in which city and countryside, culture and nature can coexist, and urban landscapes can expand unrestricted into the vertical dimension,” Ingels added.

The Building and Construction Authority of Singapore has awarded CapitaSpring Green Mark Platinum & Universal Design Gold Plus certifications. In addition to the immense greenery, the tower includes many amenities that support Singapore’s Green Plan 2030, including 165 bicycle lots and a 1,969-foot cycling path around the building’s perimeter.

.....

A **summary** is a shortened version of a longer reading that tells the main idea(s) of the reading and the supporting details. Summaries are short, write about the main idea(s), use your words and keywords from the text by paraphrasing and do not include your feelings or opinions about a topic.

- **Write a brief summary of the text.**

Summary Writing Practice

Assignment Six

A giant leap into the future

The corona pandemic drove Sandvik's tube site in Germany to go fully digital in only two days, a change that normally would have taken five years. A flatter, more efficient organization and improved flexibility make it a production model for the future.

When the coronavirus hit Europe, the precision tube site in Werther, Germany, faced a potential lockdown. With a large order backlog that would have been a disaster for the business, there was also a huge demand for high precision tubes for ventilators at the time. "We immediately took the decision to order a digital mobile device for each employee to keep the mill open and secure enough distance between our people," says Thomas Froböse, Production Unit Manager at Sandvik.

Ninety people work in production at the Werther site, with three rolling shifts of 30 people. Ninety tablets were set-up and handed out in two days and the whole unit went digital. Programmers and automation engineers are now connected to all the machines via a network, and control and support the functions of the machines – from the safety of home. "We have been running our operations this way since 10 March and managed to complete the quarter with the best turnover ever."

"The only people in the mill are operators and shift leaders who work isolated and follow our firm restrictions on distancing," says Froböse. "All communication is also run differently; whiteboard meetings have been switched to digital working files and we now use digital documentation of shift plans, detailed planning for the machines and order management for every machine. "We have been running our operations this way since 10 March, and even though it's quite a change we have managed to complete the quarter with the best turnover ever," Froböse continues.

The rapid switch would not have been possible without previous preparations. For over 20 years, the Werther site has been at the forefront of production development, including integrated digital systems. Five years ago, a security app for all employees was implemented and two years ago the site introduced a digital system for documentation.

But even though a digitalization of the production was in the plan for the future, the current situation forced a full-scale pilot from start.

“I’m very proud of the employees and how quickly they adjusted to this new situation,” Froböse says. “It’s through their meritorious work that we could continue our business and avoid shut down.” A survey shows that 80 percent of the workers are positive about the change while 20 percent are a bit more hesitant, although everybody uses the system.

Several advantages have already been defined. Being able to communicate directly with the operators on their own digital device is a huge benefit. Regular shift meetings could mean having the same meeting three times a day and still miss out on some people. Now everybody gets the same information straight from the source, improving efficiency and reducing hierarchy.

The setup is new for heavy industry production and surely the path to go in the future.

.....

A **summary** is a shortened version of a longer reading that tells the main idea(s) of the reading and the supporting details. Summaries are short, write about the main idea(s), use your words and keywords from the text by paraphrasing and do not include your feelings or opinions about a topic.

- **Write a brief summary of the text.**

Summary Writing Practice

Assignment Seven

Impact of the Printing Press

Many people consider Johannes Gutenberg's invention of the printing press to be one of the most important events in history. Before Gutenberg invented the printing press in 1440, books were copied by hand. The process was very slow, and it often took more than a year for each book to be copied. It was also very expensive. In addition, the people responsible for copying the books often made mistakes. Because of the cost and time involved in copying books, very few books were published. Those that were published were available only to monks and scholars. The invention of the printing press changed all of that. There were approximately 30,000 books in all of Europe before Gutenberg invented his printing press. Only 50 years later, there were as many as 10 to 12 million books. The invention of the printing press had several significant effects on society: bookmaking became cheaper and faster, scholars had better access to one another's ideas, regional languages increased as the use of Latin decreased.

The immediate effect of the printing press was to make bookmaking cheaper and faster. This caused an increase in the number of books published. Since books were cheaper and easier to produce, information became available to a much bigger portion of the population. Because more people had access to books, literacy increased. In the decades before the arrival of the printing press, most people around the world were illiterate and only about 30 percent of European adults could read and write. In just 200 years after Gutenberg's invention, the literacy rate increased to about 47 percent, and in the following two centuries the literacy rate reached 62 percent.

Another significant effect of the printing press was to advocate science and scholarship. The printing press spurred an "information revolution" similar to the impact the internet has today. The printing press gave scientists and scholars access to one another's work. Because the printing press enabled the spread of knowledge, new scientific discoveries were quickly shared. Before this, the only way for scientists to share their ideas was through handwritten letters or through the long and expensive

process of having a book copied by hand. Mistakes were often made in the information that was copied. With the invention of the printing press, scholars and scientists were able to publish their findings quickly and accurately.

In addition, the printing press caused a decline in the use of Latin and an increase in the use of other regional languages. Before the invention of the printing press, most books were written in Latin, which was considered the language of scholarship. Unfortunately, only the most educated people could understand Latin. However, once the printing press became available to bookmakers, they printed fewer and fewer books in Latin. Soon printers started publishing books in Europe's local languages rather than in Latin. These were the everyday languages people spoke such as German, Italian, French, and English. Those who could now afford to buy books wanted them written in their own languages. They also wanted a greater variety of books, not just religious books. Almanacs, travel books, romances, and poetry were all published in local languages.

The invention of the printing press resulted in many books being produced, and a steady rise in literacy. Printed texts became an easy way to spread information to many people quickly and cheaply. In the next fifty years, the number of books grew dramatically. Gutenberg's invention of the printing press marked an important turning point in history because it led to greater access to knowledge among a large number of people. As you can see, when Gutenberg invented the printing press, he changed the lives of people in Europe and eventually the lives of people all over the world forever.

.....

A summary is a shortened version of a longer reading that tells the main idea(s) of the reading and the supporting details. Summaries are short, write about the main idea(s), use your words and keywords from the text by paraphrasing and do not include your feelings or opinions about a topic.

