

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf University - Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Developing the Writing Skill through Paraphrasing and Summarizing. A
Case Study of 2nd Year EFL Students at Mila University Center.

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

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Acknowledgment

This research work would not have been accomplished without the support of many people. First and foremost, We are indebted to our supervisor, Dr. Abderrahim BOUDERBANE for his patience, guidance, advice, encouragement and invaluable assistance throughout the fulfillment of this study. We express our innermost thanks and respect to him.

We owe our deepest gratitude to the board of examiners: Dr. Fouad Boulkroun and Ms. Boudjerida Messaouda for their acceptance to evaluate this work.

Special thanks goes to Mrs. Kouider Sara for her extraordinary generosity and unconditional help in various ways.

We share credit of our work with our teachers in the Department of the English; our gratitude also goes to second year students of English involved in this study.

Billion thanks.

Dedication

In the name of Allah, the Most Beneficent, the Most Merciful.

First of all, all praise be to Allah almighty for his blessing, for the courage and the patience he gave to me to accomplish this humbled work.

To those who I love and respect the most

To my mother and father whose support and tenderness have always been in the back of my every thought

Thank you for a lifetime of unfailing love, caring and sacrifices.

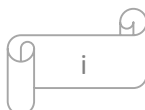
To my dear sister “Selma” you have always been by my side whenever I felt any need; thank you for being part of my life.

To my beloved brother: Abdeldjalil “Djalal”, to whom I wish a successful life.

To my lovely niece and nephew: Mohammed Djoud “Doudi” and the sweetest little angel “Djenna”, they are and will be a pure source of happiness in my life.

I owe my deepest gratitude to my dearest friend Diaa Elhak for his extraordinary support, help and care.

Besma



Dedication

In memory of my dearest “Lovely”

To my loving, supportive and understanding parents.

To my lovely sister Wafa.

To my brothers Didine, Samy, Aissam and especially Mohamed.

To my friends and those who both supported and shared this journey with me.

To my teachers and my sympathetic supervisor.

To all those who love me.

Nourane

Abstract

The present work aims at improving our understanding of paraphrasing and summarizing techniques from both the learner and teacher perspective. By showing that using summarizing and paraphrasing as tasks and activities, students can benefit from models of good writing as well as improve their writing skills. It also aims at examining the reasons for learners' poor writing from their teachers' perspective. To reach these aims and gather more insights, we have based our research on two research instruments: second year EFL students' writing test and a questionnaire addressed to twelve written expression teachers at Abdalhafid Boussouf University Center. The findings of this study confirmed the hypothesis set out that students' writing skills can be improved using paraphrasing and summarizing exercises. Results have also shown that students' low performance was due to their lack of motivation, comprehension, limited vocabulary range, use of cohesion techniques and awareness of the summary and paraphrasing steps.

List of Abbreviations

EFL: English as a Foreign Language

EA: Error Analysis

ESP: English for Specific Purposes

ESL: English as a Second Language

L2: Second Language

LMD: Bachelor, Master, and Doctorate

Q: Question

%: Percentage

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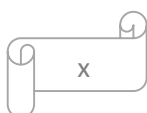
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INTRODUCTION

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Introduction

As one of the four fundamental skills to language learning, writing is a center of attention for both lecturers and students. To produce in a foreign language, however, is undoubtedly a difficult task. It takes both time and effort to learn and master. In fact, it has been argued that among the basic language skills, writing is the most difficult to develop. According to White (1981: 2), “writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write. This is a crucial difference between the spoken and written forms of language.” This explicitly states that people learn to speak naturally but must be taught writing.

By highlighting the writing process and its stages like drafting and editing as well as understanding pre-writing strategies such as brainstorming and free-writing, learners will have a better chance at producing coherent and cohesive sentences, paragraphs, and essays.

One of the many ways that teachers can develop their students’ writing skill is to encourage them to paraphrase and summarize texts and passages. This can be introduced and used in the form of exercises. Not only will learners be required to read and understand both the general and sub-ideas of the text, but they will also be asked to reshape those ideas in their own words. To be able to use the language freely, one must be motivated and dedicated to practice writing especially by summarizing and paraphrasing.

1. Statement of the Problem

Increasingly in recent years, in the field of foreign language learning, the need to promote learners’ language skills and competences has been receiving great recognition. Even though the process of language teaching and learning has always been a subject of research and discussion, the majority of EFL students still face difficulties in learning language skills especially writing. Because writing in a foreign language is one of the most challenging tasks, most EFL learners struggle to master all its aspects. It requires considerable effort and practice

on the part of the learner, and beneficial instruction, guidance and feedback on the part of the teacher. Although researches have investigated several ways EFL students can use to ameliorate their writing skills such as utilizing diaries and reading strategies, many other methods and techniques are left unexplored and untested. One of which is the use of summarizing and paraphrasing exercises. Therefore, the problem we are confronted with within this research is to understand the role of using paraphrasing and summarizing techniques in improving students' writing skills.

2. Aims of the Study

The present study attempts to determine the role of using resourcing techniques such as paraphrasing and summarizing and their effect on 2nd year EFL students' writing abilities. It also aims to examine the reasons for EFL learners' poor writing from their written expression teachers' perspective.

3. Research Questions

Writing plays a crucial role in academic context; however, students find it difficult due to its complexity. Learners suffer from many obstacles to master techniques of the writing skill, and especially paraphrasing and summary techniques.

This study raises the following questions:

- Are students aware of summarizing and paraphrasing steps?
- What are some of the common mistakes they could make in their summaries and paraphrases?

4. Research Hypothesis

In conducting the present study, it is hypothesized that if 2nd year LMD students of English practiced writing using paraphrasing and summarizing strategies, they would improve their writing skills.

5. Tools of the Research

Concerning data collection, we conducted a students' test directed for two groups. Each one is composed of twenty-five second year students of English at Abdelhafid Boussouf University Center. One group is treated as the experimental group and the other group is treated as the control group. The experimental group is taught carefully how to paraphrase and summarize throughout the course of four sessions, and students were eventually asked to paraphrase and summarize two texts. The control group, however, was asked to rewrite both texts without receiving any instruction. The purpose behind this is to compare students' writing compositions and find out if there is any noticeable improvement in their writings.

We also administered a questionnaire for twelve teachers of "Written Expression" whose opinions are highly taken into consideration since they are aware of students' abilities. After collecting the data required for this study, it was analyzed both quantitatively and qualitatively.

6. The Structure of the Research

This study will be presented in two main chapters. The first chapter is theoretical in nature, and is divided into two sections. In the first section, we define writing, mention the aim behind it and introduce its different approaches as well as its stages. The second section deals with the definition of paraphrasing and summarizing, their guidelines, differences and effect on improving the writing skill. The second chapter is mainly practical wherein it provides a detailed description of the adopted and elaborated frameworks, facts of the analysis and interpretation of the findings.

