

Improving Postgraduates' Academic Writing Skills with Summarizing Strategy

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Abstract

Writing is one of the essential poles of language learning, and should be one of the senior interest, and concern to teachers, students, and researchers. The purpose of this study is to identify the effect of using the summarizing strategy on postgraduates 'learners. To develop the summary writing skills, two months implementation is applied to twenty Iraqi postgraduates 'learners, who are studying English as a foreign language (EFL) .The participants were from two departments in the college of political sciences at A-Nahrain University, Iraq, during the academic year 2018-2019. It was carried out in a single-group pre-post-test model only. A pre-test on summary writing conducted to participants a week before the summarizing strategy applied. The experimental process of the study lasted eight weeks, where the participants received 16 treatment sessions. Five different passages choose from their textbook (Headway for Academic Skills Level3), which was recommended by the university. The selected written passage for post-test was "globalization." The participants asked to summarize the passage within 45 minutes according to the new strategy. Data of the summary written test collected, and scored according to the five criteria such as; (grammar, vocabulary, organizing, content, and coherence). The findings of the study indicated that the summarizing strategy has a significant effect on postgraduates' learners in academic writing skills, so it is recommended that this strategy be applied in the curriculum of our schools and universities.

Keywords: Academic writing skills, EFL summarizing strategy, Iraqi postgraduates' students

Cite as: Khazaal, E. N. (2019). Improving Postgraduates' Academic Writing Skills with Summarizing Strategy. *Arab World English Journal*, 10 (3) 413-428.

DOI: <https://dx.doi.org/10.24093/awej/vol10no3.29>

1. Introduction

English is the most-used language round the world. It is the center of our learning: without it, we cannot make sense or communicate and understanding any subject via reading and writing. It's known that text as English skill is necessary for our everyday life and writing enables us to express our thoughts and idea. Writing is a skill which can be learned in the early stages of our study, starting from the primary schools up to universities. In the early stages, students begin to learn how to write letters, simple words, and their names in the English language, and then their writing ability developed according to the level of their study. Writing is very critical for our human history. (Gilbert & Graham, 2010).

Most of our students need writing skill in their fields of research, because writing is an essential element during their academic years of study. Students, who have a good script with no grammatical or spelling errors, will definitely can success in every written activity, such as; essays, assignment, research paper and their exam.

"Writing is a crucial component of language performances. English writing in both educational and professional settings is increasingly important in countries of non-native speakers of English". (Leki, 2001, p.199) .Writing is used to inform, to learn, to persuade, to entertain, and also to self-reflect. It is essential in terms of skill that students' need to be successful in college (Graham, 2012). Writing is not just the final, polished draft. Writing involves routines, skills, strategies, and practices, for generating, revising, and editing different kinds of texts. (Fink, 1998)

The writing process involves teaching students to write in a variety of genres, encouraging creativity, and incorporating writing conventions. This process can be used in all areas of the curriculum and provides an excellent way to connect instruction with state writing standards. Writing in the disciplines varies widely in terms of content, and research methods and citation styles (Friedrich, 2008).

Academic writing is critical to present students' arguments in a logical order and to arrive at conclusions. In academic writing, writers always interact with each other's' texts, and so there will be frequent references to the ideas, thinking or research of other authors writing in this field. Hayland (2002) asserted that "Academic writing is not just about conveying an ideational "content"; it is also about the representation of self. Recent research has suggested that academic prose is not entirely impersonal, but that writers gain credibility by projecting an identity invested with proper authority, displaying confidence in their evaluations and commitment to their ideas'. (p. 1091)

Summarizing as a strategy encourage students to develop their steps in writing, starting with traditional pen, and paper to writing a short story, an article and ending with the most updating social media. It is the act of providing a clear statement of the essential points. When a student writes in his ideas, and thoughts using certain words and phrases will encourage him to express his point of view .and it helps him to demonstrate and understand the relevant information.