- [illegible]

Summary Writing Practice

Assignment Eight

Accidental Inventions

Many inventions happen when someone is looking for a faster, easier, or better way of doing something. They are the result of years of planning and hard work. But not all of them started out like that. Lots of inventions happened because of an accident someone had or a mistake someone made. For example, did you know that ice cream cones, blue jeans, chocolate chip cookies, and Velcro are all the result of accidents? Some people have saved millions of lives because of an accident they had. Others have become rich by turning their accident into big business. Three of the most well-known inventions or discoveries that happened by accident are popsicles, microwave ovens, and penicillin.

Popsicles were invented by accident by an eleven-year-old boy named Frank Epperson. In 1905, Frank accidentally left his flavored fruit drink outside on the porch with a stir stick in it. During the night, it became very cold outside. Frank's drink froze with the wooden stick still in it. The next day Frank tasted the frozen drink. It was delicious. Eighteen years later, in 1923, Frank Epperson remembered his frozen drink. He decided to make a business making and selling the frozen drinks. He called them Epsicles, and he made them in seven fruit flavors. The name was later changed to the Popsicles. The next time you eat a popsicle on a hot summer day, remember that it was invented by accident.

Like popsicles, microwave ovens were an accident discovery. Many people use microwave ovens because they cook food much faster than regular ovens. The first microwave oven wasn't invented because someone was trying to find a faster way to cook food. The idea of cooking food using microwave energy was discovered by accident. In 1946, an engineer named Dr. Percy LeBaron Spencer was researching microwaves. As he was working, he noticed that the chocolate candy in his pocket had melted. He guessed that the microwaves had caused the chocolate to melt. He decided to

see what would happen if he put other kinds of food, such as popcorn and eggs, near the microwaves. He discovered that the popcorn popped and the eggs cooked. Spencer soon realized that microwaves cooked food very quickly. In fact, microwaves cooked foods even faster than heat. Dr. Spencer had discovered, by accident, a process that changed cooking forever. He went on to build the first microwave oven, which began a multimillion-dollar industry.

Finally, while popsicles are good to eat and microwave ovens make cooking faster and easier, one accidental discovery, penicillin, has saved millions of lives since its discovery in 1928. No one planned to discover penicillin. It happened by accident when a British doctor named Alexander Fleming was doing research on bacteria. One day Fleming was cleaning up his laboratory, and he noticed that a green mold was growing next to the bacteria. He looked at the mold under a microscope. He was surprised to find the mold had killed some of the bacteria. Fleming thought the mold might be able to kill bacteria inside our bodies that causes many diseases. He was right, and soon the mold was developed into penicillin. Fleming said “I did not invent penicillin. Nature did that. I only discovered it by accident.” Today we realize that the discovery of penicillin was one of the most important events in the history of medicine.

So, if you ever feel bad because you made a mistake, just remember that some of the most important inventions in the world were discovered by accident. Popsicles, microwave ovens, and penicillin are just three of the many discoveries that were not planned. They all happened by accident.

.....

A summary is a shortened version of a longer reading that tells the main idea(s) of the reading and the supporting details. Summaries are short, write about the main idea(s), use your words and keywords from the text by paraphrasing and do not include your feelings or opinions about a topic.

- **Write a brief summary of the text.**

[illegible]

Appendix D:

Participation Consent Letter



University of Bahrain

College of Arts

Department of English Language and Literature

Consent Letter

Thesis Title: Investigating the Impact of Summary Writing on University EFL Learners' Performance in Reading Comprehension

You are being asked to participate in a Master's thesis research project being conducted by Fatema Sayed Hasan Mohamad Shubber at the University of Bahrain, Department of English Language and Literature.

The researcher seeks to investigate the correlation between summary writing and reading comprehension in the university L2 classroom. The researcher will administer both a pretest and a posttest to measure participants' reading comprehension levels. Summarization tasks will be assigned throughout the semester.

If you agree to participate, you will be asked to fill in two comprehension tests and several summarization tasks.

To ensure your confidentiality, consent forms will be kept private, to which only the researcher has access. Your name and identity will not be used in the work to guarantee your privacy.

If you have any questions about this research study, you may contact the researcher, Fatema Sayed Hasan Mohamed at [fhasan799@gmail.com - contact Number 00973 33054402], or the researcher's faculty advisor, Dr. Abdul Aziz Moh'd Bulaila at [Abulela@uob.edu.bh].

Your signature below indicates your consent to participate in this research project.

Signature of researcher:

Date:

Signature of participant:

Date:

Appendix F:

Course Description



University of Bahrain
Quality Assurance and Accreditation Center



Course Syllabus Form

1. Course code:	ENGL 102	2. Course Title:	Composition and Reading II
3. College: College of Arts			
4. Department: English Language and Literature			
5. Program: English for Engineering			
6. Course credits: 03			
7. Course NQF Level: Not Applicable			
8. NQF Credits: Not Applicable			
9. Prerequisite: ENGL101			
10. Lectures Timing & Location: Number of Sections: 04 Section 01: Sunday / Thursday (15:30 PM – 16:45 APM), S15 - 105 Section 02: Sunday / Thursday (17:00 PM – 18:15 APM), S15 - 113 Section 03: Monday / Wednesday (19:00 PM - 20:15 PM), S15 – 108 Section 04: Monday / Wednesday (19:00 PM - 20:15 PM), S40 – 032			
11. Course web pages: - https://blackboard.uob.edu.bh - https://www.pearson.com/english/myenglishlab.html			
12. Course Instructors: Mr. Imed Sdiri			
13. Office Hours and Location: On campus or by appointment on Teams or through direct messages on Teams			