Chapter One:

Writing, Paraphrasing and

Summarizing

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Introduction

Learning a foreign language requires learning and mastering the four language skills: listening, speaking, reading and writing. Among the skills, writing considered to be the most difficult activity. It takes a considerable amount of time and effort to master. Unlike speaking which is spontaneous and unplanned, writing is a slow, editable process. Another crucial difference between writing and speaking is that writing must be taught to learners. One of the many ways to evaluate students' level of language proficiency is through the analysis of their writing. In light of this, teachers of foreign languages aim to find suitable methods and techniques that can help build their students' writing skills. In this section, we try to shed light on the concept of this specific language skill, its importance, characteristics, and forms.

1.1. Definition of Writing

Writing is the use of written language to express ideas, feelings and concepts. Due to the long history of this skill and its great importance, several meanings of the word “writing” can be acclaimed. Coulmas (2003: 1) identifies at least six meanings related to writing: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation.

On the other hand, Saussure (1959: 23) believed that language and writing are distinguishable systems, and that writing is used to represent language. He clarifies that “language and writing are two distinct systems of signs; the second exists for the sole purpose of representing the first”. Following the same line of thought, Bloomfield (1993: 21) thinks that “writing is not language, but merely a way of recording language by means of visible mark”

In addition to studying language and writing as two separate systems, researchers analyzed this language skill from a linguistic perspective. Hyland (2003: 3), for example, defines writing as “marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules”. Hyland’s definition suggests that writing is a combination of words, clauses and sentences that are linked together under a set of linguistic rules.

Meanwhile, other researchers considered this skill as an activity focusing more on what it is used for rather than its form. Brown (2001), for instance, defines writing in terms of putting ideas and thoughts down on paper along with shaping these ideas, giving them structure and coherent organization. In a recent study, Drijbooms (2016: 16) states, “writing is essentially about communicating meaning by translating thoughts into words” this means that writing is the reflection of one’s knowledge, experiences and ideas on paper.

Overall, it can be concluded that writing is a complex process that serves many purposes such as self-expression and narration.

1.2. Importance of Writing

Writing is a skill which must be taught and learned, rather than acquired through experience. Writing is one of the most difficult skills to teach; it has to express ideas, feelings, and experiences to the reader. In other words, writing can be considered as a mean of communication between writers and readers.

In the field of education, writing is an important medium and it is used for different purposes, Suleiman (2000) stresses that writing is an essential factor of language. The written language has an important social and educational function.

According to Clark and Dug Dale (2009:4), “writing is an essential skill that allows people to participate fully in today’s society and to contribute to the economy.” Writing is an important skill that must be mastered by students.

In discussing the significance of writing, Harmer (2004:3) states that “being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language”.

Harmer (2004:12) sees the writing process as a way of looking at what people do when they compose written texts. Students have to learn the art of writing for improving creativity, exploration and self-understanding. Writing is essential and it brings about a lot of advantages. The following are only some of the advantages of improving writing skill:

- Develop thinking skill.
- Provide and receive feedback.
- To give information
- To persuade and give opinions.
- Writing is essential in learning a foreign language.

1.3. Academic Writing

Academic writing, like any other writing, is done to fulfill a specific requirement. Johnson (2016) defines academic writing as an art, a science and a craft. It is an art in the sense that it is fundamentally an expression of the writer’s thoughts and ideas. Moreover, it is a science since there are many elements of writing one should pay close attention to. Writers ought to develop their writing styles that can convey their message to an intended audience effectively. It is also considered as a craft because it is a skill that is developed through time. It takes practice, experience and desire to be improved. Academic writing is clear, structured, formal, objective and illustrated with examples and evidence. It is used in academic essays,

research reports, and articles. Its main purpose is conveying information and ideas in a clear and concise manner.

According to Bak (2013:2), the core of “academic writing” is to:

- Demonstrates understanding
- Be informed by the academic literature and debates in the subject matter (the literature will inform your interpretation of the concept, your perception, your description, the explanations, as well as the broader context.)
- Have a clear interpretation of the key concepts used
- Give an accurate description of the issue
- Investigate the underlying assumptions and the historical development of the issue
- Explain the issue by tracing the reciprocal relationship between the issue and its broader context.

1.4. Creative Writing

Creative writing can be defined as the art of putting together literary works such as biographies, novels, poems. Johnson (2016) stated that creative writing differs both in form and function from academic writing. It is used to tell a story or stir up an emotional response. Its main purpose is to entertain, inspire or narrate.

1.5. Forms of writing

It has been agreed upon that there are several types of writing. Each type offers a different purpose along with different language features. Furthermore, by understanding the different forms or types of writing, students would be able to write better by choosing the most appropriate vocabulary, and have no trouble conveying their message to readers. The main types of writing are:

1.5.1. Narration

Narration is story telling. A narrative piece of writing often has a plotline or sequence of events that develop to the point of conflict and resolution. It either entertains or informs the reader of fictional or non-fictional events.

1.5.2. Description

The purpose of descriptive texts is to make readers understand what something looks like, feels like, tastes like... etc. It offers them a chance to experience things firsthand.

1.5.3. Exposition

This form of writing explains how something works by providing valid details and instruction. It should be precise, concise, and straightforward. Examples of expository writing are articles and journals.

1.5.4. Argumentation

Argumentation is a form of writing in which the writer tries to convince readers to adopt a certain point of view. It also requires the author to present sufficient evidence to prove that this specific point of view is valid.

1.6. Components of writing:

A great deal of the work carried out in the academic world is done through the medium of writing. Writing is a very demanding and challenging task; writers should take into consideration several features such as vocabulary, content, spelling and purpose.

Writing skill as any other skill requires stages and component to be followed. For Harmer (2004:4), writing has a great number of objectives, and it is presented in various forms. Writing is based on several aspects which should be considered by students who wish to write well, since writing is the process through which we translate our thoughts onto sheet of paper.

In this vein, Raimes (1983:6) depicts writing through a chart in which the various components of writing are shown. His components of writing can be grouped under nine main headings: content, organization, grammar, syntax, mechanics, word choice, purpose, the targeted audience, and the writing process.