2. The Problem

English is a difficult and challenging task for many non-native English-speaking and writing students. Academic writing appears to be one of the most important skills for university students to

learn. These challenges in English learning are found by Arab learners, because they tried to transfer their mother tongue language to the foreign language. (Lakshmi, 2013)

Enhancing English language proficiency, especially, academic writing ability at postgraduate level is the precondition to promote and extend research work in the Arab universities. It is observed that traditional English language courses based on general English cannot serve the needs of university students for research writing as plurality of postgraduates do not point out any writing ability, especially, academic writing skills needed to promote research activity in Pakistan. (Sajid & Siddiqui, 2015)

Generally, in Iraq, most of our undergraduates' and postgraduates 'ESL students have many difficulties in academic English writing, they don't have enough experiences in writing an assignment, this is due to the different level of their linguistic and educational backgrounds. Moreover, academic writing been ignored in our universities, and colleges for many years and this is due to the traditional methods of teachings which neglected this kind of activity.(Al-Badi,2015).Therefore the postgraduates' students in Iraqi universities faced a lot of problems when they are instructed to write their academic assignments such as critical reviews, paraphrasing exercises, summaries, term papers and theses in English during their course of study where a high standard of academic writing competence is required (Rabab'ah, 2001). This statement is compounded by the fact that the students have not been taught academic writing or attended such workshops prior to joining in an English language master's program me. Learning to write involves the ability to reflect upon and talk about one's writing. It is a highly sophisticated activity which includes the "active control over cognitive processes engaged in learning" (Hattie, 2010, p.188).

Al-Badi, (2015) asserts that ESL learners suffer from the lack of knowledge of how to organize their idea and information about the chosen academic subject and how to summarize the written text. The lack of strategic skills is the cause of students' difficulties in writing useful summaries. Poor writing skills lead to inequality results. When students lack skills in these areas, their writing may be unsatisfactory in multiple ways from poor grammar and syntax to the unclear organization to weak reasoning and arguments. As a result, students have not had enough practice to develop a set of advanced writing skills. Nunan(1989) pointed out that "writing is an extremely complex, cognitive skill for everyone because, in this activity, the writer has to show control of some variables simultaneously" (p.36). It is a thinking tool." It is a tool for language development, for critical thinking, and for learning in all disciplines." (Bjork & Raisenen,1997, p.8).

Teaching students how to write summaries is a task that many teachers view with distaste, and even trepidation. Some considered summarizing is boring to explain, and tedious to grade, so they avoid both as far as possible. Stein, Dixon, & Isaacson (1994) suggest that "writing disabilities" derive from too little time allocated to writing instruction or from instruction inadequately designed for the learning needs of students. (p. 392).

3. The Significance

Written language skills are a vital part of many positions: it is the key to communication. Suitable offers a message and a connection with others. Whether it's an assignment, letter writing, and reports or any other way, to become a good writer needs a lot of practice.

Graham & Harris (2016) noted that, " Good writing is not a gift. It is forged by desire, practice, and assistance from others. You can play a central role in this development by teaching writing effectively." (p.359). It's a fundamental skill that is practiced over and over again; because without sufficient practice, students cannot develop their writing skills to a higher level. Students use writing skill to help them to think through, clarify, and develop their new ideas about how they might respond to the title that been set. Writing is the painting of the voice. (Voltaire) It's a powerful tool if appropriately wielded properly (Creme & Lea, 1997, p. 115) asserts that 'you may not know what you think until you have written it down.'" Several studies in the development of thinking skills and for language development have shown that it is necessary to develop writing skills through summarizing strategy. (Graham & Herbert, 2011)

Academic writing is necessary for all students, academics, and researchers, and no one can deny its importance, as writing academic assignments are common learning situation at university. Writing needs to know about grammar, genre, and vocabulary. It is the ability to self-regulate one's learning (Graham & Harris, 2000; Zimmerman & Risemberg, 1997).