14. Course coordinator: Mr. Imed Bin Abdallah Sdiri						
Email: imedsdiri@yahoo.fr						
15. Academic year: 2022 -2023						
16. Semester:	√	First		Second		Summer
17. Textbook(s): K. Blanchard and C. Root. (2017). <i>Ready to write 3 with essential online resources</i> (Fourth Edition). Pearson.						
18. References:						
- Clark, R. P. (2008). <i>Writing tools: 55 essential strategies for every writer</i>. Hachette UK. - Clark, R. P., & Scanlan, C. (2006). <i>America's Best Newspaper Writing: A Collection of ASNE Prizewinners</i>. Macmillan. - Council of Europe. (2001). <i>Common European Framework of Reference for Languages: learning, teaching, assessment</i>. Retrieved from https://rm.coe.int/1680459f97 - Zinsser, W. (2006). <i>On writing well: The classic guide to writing nonfiction</i>. New York, NY.						
19. Other learning resources used (e.g., e-Learning, field visits, periodicals, software, etc.): International newspapers and magazines, international reports and databases, interactive online exercises, Microsoft Forms, Microsoft Teams, Google Forms, WhatsApp, and YouTube.						
20. Course description (as per the published): This course is a continuation of English 101. It further develops the students' skills in reading and writing. The course exposes students to a wider range of reading material aimed at developing their understanding of different styles of English.						
21. Program Intended Learning Outcomes (PILOs): Not Applicable						

22. Course Intended Learning Outcomes (CILOs):						
CILOs	Mapping to PILOs					
	1	2	3	4	5	6
1. Identify main ideas of complex texts on both concrete and abstract topics.						

2. Find specific information and details in a text.						
3. Compare and contrast information in a text.						
4. Identify and use transition signals appropriately.						
5. Write different types of texts and essays.						

1. Course assessment:				
Assessment Type	Details/ Explanation of Assessment in relation to CILOs	Number	Weight	Date(s)
Quizzes	Find specific information in a text. (OR) Write different types of essays or parts of essays.	2	10%	16/10/2022
				12/12/2022
Test 1	Compare and contrast information in a text. Identify and use transition signals appropriately. Write different types of essays.	1	25%	13/11/2022 (04:30 PM - 05:30 PM)
Test 2	Identify main ideas and supporting details. Identify and use transition signals appropriately. Write different types of essays.	1	25%	05/12/2022 (04:00 PM - 05:00 PM)
Final Examination	Find specific information in a text. Identify main ideas and supporting details. Compare and contrast information in a text. Identify and use transition signals appropriately. Write different types of essays.	1	40%	15/01/2023 (05:30 PM - 07:30 PM)
Total			100%	-

1. Description of Topics Covered	
Topic Title	Description
Chapter 4	Writing general five-paragraph essays
Chapter 5	Writing Process Essays

Chapter 7	Writing Cause and Effect Essays
Chapter 8	Writing Comparison and Contrast Essays
Chapter 9	Writing Problem Solution essays
Chapter 10	Writing Summaries

23. ENGL 102 Weekly Schedule - Academic Year 2022/2023 - Semester I				
Week	Topics covered	Teaching Method	CILOs	Assessment
Week 1	Introduction to the course Reviewing the most important points in English 101: The Writing Process, Paragraph Structure, and Transition Signals	Individual Work, Pair Work and Group Work activities Writing, revising and editing topic sentences, supporting sentences, supporting details, and concluding sentences	4 and 5	Correcting sample pieces of writing
Week 2	Chapter 4 Writing Essays	Writing five-paragraph essays; Explain how to write the introduction in detail; Identify techniques used in writing the introduction; Write thesis statements; Explain how to write the body paragraphs in detail; Explain how to write the conclusion in detail; Weekly reading practice (once at least)	1, 2, 4 and 5	writing activities which focus on the different parts of the essay
Week 3				Observation Correcting sample pieces of writing
Week 4	Chapter 5 Writing Process Essays	Understanding the purpose behind writing such essays; Use of various patterns to write the thesis statement; Use of transition signals; Daily writing practice; Weekly reading practice (once at least)	2,4 and 5	writing activities which focus on the different parts of the essay
Week 5				

				Correcting sample pieces of writing
Week 6	Chapter 7 Writing Cause and Effect Essays	<i>Understanding the purpose behind writing such essays;</i> <i>Use of various patterns to write the thesis statement;</i> <i>Use of transition signals;</i> <i>Daily writing practice;</i> <i>Weekly reading practice (once at least)</i>	1,3, 4 and 5	writing activities which focus on the different parts of the essay Correcting sample pieces of writing
Midterm Break 6 November – 10 November 2022				
Weeks 8 / 9	General Revision: Reading Activities Writing Activities	- Focus on: - W/h questions; - MCQs; - T/F statements; - Reference questions; - Synonyms/Antonyms questions; - Identifying techniques used in writing the introduction; - Writing thesis statements; - Identifying techniques used in writing the conclusion; - Filling in the gaps using the right transition signals; - Writing Essays (General Essays, Process Essays, and Cause and Effect Essays)	ALL	writing activities which focus on the different parts of the essay Correcting sample pieces of writing Revision worksheets (Test 1)
Week 10	Chapter 8 Comparison and Contrast Essays	<i>Understanding the purpose behind writing such essays;</i> <i>Use of various patterns to write the thesis statement;</i> <i>Use of transition signals;</i> <i>Daily writing practice;</i> <i>Weekly reading practice (once at least)</i>	1,2, 4 and 5	writing activities which focus on the different parts of the essay
Week 11				

				Correcting sample pieces of writing
Week 12	Chapter 9 <i>Problem Solution essays</i>	<i>Understanding the purpose behind writing such essays;</i> <i>Use of various patterns to write the thesis statement;</i> <i>Use of transition signals;</i> <i>Daily writing practice;</i> <i>Weekly reading practice (once at least)</i>	1, 3, 4 and 5	writing activities which focus on the different parts of the essay
Week 13				Correcting sample pieces of writing
Week 14	Chapter 10 <i>Writing Summaries</i>	<i>Summarizing texts: techniques and considerations</i> <i>Daily writing practice</i> <i>Weekly reading practice (once at least)</i>	1, 2, 4 and 5	writing activities which focus on summarizing
Week 15				Correcting sample pieces of writing
Week 16	General Revision: <i>Reading Activities</i> <i>Writing Activities</i>	Focus on: - <i>W/h questions</i> - <i>MCQs</i> - <i>T/F statements</i> - <i>Reference questions</i> - <i>Synonyms/Antonyms questions</i> - <i>Identifying techniques used in writing the introduction;</i> - <i>Writing thesis statements;</i> - <i>Writing an introduction;</i> - <i>Identifying techniques used in writing supporting paragraphs;</i> - <i>Writing supporting paragraphs;</i>	ALL	Revision worksheets