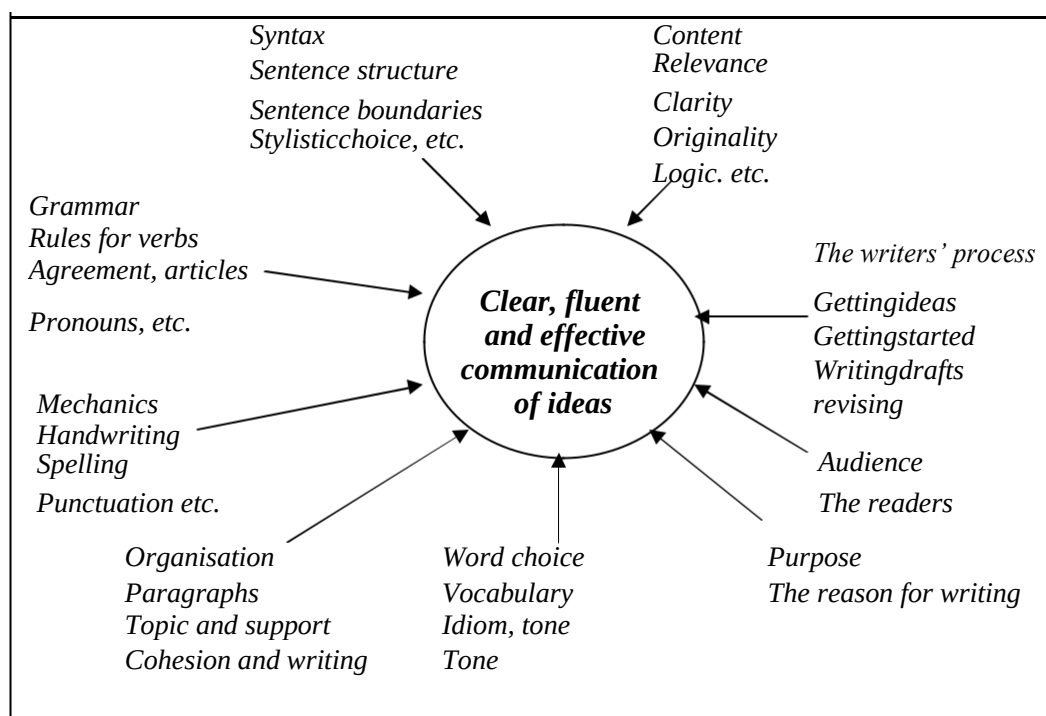


Figure 1.1: “Components of Writing” (Raimes, 1983: 6)

In the preceding Figure 1.1, Raimes shows that in order to produce a piece of writing, students need to inter-relate those components together to communicate their ideas effectively and clearly.

Heaton (1975:138) focuses on:

- Grammatical skill: the ability to produce error free sentences.
- Stylistic skill: the ability to manipulate sentence and use language effectively.
- Mechanical skill: the ability to use correctly those conventions peculiar to the written language, for example, spelling.

- Judgment skill: the ability to write in an appropriate manner for a particular purpose with an ability to select and organize relevant information.

1.7. Characteristics of Writing:

Many different ingredients go into good writing, from grammar, punctuation and spelling. Good writing responds to the interest of its audience and reflects the writer's personality.

The following are the essential characteristics of a good piece of writing:

1.7.1. Clarity: clarity is the constituent of written output that makes the ideas meaningful. That is each stage of writing should be carefully constructed.

1.7.2. Cohesion: a good writing is cohesive when all the sentences go together in a logical sequence.

1.7.3. Coherence: when a written passage is coherent, the subject of each sentence accumulates with the next, creating a chain of related words.

1.7.4. Simplicity: avoid unnecessarily complex or lengthy sentences. Therefore, simplicity in writing is essential.

1.7.5. Content: content is the most important attribute of a written work because this is where you can find the ideas of students.

1.7.6. Explanation: writing should be instructive. Determine your reader's knowledge of the subject. The title should be explained clearly.

In the table below, Barrass (2005: 25) shows the characteristics of a good piece of writing:

Characteristic	Explanation
Accuracy Appropriateness Balance	To the subject, to the reader, and to the occasion showing an awareness of all sides of a question; maintaining a sense of proportion.
Clarity Completeness Consistency	In the use of numbers, names, abbreviations, spelling, punctuation, etc.
control	Paying careful attention to arrangement, presentation and timing – so as to affect the reader in a chosen way
Explanation Impartiality Interest Objectivity	Unbiased by preconceived ideas holding the reader's attention –with all conclusions based on evidence, not on unsupported opinion.
Order Originality Persuasiveness Precision	Convincing the reader by evidence and argument exact definition supported, as appropriate, by counting or by accurate measurement–with no irrelevant material.
Relevance Simplicity Sincerity Unity	the quality of frankness, honesty the quality of wholeness, coherence

Table 1: “Some Characteristics of Scholarly Writing” (Barrass, 2005:25)

1.8. Writing and Other Skills

The four fundamental language skills can be classified into two categories: productive skills (speaking and writing), and receptive skill (reading and listening). Writing and speaking are referred to as productive because the language learner produces sounds and symbols when actively using these skills. On the other hand, listening and reading are receptive skills by which the learner receives information while being passive. Surely, this is not to say that the productive and receptive skills are not connected, as they are fundamentally interrelated.

1.8.1. Difference between Writing and Speaking

Even though writing and speaking do belong to the same category, they share several differences. O'Grady et al. (1996: 591) argued that:

Speaking and writing are different in both origin and practice spoken language is acquired without specific formal instruction, whereas writing must be taught and learnt through deliberate effort . . . there are many people who are unable to write. While spoken language comes naturally to human beings, writing does not.

Harris (1993:4), distinguished between speakers and writers as explained in the following table:

SPEAKERS	WRITERS
Can refer to people, objects, and so on in the shared environment by pointing with gestures or by using pointing words.	Do not share an immediate environment with their readers and have to make explicit references to people and objects.
Can check whether they are being understood by looking at the speaker's expression, by asking, or by being directly prompted.	Have no means of knowing once the text is finished whether the readers will understand the message they need to anticipate potential misunderstandings and appropriate levels of shared knowledge.
In conversations (including telephone conversations) speakers are encouraged by listener's markers, such as "mm" and in live conversations and gestures.	Have to find ways of motivating themselves to continue creating a text.
Can backtrack and fill in information that may have been omitted precise sequence is not a prerequisite effective communication.	Have to plan in order to achieve both a sequence and a selection that will lead to effective communication.

Table 2: “Differences between Speakers and Writers” (Harris, 1993:4)

Raines believes that learning to write is not a natural extension of learning to speak a language, relying on the argument that we learned to speak our mother tongue without instruction whereas we had to be taught writing in schools. He then went on to distinguish multiple differences between writing and speaking as follows:

- Speech is universal. People acquire speaking during their first years of life, but not everyone learns how to write and read.
- The spoken language has a variety of dialects, however, the written form of language demands standard forms of syntax, vocabulary and grammar.

- Writers can only rely on words and punctuation to convey the intended message they want readers to understand, whereas speakers use their voices (intonation, tone, pauses) and body movements (facial expressions and gestures).
- Writing is a planned process in which one could go back to adjust and make any changes as he sees fit. Speaking, on the other hand, can be spontaneous and unplanned.
- A speaker addresses a listener who is present to question, interrupt or nod, but a writer addresses an absent reader whose reaction could be either nonexistent or delayed.
- Speech is often characterized by repetition and informality. Speakers use expressions like: “What I mean is ...” or “I’d like to say that...” Writing progresses logically and is characterized by formality.

1.8.2. Connection between Reading and Writing

While most researchers focus on investigating the differences between reading and writing, some emphasize on the connection that these two share. Bazerman (1980: 656) believes that the connection between what a person reads and what he later on writes seems to be obvious. In fact, extensive reading proves to be helpful for increasing learners’ writing competence.