Students will, therefore, need to extract the relevant information from each paragraph when making a summary. (Marse, 2008) asserts that an academic review is the ability to put the main points of a source text in brief form. Teaching students how to summarize will improve their memory for what is read. Summarization strategies can be used widely in every content area. Summarizing is an essential skill in academic writing; it is useful in many types of writing, and at different points in the writing process. Summarizing requires crucial reading, thinking and writing skills which are fundamental to success at any course level.

Summary skills are crucial factors in an academic setting because students are frequently required to produce summary assignments; however, summary writing is a complicated task to accomplish during a school year. Proficient students may monitor their understanding of a text by summarizing the passage as they read. They distinguishing the essential information, and re- stated it into a few short cohesive sentences.

The advantage of summarizing lies in showing the "big picture," which allows the reader to frame what you are saying, and for the writer to gain a better sense of where you are going with your writing, which parts need refinement, and whether you have understood the information you have gathered.

4. Aim of the Study

The study aimed to examine the effect of summarizing strategy on postgraduates 'learners in improving their English academic writing skills.

5. Hypothesize of the Study

The present study is hypothesized the followings;

1. Summarizing strategy has a significant effect on postgraduates 'students in improving English academic writing skills.
2. Summarizing strategy hasn't any significant impact on postgraduates' students in developing English academic writing skills.

6. Limits of the Study

This study is limited to:

1. Postgraduates from the College of political sciences at University at Al- Nahrain during the academic year (2018-2019).
2. The prescribed textbook is " Headway Academic Skills: level 3 Student's Book".

2. Literature Review

2.1. What is summarizing?

Summarizing is defined as a short statement that explains the main idea or facts for something written, such as a report, a story, or any written text. (Cambridge Dictionary, 2019) .It is about how to put the main idea in the writer's own words, including the main points only. It is useful for different types of writing. **Summarizing** is the ability to identify and select relevant information about the main idea in the text is vital in producing a fruitful summary.

A summary is a shortened version of a text. It is the way of how to inform your reader of what is the book about. It describes its main idea, and summarizes the supporting arguments that develop that idea. A summary is a simple and easy way to understand and doesn't contain any idioms, metaphors, sayings, and complicated English style. The review is almost always in the writer's own words. However, keywords can be used directly from the passage.

It is the way of reducing and shorten the text to one-third or one-quarter its original size by getting the main idea of the said article, stories, or essay. (Buckley, 2004)

Writing a summary of what you know about your topic before you start drafting your actual paper can sometimes be helpful. Summarizing teaches students how to take a large selection of text and reduce it to the main points for amore concise understanding. Upon reading a passage, summarizing helps students learn to determine main ideas and integrate essential details that support them. It is a technique that enables students to focus on key words and phrases of an assigned text that are worth noting and remembering.

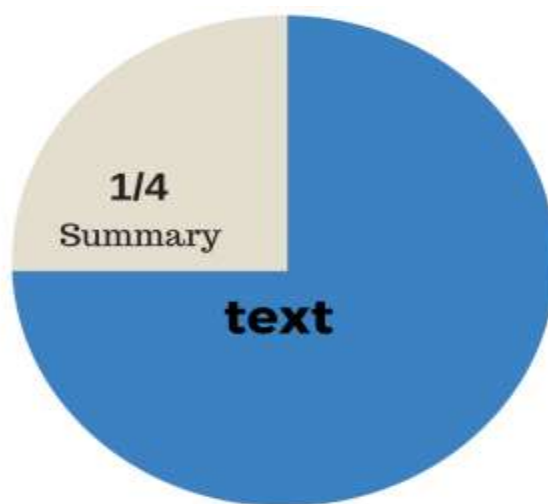


Figure 1 Shows Summarizing Text

2.1.1. Why is summarizing important?

Summarizing is one of the most useful strategies in teaching that we have today; it is the process to select important information from the main text. It is one of those skills that may seem very easy to a teacher but can be difficult for students who have not been adequate knowledge of how to summarize. Many studies state that summarization is one of the effective strategies that should be used in the classroom to develop students writing skill, it requires students to concentrate on the main ideas of a text and then choose the vital information without deleting the key concepts. Spack (1988) has mentioned that the most vital skill a student can engage in is "the complex activity to write from other texts", which is "a major part of their academic experience."(p.42)