		- Identifying techniques used in writing the conclusion; - Writing conclusions; - Filling in the gaps using the right transition signals; - Writing Summaries; - Choosing the best summary; - Writing General Essays; - Writing Process Essays; - Writing Cause and Effect Essays; - Writing Comparison and Contrast Essays; - Writing Problem Solution essays;		
Final Exam	15/01/2023 From 5:30 PM to 7:30 PM	Possible Questions in the Reading Comprehension Section: - W/h questions, MCQs, or T/F statements; - Reference questions; - Synonyms/Antonyms questions; Possible Questions in the Writing Section: - Writing an introduction; - Writing thesis statements; - Identifying techniques used in writing the introduction; - Identifying techniques used in writing the conclusion; - Writing a conclusion - Filling in the gaps with the right transition signals; - Writing Summaries;	ALL	Summative Assessment

		- <i>Choosing the best summary;</i> - <i>Writing General Essays, Process Essays, Cause and Effect Essays, Comparison and Contrast Essays or Problem Solution essays.</i>		
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Academic Integrity Statement

Students are to observe the highest level of honesty and academic ethics in pursuit of their academic goals as per UoB Regulations of Student Conduct and Academic Integrity, Anti-plagiarism Policies, and Students' Rights and Responsibilities Handbook. The consequences for cheating, plagiarism, unauthorized collaboration, and other forms of academic dishonesty can be very serious and will be dealt with as per the aforementioned policies and regulations.

Prepared by: Mr. Imed Bin Abdallah Sdiri

Date: 18 September 2022

Appendix G:
Pilot Study Documents
The Pretest (The Pilot Study)



University of Bahrain

College of Arts

Department of English Language and Literature

Name: _____ ID: _____

Test Competencies		Mark	
1	Read for details	22	
2	Read for gist	18	
Total		40	

Part 1

Questions 1 - 11

Read the reviews of four airports in the world.

Match the information in each statement (1 - 11) to one of the reviews (A - D). Circle the correct answer A, B, C or D.

Which review mentions the following?

- | | | | | | |
|----|--|---|---|---|---|
| 1 | This airport was built on an island made by man. | A | B | C | D |
| 2 | Grown-ups can safely leave their kids to play while they relax. | A | B | C | D |
| 3 | The airport has been recognised for its huge wild landscape features. | A | B | C | D |
| 4 | A lot of the heavy goods orders at this airport are from car manufacturers. | A | B | C | D |
| 5 | In recent years, this airport has been the world's favourite. | A | B | C | D |
| 6 | Travellers feeling tired can have an undisturbed sleep before their next flight. | A | B | C | D |
| 7 | Passengers with spare time can go sightseeing in the town. | A | B | C | D |
| 8 | At certain times of the year, travellers can do indoor sporting activities. | A | B | C | D |
| 9 | Visitors can hold formal events with a view of aircraft in the distance. | A | B | C | D |
| 10 | The distance of the flight can help reduce airport shopping bills. | A | B | C | D |
| 11 | Tired and stressed travellers can sit whilst enjoying a relaxing service at no cost. | A | B | C | D |

(22 marks)

REVIEWS OF TOP AIRPORTS IN THE WORLD

A	B
Singapore Changi Airport has been chosen as the best airport in the world for the last five years. A new project, which won the 2016 International Architecture Award, is set to have two attractions – the Forest Valley and the 40-metre high indoor waterfall. There are also free guided city tours for travellers with a few hours before their next flight. Security staff continually stop people from sleeping on airport seats, so free muscle therapy chairs are highly recommended for a rest.	Munich International Airport was built on a demolished village and has been named the best airport in Europe. Children can be entertained in a supervised area while parents have some free time. Passengers can take airport tours and find out what happens to their luggage. Visit shoppers' paradise, and get a discount on your purchases depending on the length of your journey. Every winter the terminal has a magical ice park, where visitors can test their ice skating skills.
C	D
Chubu Centrair International Airport is on an artificial island. It handles a significant quantity of vehicles for producers in the region. The terminal is full of shops and an observation deck to allow views of airplanes taking off and landing. Visit the health centre, where the reasonably priced treatments will leave you feeling like you are in heaven. The terminal building won an architecture award in 2005 for its indoor gardens where Japanese couples like to get married.	Helsinki Vantaa Airport deals with an extensive range of commercial goods through its huge terminal. This airport offers modern conference facilities with exceptional views of the runway, creating an impressive backdrop for meetings, training programmes, or celebrations. There are also inexpensive cabins for worn-out travellers to close their eyes between flights. The terminal has many restaurants and a duty-free shopping area for passengers on international flights. There are plenty of fun activities especially created for children.

Part 2

Questions 12 - 18

Read the extract from the story about two boys, Tom and his friend Huck, hunting for treasure.

Circle the correct answer **A, B, C** or **D**.

Treasure Hunt

Tom told Huck that treasure could be found hidden in haunted houses, on islands, or under giant, lonely and dead trees. They decided to dig under a leafless tall tree that stood alone on a hill overlooking the town. After digging a deep hole, Tom decided to stop the hunt, because he remembered Friday had never been a lucky day for treasure hunters. He decided instead to look in an old empty house near the river.

There was something so odd and frightening about the silence and look of the old house that Tom and Huck were afraid, for a moment, to get in. They walked quietly to the door and took a trembling look, though they knew nobody was there. They saw floorless rooms, glassless windows, ruined stairs, and dusty, spiderless webs everywhere. They entered, softly, talking in whispers, ready to run away at the slightest sound.

Soon the boys' fears disappeared and their courage was up. They gave the place a critical examination, admiring their usual bravery, which never let them down whenever they were together. With no hope for adventure and no sign of life, human or animal, to be found downstairs, the boys wanted to look upstairs. Now feeling safer, they threw their digging tool, a shovel, into a corner and went up. Upstairs there were the same signs of damage and emptiness. In one corner they found a closet that promised the mystery of treasure, but there was nothing in it.