Furthermore, the craft of writing is also expected to advance reading. According to Manzo and Manzo (1995: 341),

- Writing activates the reader’s prior knowledge.
- Writing helps form critical reading as well as encourages readers to create a “world view” on major current issues.
- Writing raises the reader’s level of intellectual arousal and activity (Newell, 1984).

In addition to that, Manzo and Manzo (1995:340) draws a summary of the relationships between reading and writing in the following table:

Reading to write	Writing to read
• Reading increases the knowledge individuals have to write about. • Reading instills knowledge of linguistic pattern and form. • Reading builds vocabulary and familiarity with writer craft	• Understanding of subjects, making subsequent reading easier. • Writing helps one to read like a writer, hence, sparking insights into writer mechanism and enhancing comprehension. • Revision in writing or making changes at various point in the process, involves many of the same high-order thinking strategies involved in critical

Table 3: “Two- Way Relationship between Reading and Writing” (Manzo & Manzo, 1995:340)

1.9. Students’ Difficulties in Writing

According to researchers, writing is a reflective activity which requires thinking, ideas, relevant knowledge, and vocabulary. Writing in second language becomes even a more difficult task for students.

For Heaton (1975:138) the writing skill in a foreign language is complex and difficult to learn not only because it concerns the ability to use the structure, but it also concerns the conceptual skills such as style and prose. There are some aspects which are necessarily to writers; those aspects cover content, vocabulary use, grammatical use, and mechanical skill such as spelling and punctuation.

In confirmation to the findings of Weir (1988), students generally show the following characteristic defects in their writing:

- Lack of variety in grammatical structures employed
- Errors pertaining to syntax
- Use of inappropriate vocabulary
- Limited range of vocabulary
- Use of inappropriate grammatical structures
- Inadequate understanding of the topic
- Deficiency in clear self-expression
- Poor spelling
- Poor punctuation
- Poor handwriting
- Untidiness

1.10. Instructional Strategies for Improving Student's Writing:

Errors committed in the process of learning a second language are significant, because they serve as a valuable source in understanding the intermediary state of the students' proficiency and limitations.

Hillocks (1984) found four main modes of composition instruction: (1) the presentational mode, characterized by teacher led discussion, specific assignments imitating a pattern or following rules, and feedback from the teacher; (2) the natural process mode,

characterized by general assignment, emphasis on students chosen topics and free writing, response from peers, and opportunities to revise writing; (3) the individualized mode, in which students receive individualized instruction through tutorials; and (4) the environmental mode, characterized by specific objectives, short lecture time, engaging students in concrete, structured task, and activities involving high levels of peer collaboration.

1.10.1. Error Analysis of Students' Writing

To better understand the learners' problem in writing, error analysis (EA) is a method applied to analyze second or foreign language learners' speech or written performance. A number of previous research provides different definitions for error analysis. Crystal (1999:108) defines EA in language teaching and learning as "the study of unacceptable forms produced by someone learning a language, especially a foreign language."

According to Hasyim (2002:43) error analysis is carried out in order to:

- Find out how well someone knows a language
- Find out how a person learns a language, and
- Obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Error analysis is one way, by which teachers are able to measure the students' difficulties in writing, informing the researcher about how learning advances and providing feedback to the students.

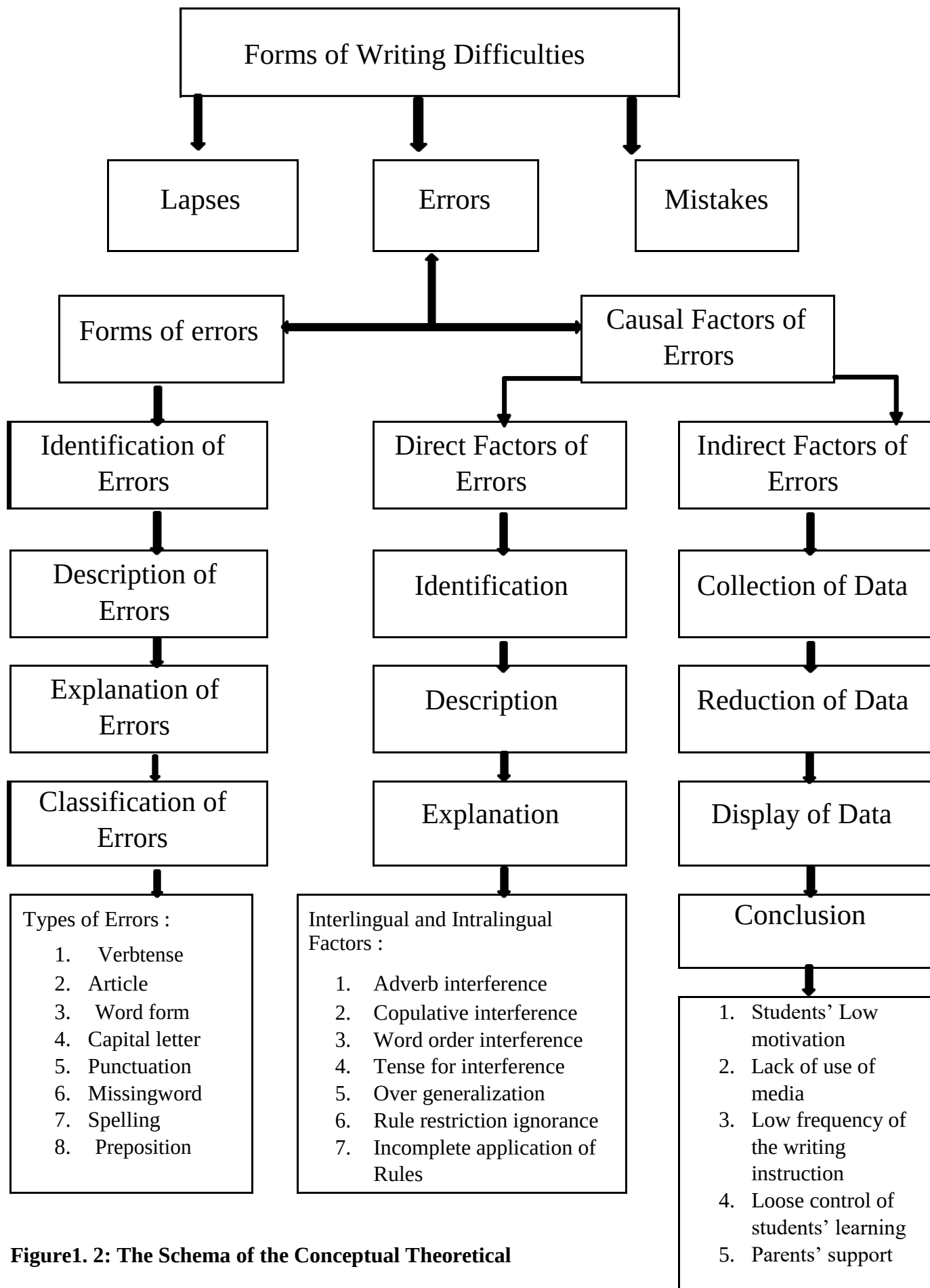


Figure1. 2: The Schema of the Conceptual Theoretical

Framework (Bahri & Sugeng, 2010)