Summarizing helps English second language learners to develop their thinking skills because they try to restate the information in the text. It also improves the ability to evaluate details by choosing the important details when they summarize the text. (Freeman & Freeman, 2009; Zwiers, 2008; Frances, et al. 2006)

Summarizing requires readers to focus on the main elements of a text, and to decide what is essential. Writing a summary is a fundamental skill for both writers and readers who read- along with the passage. According to Havola (1986), good summarizers master reading techniques; they first find meaning in the text and figure out how different parts of the text are connected (p.138). It helps those readers to review what they had read and re-write it again depending on their experiences and imagination.

2.1.2. The Benefits of Teaching Summarizing Strategies

Summarization, in general, provides many benefits for both teachers and students as well.

- 1-Summarizing builds comprehension by helping to reduce confusion.
- 2- Summarizing helps to find the main points and key details
- 3-Summarizing saves time during test review sessions
- 4-Students can construct personal meaning.
- 5-Students learn how to discern the essential ideas in a text,
- 6-Students can improve their memory for what been read.
- 7-Students and teachers find out what they know and what they still need to know.
- 8-Teachers discover what students understand and remember.
- 9-Teachers discover student held misconceptions and misunderstandings.
- 10-Teachers train students to process the information they read intending to break down content into short pieces.
- 11- Teachers train students to process the information they learn with the goal of breaking down content into succinct pieces.
- 12-This strategy be used with the whole class, small groups, or as an individual assignment. (Jones, 2007; Lorcher, 2018)

2.2. Academic writing

Academic writing is a formal language derived from Latin, and it refers to the language and associated practices that people need to undertake study or work in English medium higher education. (Gillett, 2011). It is an essential part of thinking and learning in school contexts,

particularly in the light of 21st- century demands (Johannessen, 2001), and writing tasks are “critical tools for intellectual and social development” (Bruning & Horn, 2000, p.30).

Academic writing is characterized by evidence-based arguments, precise word choice, logical organization, and an impersonal tone. It is stringy, which means it has one central point or theme with every part participate in the mainline of argument, without digressions or repetitions. (Valdes, 2019)

Academic writing is any formal written work produced in an academic setting. It requires a formal tone and using correct punctuation, grammar, and spelling. Learners have tried to keep their writing straightforward and clear, and don't include any information that isn't necessary to support the text. In academic writing, writers always interact with each other's' texts, and so there will be frequent references to the ideas, thinking or research of other authors writing in this field. (Crème & Lea, 2003 & Borg, 2008).

Academic writing refers to a style of expression that researchers use to define the intellectual boundaries of their disciplines and their specific areas of expertise. Characteristics of academic writing include a formal tone, use of the third-person rather than first-person perspective (usually), a clear focus on the research problem under investigation, and precise word choice.

2.2.1. Features of Academic Writing

Academic writing has five main characteristics:

1. Evidence based - referencing and citing
2. Appropriately structured
3. Organized clearly
4. Demonstrates critical reading, writing and thinking
5. Written in an appropriate style

(Bourdieu & Passeron, 1994)

3. Methodology

3.1. Participants

The participants of this study were 50 postgraduates of four departments in the college of political sciences at Al-Nahrain University in Baghdad. The survey conducted throughout the academic year 2018-2019.

3.2. The Sample

The sample of the study consists of 20 postgraduates chosen randomly from two departments in the college. Their age ranged from 25 to 29. All participants were learning English as a foreign language and receiving the regular eight weeks writing course within two hours weekly.

3.3. The Design

This research was conducted in an experimental design with one-group pretest-posttest design to find out their performance in writing an academic essay through summarizing strategy.

3.4. Materials

The instrument used in the present study was a written test. The test aimed at measuring postgraduates' ability in summarizing academic texts by using the summarizing strategy. The

participants were given a written passage to be read and summarized in the last phase of the explicit summarizing instruction they were involved in.