The boys were about to go down when they heard footsteps. They stretched themselves upon the floor and looked through cracks in the floor. Two men entered the house. To the boys' surprise, they were Joe and Jimmy, the men of the scandalous bank robbery. "All the town is after us, let's forget the new job. It's dangerous," Jimmy said. "Coward!" replied Joe, "The other job was more dangerous, but nothing happened." "Let's go Texas now and hide until the gossip stops," Jimmy suggested. "No, we'll finish the 'dangerous' job first and then we'll travel together to Texas," argued Joe. "You get half the money and never see me again."

Jimmy said, "I, wanted to escape from here yesterday and board one of those boats sailing down the river. If I had, I could have stopped for a quiet night's sleep at my aunt's house, or perhaps even reached the village and stayed there until you came. But it was no good trying to get out of here, with those terrible boys playing over there on the hill right in clear view."

After a long silence, Joe said, "Now I need sleep. Stay here facing the door as a guard." He lay down and fell asleep. Soon both men were snoring like trains. The boys drew a long breath. Tom whispered, "Now's our chance. Let's leave!" Huck said, "I, can't. I'd die if they wake." Tom started alone slowly and softly. But the first step he took made such a loud noise that he stopped immediately, almost dead with fear. The boys laid there until they realized the sun was going down.

Finally, Joe sat up and woke Jimmy, "It's time to go. What shall we do with the money?" "I've counted it, and put it in the bag. 650 dollars in gold is something to carry," replied Jimmy. Joe said, "Take out 50 dollars we'll need for the week and hide the rest. There's a shovel over there in the corner. Come here and bury it deep." Tom and Huck forgot their fears. With delighted eyes, they looked at the large bag of money and heard the jingle of the coins. The boys thought what luck! 600 golden

48 dollars would make them very rich! Jimmy was about to begin work, when he stopped suddenly and examined the shovel. He shook his head and called Joe, "This shovel has fresh earth on it! Somebody is after us. Better leave now, now and with the money." Shortly afterwards, Jimmy and Joe walked towards the river with the money, leaving the disappointed boys wondering about their lost treasure - hating the bad luck that made them take the shovel to the haunted house.

12 The boys stopped digging for the treasure under the tree because they were digging
A. in the wrong spot.

B. under the wrong tree.

C. on the wrong day.

D. at the wrong depth.

13 What made Tom and Huck afraid to enter the house?

A. The feeling that somebody lived in the house.

B. The dangerous spiders in the house.

C. The noises coming from the house.

D. The strange appearance of the house.

14 The boys lost their fear in the house due to

A. the presence of each other.

B. the dream of excitement.

C. the feeling of being alone.

D. the sense of security.

- 15 “Promised the mystery of treasure” in line 19 means**
- A.** looked as if it might hide the treasure.
 - B.** told them where to look for the treasure.
 - C.** contained the secret of the treasure.
 - D.** revealed the mystery of the treasure.
- 16** What did the men (Joe and Jimmy) disagree about?
- A.** who would do the dangerous job
 - B.** how to divide the money
 - C.** where to run away to
 - D.** when to leave the town
- 17** On the previous day, we learned that Jimmy
- A.** crossed the river by boat.
 - B.** stayed at a relative’s house.
 - C.** feared being seen by the boys.
 - D.** waited for Joe in the village.
- 18** What prevented Tom and Huck from leaving the house?
- A.** The men blocked the way out.
 - B.** The floor produced a terrible sound.
 - C.** The boys heard the men snoring.
 - D.** The room was too dark to see.
- 19** The word “ work” in line 48 refers to
- A.** taking the money out for the week.
 - B.** burying the money in the ground.
 - C.** counting the money out of the bag.
 - D.** hiding the money in the corner.

20 How did the boys feel at the end of the story?

- A. annoyed about their missed chance
- B. sorry about coming to the house
- C. happy that the men left the place
- D. hopeful that the treasure exists

Appendix H:

The Post-test (The Pilot Study)



University of Bahrain

College of Arts

Department of English Language and Literature

Name: _____ ID: _____

	Test Competencies	Mark	
1	Read for details	22	
2	Read for gist	18	
Total		40	

Part 1

Questions 1 – 11

Read the texts about how four big cities are managing the problem of heavy traffic. Match the information in each question (1 - 11) to one of the cities in the text (A – D). Circle the correct answer A, B, C or D.

Which text says that the city

- | | | | | | |
|----|---|---|---|---|---|
| 1 | encourages people to travel together in the same car? | A | B | C | D |
| 2 | has a traffic charge that has made the city a healthier place? | A | B | C | D |
| 3 | offers an online service for payment? | A | B | C | D |
| 4 | caused some people to use more cars because of its traffic plan? | A | B | C | D |
| 5 | has the most people cycling to their jobs? | A | B | C | D |
| 6 | excuses a certain group of private car drivers from paying traffic penalties? | A | B | C | D |
| 7 | does not charge for driving into the city centre at weekends? | A | B | C | D |
| 8 | has introduced a plan that it has followed before? | A | B | C | D |
| 9 | combines two methods of transport in its traffic plan? | A | B | C | D |
| 10 | does not require the people from a specific place to pay traffic fees? | A | B | C | D |
| 11 | has more than doubled the charge on driving into its centre? | A | B | C | D |

(22 marks)

A CHARGE FOR A CHANGE

A	B
Hangzhou, China Because of the incredible rise in the number of cars, Hangzhou adopted a system based on number plates. Cars with number plates ending in specific numbers (e.g. 1 and 6) are banned on one weekday, except for cars with more than three passengers. Hangzhou had tried this in the past, but this time they linked it with a bike-sharing programme using 67,000 bikes. Bike availability can be checked online, but rent is paid in cash. The new bike-sharing system is very popular.	Stockholm, Sweden Sweden introduced its traffic plan in 2008. Drivers pay to enter central Stockholm on weekdays between 06.30 and 18.30. The amount paid is reduced by half at weekends and doesn't apply to buses, taxis and drivers from Lindigö island. Car use has reduced, and CO₂ gases from cars are down by 83%. This has made the city environment more pleasant, and, as a result, more than half of all journeys to work are by bike.
C	D
London, England All car drivers entering central London between 6 a.m. and 7 p.m. must pay £11.50 on weekdays only, except for buses and taxis. This has increased from £5 in 2005. People living in central London receive a 90% discount on annual passes. Special cameras record drivers and charge them. They can pay using card machines, telephones, and the internet. Traffic declined by 20%, and 85% of trips today are made by bus and train.	Mexico City, Mexico Mexico City bans cars from the city on one weekday depending on the last number on their number plate. The plan doesn't affect buses, taxis, and drivers with special needs. Drivers who break the rules face fines of \$50 to \$100. However, people who don't like to share cars and aren't worried about pollution, use two cars with different numbers, so that they always have a car that they can drive, without having to pay a fine.