1.11. The Writing Process

Writing is not a straightforward matter. In fact, there are several steps the writer must go through in order to produce a complete piece of writing. According to Bak (2013), there are three phases to the writing process. These phases are: Pre-writing (Planning), Writing and Post-Writing phase (Editing)

1.11.1. The Pre-writing Phase:

Bak (2013) ensures that the pre-writing phase aims to help the writer shape his paper while giving it a logical order, be reminded of interesting ideas and avoid repetition. These are several tips authors could follow in this stage:

- Choosing a working title. In other words, writers must select a topic that both interest them and their audience.
- Using prior knowledge to generate ideas. There are two strategies for generating one's prior knowledge and putting it into use: brainstorming and free writing.
 - Brainstorming: is a process of proposing and listing ideas and key words in a spontaneous manner.
 - Free-writing: is a process of writing what comes to mind freely and spontaneously without paying attention to grammar, punctuation and spelling mistakes. It is also called “automatic writing”.
- Searching for information: additional information can be found on various sources such as journals and articles.
- Mind-mapping: is used to organize information using a diagram that demonstrates main ideas as well as supporting details which all relate to one main topic or theme.

1.11.2. The Writing Phase:

Right after planning comes the writing phase. In this stage, the author links his thoughts and ideas together in a clear and a coherent piece of writing. In his very first attempt of drafting, a writer should focus more on what he wants to state disregarding the finer details of how it should be written. After that, the first draft must be revised to consider whether arguments flow logically, linking devices are used accurately; structural conventions have been applied and so on.

1.11.3. Post-Writing Phase:

This stage is about editing and finally submitting a final version. Editing involves evaluating structure and organization of the passage, its arguments, plagiarism, style, grammar, and presentation. Bak (2013:12) presents an editing checklist which could help authors check the overall correctness of their work.

1. Structure and organization:	
Abstract	
Concise	
Outlines the problem and your responses	
Paragraphs	
Each deals with one aspect, clearly stated in a topic sentence	
All sentences within each paragraph are related	
Paragraphs in each section of my article are linked, in a logical order	
2. Argument:	
All aspects are covered	
Each aspect is adequately discussed	
Definitions are provided (where required)	

Argument is developed logically	
Argument is convincing	
Generalizations are supported with specific examples / evidence	
Argument draws on a number of sources	
3. Plagiarism, direct quotations, references:	
Quotations	
Set out correctly, according to the accepted convention	
Used for specific purpose (functional)	
All direct quotations, maps, tables, diagrams are acknowledged	
References	
All facts, theories and opinions that are not my own are properly acknowledged	
There is a clear distinction between references and my own statements / interpretations	
All references in the text are correct and included in the list at the back	
4. Style	
Logical outline of headings and subheadings	
The article / thesis flows (reads easily)	
The style is concise	
The language is clear	
Appropriate use of abbreviations and acronyms	
5. Spelling and grammar	
Correct spelling (use spell check)	
Consistent use of capitalization	
Correct grammar, punctuation, and tense use	
6. Presentation and layout	
Consistent numbering and layout of headings and subheadings	
Standard size paper (A4) with 1,5 spacing and printed single sided	

Pages are numbered	
Accurate typing	
Proofread by a proficient language person	
All relevant sections included (e.g. title page, abstract, references, appendices, etc.)	
Keep an electronic file and hard copy of the paper / chapter for yourself.	

Table 4: Editing Checklist. (Bak, 2013:12)

Harmer (2004) believes that the process of writing might be affected by the subject matter of writing itself, the type of writing (essays, novels, reports.) as well as the medium used. However, he suggested that in all of these cases, the process of writing has four main elements. These elements are:

1.11.4. Planning:

It is an important step for experienced writers. It could be written down in the shape of long detailed notes or just few keywords. When planning, writers must take into consideration three important aspects: purpose, audience and content structure. These three aspects affect the author's selection of information as well as text type and language used.

1.11.5. Drafting:

The first version of a piece of writing is referred to as a draft. As the process of writing continues, many drafts will be constructed.

1.11.6. Editing (reflecting and revising):

Writers are required to read their draft in order to see the areas they need to edit. Harmer (2004) believes that skilled writers pay attention to issues regarding general meaning, and overall structure before looking at grammatical accuracy and individual words. Other readers and editors can partake in making suggestions, and comments that could help the author reflect and revise his own work.

1.11.7. Final version:

After planning, drafting and editing, writers produce their final version and send it to their audience. It could look significantly different from the first draft as various changes could have been made in the process of writing.

Harmer (2004) goes on to say that the writing process is recursive rather than linear. Writers can re-plan, re-draft and re-edit as they see it. For this, he suggests the process wheel that shows how writers can move either forward or backwards in this process. As a result, no final version is a final one unless the writer is fully satisfied with his piece of writing.



Figure1. 3: “The Process Wheel” (Harmer, 2004:6)

1.12. Approaches to Teaching Writing:

Writing is one of the four skills that is necessary to be taught. Learners need to set an objective for their writing depending on the purpose of their writing. Teaching writing has seen numerous approaches and methods crossing its way since the early eighties. A Selection of some of the most relevant approaches, are present in this section.

1.12.1. The Controlled to Free Approach:

This approach, introduced by Raimes (1983), is based on the audio-lingual approach popular mainly during the 1950s and 1960s. It consists essentially of providing the students with pieces of writing, and asking them to copy, manipulate or change paragraphs. So, learners' writing is controlled to a great extent, which makes students avoid committing mistakes. The shift from controlled to free writing takes place when learners are given free compositions.

1.12.2. The Free-Writing Approach:

This approach emphasizes fluency and content rather than form and accuracy. Free writing means that the students write without teacher interference, which helps them feel engaged in the writing process. A type of a free writing activity is “quick write” which allows the students to write freely and without worrying about grammar or spelling as they are not of primary concern.

1.12.3. The Product Approach:

This is the most widely and commonly used approach worldwide for teaching writing. The product approach was used in order to highlight form and syntax and the emphasis was on rhetorical drills (Silva, 1990). That is, this approach sees writing as being primary about linguistic knowledge, vocabulary, syntax and cohesive devices.

The basic principle of the product approach to writing is to encourage students to mimic a model text, which is discussed and analyzed. For example, in a typical product approach oriented classroom, students are asked to imitate modeled text provided primarily by the teacher, to construct a new piece of writing. Nunan (1989:186) identifies that the product approach to teaching writing focuses on “the end result of the learning process, what is it that the learner is expected to do as a fluent and component user of the language.”