3.5. The Instrument of the Study.

The researcher used the following instruments, to fulfill the aim of the study.

1-In this research, a pre- and post-tests in writing were administered. Five expository texts were chosen from Headway Academic Skills Level 3 Student's book for reading and writing. All the passages were selected from the same book, which been suggested by the Iraqi Ministry of Higher Education and Scientific Research. The reading comprehension passages were 400-600 words in length. The topics of these passages were in different subjects.

2- Summarizing strategy was used in the instructional program.

3- Check-list of ten items was used to know the student's idea about the new approach. (See Appendix A).

3.6. The Validity and Reliability of the Test

The researchers gave the exam to university professors, supervisors, and teachers of the English language. They were asked to see the validity of the study, whether it is related and appropriate or not. All agreed that the study was suitable and can evaluate the students' ability to write academic writing. Cronbach Alpha was used, and it was (0.65), so, the researchers felt confident about the validity and reliability of the exam.

3.7. Pilot Study

A pilot study was conducted before the experimental study to test and revise the material and the methods (Mackey & Gass, 2005). The participants in the pilot research were not a part of the experimental research, so the results were not included in the study. The researcher conducted the pilot study on five students who are studying the English language in the same college.

3.8. Lesson Plans on Summary Writing

The research puts his plan and explains the study, and how to use the summarization strategy to his participants. It is also essential that students practice the summarization strategy and get feedback from the teacher about the quality of their summaries. When participants need help, the teacher should encourage them to use modified or elaborated methods of summarization that best fit the students and the situation.

3.8.1. Steps for Summarizing

The students were instructed to implement the summarizing strategy in writing through the following steps:

1. Read the whole text you are summarizing carefully and with full concentration at least twice to make sure you understand it.
2. Highlight the main points and keywords and eliminate them.
3. List key-words in the order they appeared in the passage.
4. Identify the portions of the text that support the main idea; underline these sections
5. Delete the useless information such as illustrations, quotations, etc. from the original passage.
5. Paraphrase the key points and rewrite them again by using your own words.
6. Combine your sentences using transitional words or phrases.

7. Summarize each part, paragraph, or segment in one to two sentences.
8. Your summary should be shorter than the original text for about one -third of its original size.
9. Do not add anything beyond the author's ideas (do not include your opinion)

3.9. Procedure

At the beginning and before starting the treatment sessions, a pre-test was given to all the participants to make sure that they had the same level in writing. The participants did not receive any instruction about summarizing strategy. The chosen text was "The UK educational system," it consists of 315 words taken from their textbook, Headway for Academic Skills Level 3 page 6. To be tested as a pre-test. The researcher asked the participants to read the written essay and re-write the passage once again in their language within 45 minutes. Certain English experts evaluated the pre-test. (See Appendix B)

The researcher informed his postgraduates that this strategy would help them to write a summary, and it can help them to improve their academic writing skills. In the first week of the treatment, the teacher explained the summarizing strategy and stating its goal and importance, then he tries to write the primary sentence of the first paragraph in a text presented to students before starting the session, and then asked students if the details shown in the following sentences give the main idea, then the researcher asked his students to find the primary sentence of the next paragraph in the passage and how to use keywords or phrases to identify the main points from the text and deleting the unessential details in the passage.

The teacher encourages his participants to monitor their learning to evaluate, whether they used topic sentence selection strategy appropriately. The teacher-guided participants with the steps of summarizing and how to determine the statements that support the main idea by revealing sentences, which are more central to the main idea. During the instruction, the learners learned summary writing as a part of their regular class program. They were given five different texts to be read in which each passage has 400 to 600 words in length, and with different subjects, such as:

- | | |
|-----------------------------------|-----------|
| 1-Music used as a healing therapy | 385 words |
| 2- Lessons from Curitiba, | 540 words |
| 3- Anew capital, | 339 words |
| 4-World of water | 380 words |
| 5- Providing water for the world | 436 words |

After the instruction sessions finished a post-test was conducted at the last week of the experiment. The post-test aimed to find if there are statistically significant differences between participants before and after the treatment. The procedures in the post-test were the same as the pre-test. Participants asked to write a summary of a passage chosen from the corresponding text-book and under the same conditions as the pre-test. The selected passage was "Globalization: is it force for good or for bad,' it consists of 495 words, page 37 (See appendix C).