Part 2

Questions 11 – 19

Read the story about a woman's childhood memory about something that happened while fishing with her grandpa and brother.

Circle the correct answer **A, B, C** or **D**.

The One That Almost Got Away

Summer holidays were spent at Lake Warren. We had a big hut next to the lake, and our friends owned the hut next door. The forest was so near. Scary animal noises kept me awake at night. The campsite was just around the corner and we used to socialize there with the holidaymakers.

Everyone loved to fish, especially my grandpa. You could always find him quietly fishing by the lake. With him, my brother Eddie and I learned how to fish. Grandpa gave me a strong wooden fishing rod (fishing tool). It broke down into two pieces, so was easy to carry around and set up. The red and white float was already fixed on to the fishing line, so I didn't have to bother about that. I wasn't sure about using worms, though. I wanted to prove I was tough enough by attaching them to the hook. Grandpa had to tie the hook to the line in a special way, which was a bit complicated for me, but it didn't take me long to learn.

With a simple throw of the fishing line, the 'splash' of the float hit the water, and the waiting game began. The float disappeared suddenly under the water. I pulled the fishing rod up, smiling, and guided the fish into the hands of grandpa. 'Nice bluegill,' grandpa said. He removed the fish and put it in the bucket. Another worm on the hook, another 'splash' in the water, another catch, and this continued. Then an unexpected splash grabbed our attention. I saw a shiny tail before it disappeared. 'Big catfish,' grandpa stated. 'Been wanting to catch that huge fish for three weeks!'

I thought grandpa was just taking us fishing to have fun. But looking back, I now understand that he was teaching us some useful lessons about life, mainly that patience is the key to fishing. My grandpa had so much confidence in me. Courage comes from

experience, my grandpa used to say, and this will help you catch the big fish, although I would definitely need to build my strength up before that happened.

That particular evening, feeling full of fresh grilled fish, I heard our dog barking by the moonlit lake. I went to see what all the noise was about. I couldn't believe it: my brother, Eddie, was

fishing, with my rod, from a very dangerous-looking wooden platform. I was sure it was going to break. He was getting closer to the edge. The dog was running in circles around my brother. Eddie was trying to keep his balance between the dog and the rod, which he was holding so tightly. 'Go and get grandpa, before I lose the fish!' yelled Eddie. 'And bring the net, I've got a big one!' I ran as fast as I could.

'Grandpa! I think Eddie's got your big catfish on the line,' I shouted. Grandpa replied: 'Well, it won't hurt to have a look.' I grabbed the net and we hurried to the lake where, in spite of everything and with a pained expression on his face, Eddie was bravely holding his own. Grandpa took the net, put it into the water, and helped my brother pull out the biggest catfish we'd ever seen – the very one that had splashed about earlier!

My brother smiled from ear-to-ear all night long! Grandpa smiled too, for they, together, had pulled in the fish that had always previously got away. And they had used my fishing rod! My father took a picture to capture the moment, and I still have it to this day; Eddie, his right hand holding that enormous catfish, with his net in his left. Pure joy was painted all over his face. He was a real fisherman, just like grandpa.

Eddie grew up and went on to catch bigger fish. But it was THAT one which mattered most, the one that many had tried to catch, but couldn't, even grandpa. It was THAT one, who put up such a fight, which a young boy caught with nothing but a worm and fishing rod. It was THAT one, who taught my brother to wait patiently for help, without giving up. THAT one was my brother's first major challenge. And he won.

- 11** The writer thought her hut was too close to
- A** the neighbours.
 - B** the water.
 - C** the tourists.
 - D** the woods.
- 12** The writer was worried about
- A** fixing the float.
 - B** attaching the worm.
 - C** tying the hook.
 - D** breaking the rod.
- 13** What does the writer remember about a day fishing with her grandpa?
- A** how she repeatedly unhooked the worms
 - B** how she kept losing the float
 - C** how she caught one fish after another
 - D** how she was distracted by splashes in the water
- 14** Grandpa taught the writer that the most useful quality for fishing was
- A** patience.
 - B** courage.
 - C** strength.
 - D** confidence.

- 15 Why was Eddie finding it difficult to catch the fish?
- A The fishing rod was breaking.
 - B The fishing platform was weak.
 - C He was trying not to fall over the dog.
 - D He was getting dizzy because of the dog.
- 16 What does '**Eddie was bravely holding his own**' mean in line 35?
- A He was dealing with the problem by himself.
 - B He was keeping a tight grip on a fishing net.
 - C He was ignoring the pain he was feeling.
 - D He was waiting anxiously for help.
- 17 Eddie smiled because
- A he was glad his father had taken a photo of the fish.
 - B he had caught the fish without his grandpa's help.
 - C he knew that his sister's rod had helped him catch the fish.
 - D he felt that he was as good a fisherman as his grandpa.
- 18 'THAT one' in the last paragraph refers to:
- A The challenge.
 - B The fish.
 - C The rod.
 - D The fight.