Hedge (1988:8) defines this approach as an approach to writing which examines the following aspects:

- Getting the grammar right;
- Having a range of vocabulary;
- Inserting punctuation meaningfully ;
- Using the conventions of layout correctly;
- Spelling a range of vocabulary;
- Linking ideas and information across to develop a topic;
- Developing and organizing the content clearly and convincing

1.12.4. The Process Approach:

In the mid-1970s, an important shift from the product approach to the process approach occurred. With the rise of the process approach, the central focus is no longer on the end-product of specific different types of genres, but on the process that writers go through in composing texts. The process-oriented approach includes identified stages of the writing process such as: (1) prewriting, (2) composing/ drafting, (3) revising, and (4) editing (Tribble, 1996). The stages of writing in the process approach are recursive, or nonlinear, and treats all writing as a creative act which focus on the writing process rather than the final product.

Many researchers have discussed the process approach and showed its characteristics. Smith (2000), for example, includes: (a) allowing students to take a more active role;(b) building on students' knowledge while introducing challenging new material; (c) following a natural sequence of thought that helps students learn useful approaches to the task; (d) collaborating with students to help them solve problems, and (e) encouraging students to take increasing responsibility for their own learning. In this approach, learners are looked upon as central in learning, where students feel free to convey their own thought, students exchange and read each other's' works and takes into account their opinions and feedback.

1.12.5. The Genre Approach:

The genre approach is considered as the latest approach in the teaching of writing. A genre is a text which may be in the form of spoken or written. Swales (1990:58) referred to genre as “a class of communicative events, the members of which share some set of communicative purposes”. The focus would be the language and discourse features of particular texts and how to express social purposes effectively. In addition, with the features derived from the product approach which focuses on the linguistic aspect of writing, the genre approach of teaching writing focuses on teaching particular genres such as letters, essays and other piece of writing that students need to be able to produce in academic settings. There are five stages conducted in genre approach as follow (Hyland, 2007): setting the text, modeling of text, join construction of text, independent construction of text and comparing.

The application of genre approach can be found in ESP classroom (English for Specific Purposes); Harmer (2001:10) says:

Scientific articles employ more general ones; academic essays require a style of discourse and particular expressions which would be out of place in normal social interaction. The language of air traffic has a specific vocabulary which has to be understood and followed of the system is to work in the tourist industry need to be confident about the specific vocabulary and the types of language interaction, such as dealing with dissatisfied customers that they may encounter.

The positive effects of the genre approach include showing students how to write different types of texts for different purposes In addition, it can make textual conversations transparent.

Despite the differences between the three approaches, numerous studies and practice have shown that the synthesis of the product, the process and the genre approaches will bring the most fruitful results. Teachers should use the combination of the three approaches in order to meet the needs of ESL students in higher education.

Conclusion

In light of what has been discussed in this section, we can conclude that writing is a difficult but pleasurable activity that requires practice, guidance and time to master. This section involves an attempt to study the writing skill from various angles providing its definition, clarifying its importance, the difference between academic writing and creative writing, explaining characteristics and forms of writing as well as the relation between writing and other skills. It highlights the difficulties that students face when writing, and some strategies for improving this skill. In addition to that, the writing process was discussed and broken down into three main phases or stages: pre-writing, writing and post writing. The last point is centered on explaining five different approaches to teaching writing.

Section Two: Paraphrasing and Summarizing

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Introduction

Throughout the history of language teaching, writing has been classified as the most difficult skill to be taught. As a result, many approaches and techniques were used so that EFL/ESL learners would become better writers. In addition, teachers aim at using learning activities that are both interesting and beneficial for their students. Summarizing and paraphrasing could be both enjoyable and useful to help improve students' writing skills.

In this section, we aim to explore what both a summary and paraphrase are, their guidelines, differences and when to use either of them.

2.1. Definition of Paraphrasing:

According to Oxford's Learner Dictionary, the origin of the word 'paraphrase' goes back to the mid of the 16th century via Latin from Greek paraphrasis, from paraphrazein. It can be broken down into two parts: para- (expressing modification) and phrazein 'tell'. As a matter of fact, paraphrasing is to express the same meaning of a written or spoken work using different words. Kissner (2006:6) states that "paraphrasing is, quite simply, restating ideas in different words. A reader (or listener) can choose to paraphrase one statement, a group of statements, or an entire passage." In the same vein, Wilhoit (2016: 47) adds on to say, "when you paraphrase a passage, you express an author's arguments, findings, or ideas in your own words." Moreover, Baily (2011: 50) explains that: "paraphrasing means changing the wording of a text so that it is significantly different from the original source, without changing the meaning". It is evident that researchers share the same perspective on what paraphrasing is.

Furthermore, according to Gould and Veit (2009), students paraphrase information almost every day without realizing it either while taking notes or when asked to write essays during tests and exams. They clarify,

When you paraphrase a statement, a brief passage, or a longer excerpt from a text, you recast information and ideas in different words. College students engage in paraphrasing almost daily. When you take notes during class, for example, you try to capture the main points of your instructors' lecture in your own words. Likewise, essay examinations often ask you to distill important concepts from lectures, readings and class discussion.

(156)

Wilhoit (2016) believes that paraphrases written by different students on the same material will unlikely be the same since that each writer decides what information to include, what language to use, and so on which shows their unique understanding of the topic at hand.

2.2. Qualities of a Good Paraphrase

Paraphrasing is to give readers an accurate and comprehensive version of the ideas that have been gathered from the original source. For this, a paraphrase must meet some requirements and include specific qualities. According to Wilhoit (2016: 48) a good paraphrase includes four main characteristics. These characteristics are:

- **Thorough:** it will include all of the writer's main ideas or findings. However, one could leave out what her/she believes to be unimportant details such as examples and explanations.
- **Accurate:** it will only reflect exactly what the author wrote.
- **Fair:** paraphrases are often unfair for a number of reasons. Students, for example, often misread original passages and make flatly incorrect assumptions about the author's work. This type of problem can be avoided through a careful, critical reading. The language one uses to paraphrase must be as evenhanded as possible.

- **Objective:** to avoid voicing one's own opinion on the topic or on the quality of the original text.

Stephen Bailey (2011: 51) adds on to mention that an effective paraphrase is one that: (1) has a different structure to the original source (2) has mainly different vocabulary (3) retains the same meaning (4) keeps some phrases from the original that are in common use e.g. 'industrial revolution' or 'eighteenth century'.

2.3. Guidelines for an Effective Paraphrase:

Generally, there are some strategies and techniques that learners follow and use in order to paraphrase a passage after carefully reading it multiple times, and forming an idea on the topic it discusses. Typically, they substitute words with their synonyms, change sentence structures, change ideas' order and so on. Wilhoit (2016: 50-57) listed down these techniques as follows:

- **Changing Words:** One way to paraphrase a passage is to change and substitute the author's words by synonyms. However, one must use synonyms that are accurate, appropriate and maintain the same meaning that the author tries to convey.