For assessment, the researcher collected the papers for the writing test and read over them to make sure they understand the summarization process.

The results statistically analyzed by using analytical scoring for measuring specific written criteria of writing such as; (grammar, vocabulary, organizing, content, and coherence) are scored from 1 to 5. The subjects' scores were out of 100.

4. Results and Discussions

4.1. Data analysis

The research collected the testing result of the participants after the end of the test. The final results analyzed according to the five writing criteria (grammar, vocabulary, organizing, content, and coherence) to see if there are any changes in the participants' performance in academic writing through summarizing strategy. The results are presented in Table 1.

Table 1

Descriptive statistics of different aspects of written performance in Pre – and Post Test

Writing Parts	Test	Mean	St. Deviation	T-Value	Df	Sig.
Grammar	Pre	2.39	.66	-14.119	55	0.000
	Post	3.34	.39			
Vocabulary	Pre	2.02	.47	-16.988	55	0.000
	Post	3.31	.29			
Organizing	Pre	2.43	.74	-8.948	55	0.000
	Post	3.23	.30			
Content	Pre	2.36	.46	-12.069	55	0.000
	Post	3.25	.46			
Coherence	Pre	1.92	.51	-28.213	55	0.000
	Post	3.47	.42			

The above result shows that the mean score and standard deviation for the pre-test in grammar were (M =2.39, SD =.66), while in the post-test was (M =3.34, SD =.39). The mean score and standard deviation for the pre-test in vocabulary were (M =2.02 SD =.47), while in the post-test was (M =3.31, SD =.29). The mean score and standard deviation for the pre-test in organizing were (M =2.43, SD =.74), while in the post-test was (M =3.23, SD =.30). The mean score and standard deviation for the pre-test in content were (M =2.36., SD =.46), while in the post-test were (M =3.25, SD =.46), and the mean score and standard deviation for the pre-test incoherence was (M =1.92, SD =.51), while in the post-test was (M =3.47., SD =.42), at 0.05 significance level.

The result of analytical analysis shows that the score of the five criteria of writing such as; (grammar, vocabulary, mechanics, organizing content, and coherence) indicate that there is a significant difference before and after the treatment.

4.2. Discussion

According to the research questions if the summarizing strategy effects on postgraduates' performance in writing an academic passage or there isn't any effect. The results show that summarization is successfully applied as a strategy to improve learners' performance in academic writing, so the null hypothesis is rejected.

The writing scores for postgraduates' in the post-test showed a significant improvement, which indicates that summarizing strategies had a significant effect on writing skill. The learners

aware to reframing the central passage in their way; they know how to organize the main idea and the related details in their own words caring about all the language features.

The result of this study is similar to (Pakzadian, 2011); he tries to explore "The Effectiveness of Using Summarization Strategies on EFL learners' level of Comprehending English Texts." The researcher reached to the conclusion that summarizing strategy plays an active role to help teachers and teacher trainers. This study is also similar to (Özdemir, 2018); he tries to examine the "Effect of Summarization Strategies Usages and Narrative Text Summarization Success". The results showed that there is an increase in the mean score of the post-test for the favor of the students who used the summarizing strategy. This study is also compatible with (Mallia, 2017), "Strategies for Developing English Academic Writing Skills." The research discusses essential 'pre-writing' tasks, and outlines some of the crucial elements of academic writing; these often focus on paragraph structure, necessary components of an essay, and different functional types of essays. The researcher uses many strategies for developing English academic writing skills.