- 19** What was the writer's main purpose in writing this story?
- A** to show that family is more important than fishing
 - B** to encourage readers to depend on expert help
 - C** to recall her brother's proudest moment
 - D** to explain to readers how interesting fishing is

Appendix I:
Pilot Study Intervention Texts
Summarization Assignments

1. Coming back up by Chris Rose
2. The Hole in the Wall by Andrew Leon Hudson and adapted by Nicola Prentis.
3. The Chimney's Secret
4. The Silk Handkerchief
5. The Snow Image by Nathaniel Hawthorne
6. A Cake of Soap by Saki
7. Ten Days to Pack by Yoshiko Uchida

Written Summary Rubric

A **summary** is a shortened version of a longer reading that tells the main idea(s) of the reading and the supporting details. Summaries are short, write about the main idea(s), use your words and key words from the text by paraphrasing and do not include your feelings or opinions about a topic. The rubric below reflects how well you were able to demonstrate understanding of writing a summary.

	9-10	7-8	5-6	3-4	1-2
	Mastery	Exemplar	Proficient	Emerging	Absent
Main Idea	Correctly identifies the main idea in a clear, concise, and accurate manner.	Correctly identifies the main idea but lacks some clarity, conciseness, and/or accuracy.	Identifies an important idea but not the main idea. May not be clear, concise, or accurate.	Identifies a detail but not the main idea. Is not clear, concise, or accurate.	Main idea is not identified or is directly copied from the reading. Writer does not demonstrate ability to identify the main idea of a reading.
Supporting Details	Clearly states the supporting details of a text using writer's own words and/or statements.	Clearly states a supporting detail of a text, but leaves out others. Uses some of the writer's own words.	States a supporting detail of the reading but lacks clarity. Detail is copied from the text – not in the writer's own words.	Includes unnecessary details. Does not use the writer's own words.	No supporting details are included in the summary.
Conclusion	Writes a clear and specific concluding sentence. Provides a solid ending to the summary.	Writes an adequate concluding sentence. Provides an adequate ending to the summary.	Writes a weak concluding sentence. The summary ends somewhat abruptly.	Writes a weak concluding sentence. The summary ends abruptly.	Does not include a concluding sentence. Summary ends abruptly.
Mechanics and Grammar	Contains no spelling or grammatical errors.	Contains a few spelling and grammatical errors. However, errors do not interfere with comprehension.	Contains many spelling and grammatical errors. Errors are distracting to the reader.	Contains many spelling and grammatical errors that interfere with comprehension.	Spelling and grammatical errors so severe, the reader cannot comprehend summary.

Comments:

Total: _____

Appendix J: Rubrics

TOEFL iBT

Independent Writing Rubrics

SCORE	TASK DESCRIPTION
20-17	An essay at this level largely accomplishes all of the following: • Effectively addresses the topic and task • Is well organized and well developed, using clearly appropriate explanations, exemplifications and/or details • Displays unity, progression and coherence • Displays consistent facility in the use of language, demonstrating syntactic variety, appropriate word choice and idiomaticity, though it may have minor lexical or grammatical errors
16-13	An essay at this level largely accomplishes all of the following: • Addresses the topic and task well, though some points may not be fully elaborated • Is generally well organized and well developed, using appropriate and sufficient explanations, exemplifications and/or details • Displays unity, progression and coherence, though it may contain occasional redundancy, digression, or unclear connections • Displays facility in the use of language, demonstrating syntactic variety and range of vocabulary, though it will probably have occasional noticeable minor errors in structure, word form or use of idiomatic language that do not interfere with meaning
12-9	An essay at this level is marked by one or more of the following: • Addresses the topic and task using somewhat developed explanations, exemplifications and/or details • Displays unity, progression and coherence, though connection of ideas may be occasionally obscured • May demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning • May display accurate but limited range of syntactic structures and vocabulary
8-5	An essay at this level may reveal one or more of the following weaknesses: • Limited development in response to the topic and task • Inadequate organization or connection of ideas • Inappropriate or insufficient exemplifications, explanations or details to support or illustrate generalizations in response to the task • A noticeably inappropriate choice of words or word forms • An accumulation of errors in sentence structure and/or usage
4	An essay at this level largely accomplishes all of the following: • Serious disorganization or underdevelopment • Little or no detail, or irrelevant specifics, or questionable responsiveness to the task • Serious and frequent errors in sentence structure or usage
0	An essay at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

Appendix K:

Curriculum Vitae of the Cooperating Teachers

Rabab Alanaisi

Villa 1947, Road 931,Block 609, Bahrain
Mobile: +973 32213789
Email: ralonaisi79i@gmail.com

Summary of Qualifications

A hardworking and committed educator with a wide knowledge and 15-year experience of teaching in the government schools of Bahrain believing in the necessity of learning in making a positive change in the life of individual as well as society.

Professional Experience

Ministry of Education

2004 - 2019

Teacher (2004-2019)

- Teaching English as a Foreign Language
 - Providing professional development opportunities to colleagues
 - Analyzing students' grades and measuring progress
 - Writing and reviewing test items
 - Planning for lessons
 - Organizing school activities
-

Education

Higher Diploma in Education (3.67 GPA)
University of Bahrain

2002-2003

BA in English / Translation (3.23 GPA)
University of Bahrain

1997-2002

Other Achievements

Coordinated "International Poetry and Drama" project in International School Awards -2013-2014
IEARN Master Teacher in Adobe Youth Voices Program Training 2010

References

Available upon request

ZAHRAA ALSHOWAIKH
ENGLISH TEACHER

OBJECTIVE

To employ my extensive educational experience in developing EFL students' proficiency.

SKILLS & ABILITIES

Microsoft office – Presentation skills – Speaking.