➤ *Example*

A. Original: "Teenagers stand at a precarious threshold, no longer children and not yet adults, eager to be independent but lacking the equipment and composure."

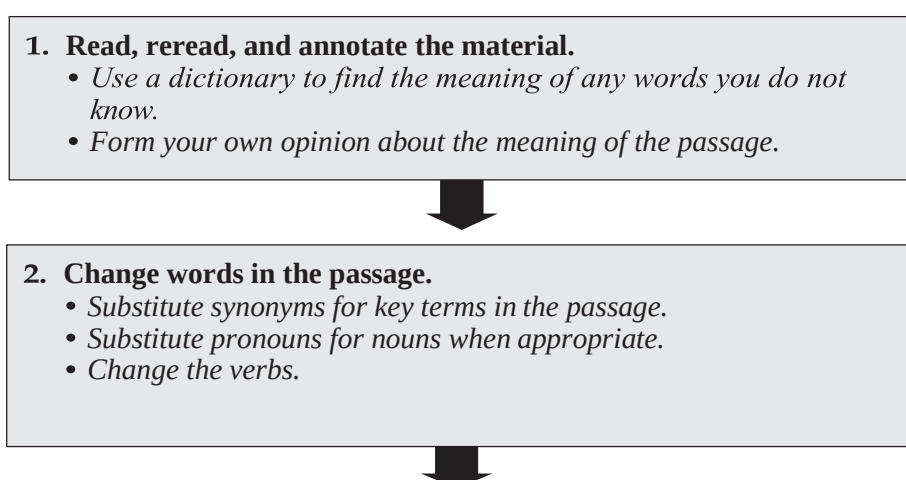
B. Rough-Draft Paraphrase: Teenagers stand at a dangerous moment in their lives, between childhood and adulthood, wanting to be independent but not possessing the ability and maturity to do so.

C. Final Paraphrase: Teens face a dangerous time in their lives, between childhood and adulthood, wanting desperately to live on their own but not

possessing the skills and maturity they need to enter the next phase of their lives (Wilhoit, 2016: 50-57)

- **Changing Sentence Structure:** Changing sentence structure involves rearranging the order of ideas in a sentence or altering the order of dependent and independent clauses.
- **Combining Sentences:** This is another strategy that is used to paraphrase. Combining sentences is helpful when paraphrasing long passages. One can condense the information in fewer clear and precise sentences.
- **Unpacking Sentences:** When a sentence is packed or full of ideas that a paraphrase may need to be written down in two or three sentences to convey the same information.
- **Combining Strategies:** When paraphrasing a long text and there are various sentences to restate, students will likely need to use and combine all the strategies and techniques mentioned above in one text.
- **Documentation:** Failing to document or to mention the source means that the paraphrased material is a form of plagiarism.

To summarize the paraphrasing process, Wilhoit (2016) presented the following chart along with a revision sheet that could help writers check whether their paraphrase meets all the requirements:



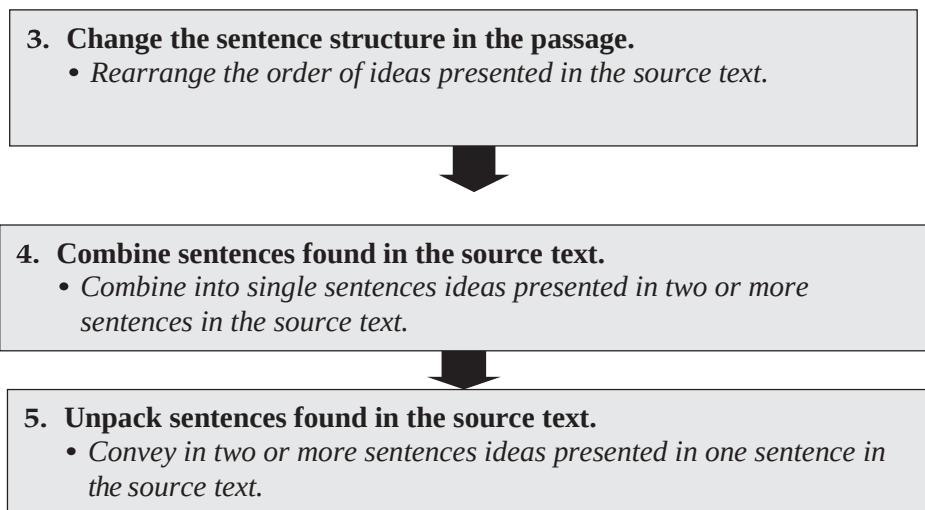


Figure 1.4: “How to Summarize Material” (Wilhoit, 2016: 58)

Paraphrase Revision Checklist	YES	NO
1. Have you provided the full title of the source and identified its author?		
2. Have you employed a variety of methods to paraphrase the material?		
3. Have you checked to be sure your paraphrase accurately captures the author’s ideas?		
4. Have you remained as objective as possible in choosing language for your paraphrase?		
5. Have you avoided offering your opinions on the topic of the reading or on the writer’s style?		
6. Have you checked your language to make sure each word you have chosen means what you think it means, has the connotation you want it to have, and fits the general tone of your paraphrase?		
7. Have you reviewed your sentence structure for clarity and variety?		
8. Have you provided appropriate transitions between the ideas you paraphrase?		
9. Have you provided proper and accurate documentation?		
10. Have you properly punctuated your documentation?		

Table 5: “Paraphrase Revision Checklist” (Wilhoit, 2016: 59)

In addition to that, Gould and Veit (2009:187) present general principles for paraphrasing summarized in four points as follows:

- Paraphrasing involves a special kind of response, appropriate when the occasion call for close literal reading and accurate reporting.
- When you paraphrase a passage to make it suitable for a different audience, you should make appropriate adjustments in style, vocabulary, and degree of formality.
- When you paraphrase an argument, particularly one which you disagree, you must be fair and objective.
- When you paraphrase a source in your writing, you must completely recast information and ideas in your own language and style. Simple word substitution does not constitute a legitimate paraphrase; neither does rearrangement or word order.

Furthermore, Sorenson (2010) believes that paraphrases simplify complicated, technical passages. Writers either use them for their own benefit, to include specific information in their research or to clarify complex texts and passages. Sorenson (2010: 284-286) listed down four procedural steps that will enable learners to write and produce a successful and effective paraphrase. These steps are:

1. **Pre-writing/ Reading the Material:** After reading the text carefully multiple times in order to understand its meaning, students must take the time to note down the main ideas in the order in which they appear using only the key words or phrases.
2. **Writing:** Students must set aside the original passage and finally start writing after forming a clear idea of what they want to include in their paraphrase. It is highly important to avoid plagiarizing by picking up an author's phrases and sentences as they are. The purpose of the paraphrase is to simplify and reduce difficult passages; therefore, the theft of plagiarism will not contribute to achieving this purpose.
3. **Revising/ Checking for Accurate Content:** Writers should reread the original passage and compare it with their version once they have finished. They also have to make sure they

have written an objective paraphrase, used straightforward vocabulary, avoided unnecessary details, and place the same emphasis on each idea as the original.