5. Conclusions and Suggestions

5.1. Conclusions

This study was designed to find out how if the summarizing strategy can improve Postgraduates' academic writing skills in the college of political sciences. The pre - post results of the treatment showed that the summarizing strategy has a positive influence on postgraduates' learners to understand the passage and how to re-state it again in their words and phrases. The results showed that there is a statistically significant difference in the postgraduates' performance before and after the treatment. This treatment revealed that the summarization strategy could be successfully applied to improve learners' ability in academic writing skills.

5.2. Recommendations

Due to the conclusion of the study, many recommendations could followed as:-

- 1-Further researches are recommended to reveal some techniques and strategies to increase students' ability in academic writing.
- 2-More studies could conduct to find the effect of summarizing strategy on other activities, such as reading and listening.
- 3- Summarization strategies should include in the curricula of education through teaching the English language.

5.3. Suggestions

Based on the conclusion and recommendations of the students' performance in summarizing texts, the following pedagogical implications are considered.

- 1-Teachers should improve students' writing skill by using summery strategy and evaluate the results on using this strategy.
- 2- Encourage students for more practices in using such modern strategy in writing, like paraphrasing and note -taking approaches that develop the student's thinking process.

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Appendices
Appendix (A)
Student's Summary Checklist

Dear student,

Use the following checklist to critique your summaries or those of your peers. Please. Answer (Yes, Poor, and No.) in the right place.

Student Name-----

Time: 20 minutes

	Yes	Poor	No
1. Did the first sentences you mention give the author and the title of the article of the original text?			
2. Did you identify the main idea at the beginning of your summary?			
3. Did you include all the essential points of the original text in summary?			
4. Did you delete the unnecessary information found in the original text?			
5. Did your summary read like a unified, clear, and accurate paragraph?			
6. Did you keep the author's meaning the same, not including any details, ideas, or opinions that be eliminated without diminishing the reader's understanding?			
7. Did you use your own words, your opinions or analysis?			
8. Did you use citation expressions to refer to the author's ideas?			
9. Did you T summary is balanced and objective.			
10. Did your summary read like a unified paragraph, with no apparent errors in grammar, spelling, and punctuation?			

Thank you for your collaboration

Appendix (B)

Sample of one of the Postgraduate's pre-test in Academic Writing Skills
Without the Summarizing Strategy

UK Educational System

All children between 5-6 years in the UK must receive a full time education, 90% of those children joined in the state school.

In Wales, Northern Ireland and England, the educational system are the same, while in Scotland is different. The school year started from September to July. It is divided into three terms, about 3 weeks each. Students attend school from Monday to Friday starting from 9:00 am to 3:30 pm.

Students had morning break and lunch and a break. Children, (girls and boys) joined school from 5 to 11, they apply the National Curriculum, which include, English, Mathematics and Science, and others like, History, Geography, physical education, Music and Art, while in Northern Ireland, the Curriculum include Irish language.

Students at age 11, joined the Comprehensive school and have different abilities. 30% of students of age 16 who must have GCSE exam in ten different subjects, leave the school and have another work.

Students who remain in Education either continue at school for up to two years or go to a special college. Students must specialize in three or four subjects and there are another exam, at the age of 17 (As level) and (A level) at the age of 18. Good results enable them to join university.

Appendix (C)

Sample of one of the Postgraduate's post-test in Academic Writing Skills with the Summarizing Strategy

Globalization: Is It Good or Bad?

Globalization is defined as the process through which integration and interaction of countries, companies and people across the world. It is a result of the investment, outsourced manufacturing and international trade. All these are supported by information technology, with an aim of bringing economies of various countries together.

It is an economic concept that works by using movement of goods and people across borders. Most economists agree that globalization provides a net benefit to individual economies around the world, by making markets more efficient in increasing competition and spread wealth more equally around the world.

Globalization has enabled international trade thus allowing different countries to utilize competitive advantages in terms of production.

The concept of globalization raises many questions and controversial issues. Some argue that globalization is a positive development as it will give rise to new industries and more jobs in developing countries. Other say globalization is negative in that, it will force poorer countries of the world to do whatever the big developed countries told them to do.

Finally, globalization makes the world global community as one village.

(125) words