PERSONAL DETAILS

Street 3028 – House 1425 – Block 430

T 33201030

E z.alshuwaikh@hotmail.com

EXPERIENCE

ENGLISH TEACHER AT MINISTRY OF EDUCATION

2011-PRESENT

- Preparing lesson plans
- Planning and organizing school activities

TEAM LEADER AT NATIONAL EXAMINATION - BQA

2019

- Supervising a team of 6 during the marking process
- Reporting

FLEXTRAIN

2007-2009

- Organizing training sessions
- Translating training materials & PR articles
- liaising with trainers and trainees

EDUCATION

2017: HIGH DIPLOMA IN EDUCATION, ENGLISH LANGUAGE

BAHRAIN TEACHERS COLLEGE

GPA 3.93

2011: BA IN ENGLISH LANGUAGE & LITERATURE – TRANSLATION MINOR

UNIVERSITY OF BAHRAIN

GPA 3.1

2006: SECONDARY CERTIFICATE – SAAR SECONDARY

GPA 93.7

LEADERSHIP

VOLUNTEERED AS AN INTERPRETER/TRANSLATOR AT THE U.S. / BAHRAIN PROFESSIONAL EXCHANGE PROGRAM WORKSHOPS

February – 2009

Attended multiple workshops during which I have facilitated communication between English and Arabic speakers

Curriculum Vitae of the Researcher



FATEMA S. HASAN SHUBBER

English Instructor

Contact

00973 33054402
fhasan799@gmail.com

Education

● Secondary Certificate

Sitra Secondary
2006
GPA 92.4

● B.A in English Language and Literature

University of Bahrain
2011
GPA 3.00

● Master in Applied English Language Studies

University of Bahrain
2023

Skills

Critical thinking
Patience
Communication
Organization
Teamwork
Computer skills

Experience

● English Teacher at Ministry of Education
2011-Present

Key Responsibilities

- Create a positive and encouraging learning environment to prepare pupils with adequate literacy skills.
- Use energetic and creative teaching methods to ensure pupils remain engaged, using a variety of teaching resources.
- Develop lesson plans in line with curriculum objectives and in preparation for assessments.
- Maintain an accurate working knowledge of literacy required for equipping EFL pupils with essential skills.

Reference

Dr. Abdulaziz Mohamed Bulaila
00973 36533888

Dr. Madani Othman
00973 39610905

ملخص

إنّ كتابة ملخص أي نص تسبب الانتقال للقراءة الفعّالة، وتقلل معدلات القراءة غير الفعّالة؛ وهو مما شأنه التأثير على الفهم والاستيعاب بشكل مباشر. ويتوقع من الطلبة الذين يهتمون بكتابة ملخصات النصوص أن يترجموا فهمهم بصيغة مكتوبة، وهو من متطلبات عملية إعادة صياغة ما تلقوه من وجهة نظرهم. فالتلخيص يستجذب القراء للتفاعل المباشر مع النصوص؛ من حيث أن الكتابة والقراءة مهارتان مرتبطتان بشدّة. وبناءً على هذه العلاقة الوثيقة بين المهارتين، اهتمت هذه الدراسة بالتحقيق في مدى فاعلية توظيف أسلوب كتابة الملخصات أثناء القراءة والاستيعاب عند تعلم لغة أجنبية ما بين الطلبة المسجلين ضمن مادة "الكتابة والقراءة بالإنجليزية - المستوى الثاني" والمسمى بـ (ENGL102) في جامعة البحرين. تضمنت الدراسة الميدانية 109 مشاركاً من الطلبة خلال فصل دراسي كامل عبر مقارنة إحصائية كمّيّة. واشتملت الدراسة على امتحان قبلي، وامتحان بعدي في ختام الفصل، بالإضافة للنماذج التطبيقية المختلفة. بعدها، تمّت معاينة المعلومات عبر برمجّة "SPSS" للإحصاءات، والإحصاءات الوصفية، والإحصاءات الاستنتاجية. وبعد إجراء الامتحان القبلي، تم إجراء اختبارات "الدالة للعينة المقترنة، للتأكد من تماهي عينة الدراسة وانسجامها وتنوعها، وذلك قبل البدء بالتجربة. وفي المرحلة اللاحقة، تم تعيين أفراد الشريحة المدروسة للافتراق ضمن مجموعتين يتم اختبار أحدهما بأسلوب التلخيص مع تعيين بقية الطلبة كمجموعة ضابطة لضمان دقة العملية الكمّيّة. ومن أجل التحكم بالعناصر الدخيلة الممكنة في الدراسة، تم تعريض المجموعتين للدراسة مع ذات المدرس، وعين الكتاب الدراسي وبمثل الأسلوب المتعارف. والفرق الوحيد بين المجموعتين هو توظيف التلخيص لتطوير الفهم والاستيعاب عند القراءة. تم دعم المجموعة التجريبية بالزامية التلخيص الأسبوعي، بينما بقيت المجموعة الضابطة معرضة للنموذج الاعتيادي من امتحانات تخيّر الصحيح من الأجوبة المتعددة، وذلك حول نفس المادة الدراسية. وللأمانة العلمية، تم الاستعانة بمقيم غير منحاز، وقد أبدى بدوره ملاحظاته المنتظمة للمجموعة التجريبية. وأما في ما يلي الامتحان البعدي لكل من العيّنتين، تم تطبيق تحليل "أنوفا" الأحادي لتقييم مدى اختلاف العينات بشكل إحصائي، مضافاً لتحليل "شيف" للكشف عن أثر التجربة. وبهذا، أثبتت النتائج فرقاً إحصائياً شاسعاً ما بين الامتحان القبلي والبعدي لصالح المجموعة التجريبية. وهذا يمهد للبناء على أن التلخيصات لها أثر إيجابي على متعلمي اللغات الأجنبية في مجال الفهم والاستيعاب عبر القراءة. كما أثبتت كتابة الملخصات فائدتها الجمة لمتعلمي اللغة الأجنبية، وانعكست نتائج الدراسة بتجليات مهمة تتعلق بربط القراءة والكتابة كمهارتين أساسيتين، وإمكانية الاستعانة بالكتابة لتطوير القراءة والاستيعاب في سياق تعلم اللغات الأجنبية.

الكلمات المفتاحية: القراءة والاستيعاب، كتابة الملخصات، تعلم اللغة الأجنبية، ارتباط القراءة بالكتابة.

جامعة البحرين

قسم اللغة الإنجليزية و آدابها



كلية الآداب

تقصي أثر كتابة الملخصات على مهارة فهم و إستيعاب النصوص لدارسي اللغة الإنجليزية كلغة أجنبية

أطروحة مقدمة كجزء من متطلبات الحصول على درجة الماجستير في الدراسات التطبيقية في اللغة الإنجليزية

إعداد:

فاطمة سيد حسن شبر

20062295

إشراف

د. عبدالعزيز محمد بوليلة

أستاذ مشارك

مملكة البحرين

مايو 2023