4. **Proofreading/ Correcting the Mechanics:** Proofreading give writers a chance to make sure spelling, punctuation and grammar are accurate. It is also a chance to check on whether there was any plagiarism or a misrepresented or changed the emphasis of an idea from the original text.

2.4. Definition of Summarizing:

According to Oxford Learner's Dictionary, the late Middle English noun 'Summary' is derived from the Latin word 'summarius', from summa 'sum total', feminine of summus 'highest'. According to Kissner (2006: 8), "A summary, therefore, is a shortened version of an original text, stating the main ideas and important details of the text with the same text structure and order of the original". This means that a summary is short statement that includes only the important and main points of the original text. Bailey (2011: 56) defines summarizing as a skill that is vital but takes practice. He writes, "In academic writing it is a vital skill, allowing the writer to condense lengthy sources into a concise form. Like most skills it becomes easier with practice." (2011: 56)

Furthermore, Stephen Wilhoit (2016:61) identifies two separate stages of summarizing. He says: "Summarizing a reading involves two separate processes: (1) identifying the important material in the text and (2) restating the material in your own words." He then adds on to explain that students do often summarize when they have to prepare a lab report, write a research paper, or take an essay test; teachers will also often ask their students to summarize articles or book chapters which must be read carefully and critically by identifying key ideas and important supporting evidence or arguments. Wilhoit (2016: 62) also identifies two types of summaries: informative and explanatory. An informative summary mainly delivers the author's main ideas, arguments, and supporting details; an explanatory summary delivers this information as well,

but also includes the structure of the source text, explaining how the author develops his or her assertions.

2.5. Qualities of a Good Summary:

To write a summary, it is important to recognize the main requirements or characteristics of a good summary. Kissner (2006: 8) studied and gathered some of the important qualities of an affective summary. She concluded that most people agreed on the following points:

- A summary should be shorter than the original text.
- A summary should include the main ideas of the text: Even though it sounds easy, some key points are harder to locate when they are implicit or unstated.
- A summary should reflect the structure and order of the original text: Fiction texts with chronological order are usually the easiest for students to summarize.
- A summary should include important details: summaries do need to include the details that support an author's main points.

Moreover, according to Wilhoit (2016: 63-65), a good summary must be:

- **Comprehensive:** it conveys all the important ideas, assertions, or findings found in the reading. Each individual writer or student must decide what is most important in the source text. As a result, different students will produce different summaries based on the information they decide to include or not from the same source text.
- **Brief:** it conveys information concisely.
- **Accurate:** it correctly delivers the author's ideas, findings, or arguments.
- **Neutral:** it should avoid judgments concerning the reading's topic or style.
- **Independent:** it makes sense to someone who has not read the source text.

2.6. Guidelines for an Effective Summary:

Because summarizing is a vital tool that is used in academic writing, students must bear in their minds that some basic steps need to be followed in order to meet the criteria of a good summary.

According to Bailey (2011: 57), these are the basic steps to summarizing:

1. Read the original text carefully and check any new or difficult vocabulary.
2. Mark the key points by underlining or highlighting.
3. Make notes of the key points, paraphrasing where possible.
4. Write the summary from your notes, re-organizing the structure if needed.
5. Check the summary to ensure it is accurate and nothing important has been changed or lost.

Spack (1990: 238) believes that the main purpose of summarizing nonfiction is to draw out the most important ideas in a text; therefore, it is important to distinguish between key ideas and supporting details. Ruth Spark introduces four main steps to summarize a passage which are:

1. Reading then re-reading the text carefully in order to observe the way ideas are linked together to other ideas and examples, and to understand its purpose and structure.
2. Considering the importance of each idea and example, and then deciding what to keep.
3. Grouping the important ideas and details in a gradual order that shows the relationship between these ideas.
4. Creating a sentence or several sentences in one's own words while taking into consideration that a summary must be shorter than the original passage.
5. After listing important ideas and then rewriting them, one must make sure that the summary at hand includes only the author's ideas, and not any reactions to those ideas.

On the other hand, Gould and Veit (2009: 187) introduced a guideline for summarizing longer passages that can save time and minimize frustration. They believed that the longer the passage, the more this activity becomes challenging. The stages to summarizing long passages are:

1. **Read carefully:** To summarize a text or a passage, one must read it first, look up unfamiliar words and discuss its meaning with others.
2. **Read with a pencil:** Underlining key ideas and taking marginal notes can increase comprehension.
3. **Write a one-sentence paraphrase of the main idea:** If the text or passage includes a thesis statement, it should be paraphrased. If not, students should state what they take to be the main idea in their own words. The thesis statement must provide a focus on everything else in the summary.
4. **Write a first draft:** To compose a shorter version of the text or passage at hand based on what has been underlined and marginal notes following the order of ideas in the original text.
5. **Paraphrase your draft:** To treat a draft as a passage that needs to be paraphrased and make the necessary changes such as restating the main ideas, providing transitions, eliminating unnecessary words and so on.

Furthermore, it is also necessary to highlight the importance of documenting summarized materials. Many students do not feel the need to mention the source since they are using their own words to convey the author's ideas. Documenting will give the author credit for his ideas and findings, and the chance to readers to locate the source text more easily if they want to access the whole passage.

Wilhoit (2016: 78-80), author of a brief guide to writing from reading, presented a "How to Summarize a Text" chart along with a summary revision sheet.

1. Read, reread, and annotate the material.

- Carefully read the material, paying particular attention to the content and structure of the piece.
- Reread and annotate the material, being sure to note:
 - *The thesis ;the primary assertions, arguments, or findings; and*
 - *The primary means of support for each point.*



2. Write one-sentence summaries of each section of the text.

- Identify the major sections of the reading, in which the writer develops one idea before moving on to the next.
- In your own words, restate the main ideas developed in each section of the text and primary means of support the author provides.



4. Check the rough draft of your summary against the source text. As you review your work, make sure your summary is:

- Brief—you have written your summary to be both clear and concise.
- Comprehensive—you have included in your summary all of the author’s important ideas, assertions, or findings.
- Accurate—in choosing words and selecting material for your summary, you have not misrepresented the author’s positions or findings.
- Neutral—in choosing words and selecting material for your summary, you have attempted to be objective and fair.
- Independent—your summary will make sense to someone who has not read the source text.



5. Rewrite your summary.

Based on your evaluation of your rough draft, make any needed changes in the content, organization, or language of your summary.

If you are writing an explanatory summary, include any transition words you need to guide your reader through your work.

Figure 1.5: “How to Summarize a Text Chart” (Wilhoit, 2016: 78-79).

Summary Revision Checklist	Yes	No
1. In the opening section of your summary have you: • introduced the topic of the essay? • given the full title of the source text? • given the full name of the author? • included your thesis?		
2. In the body of your essay, do you summarize only one point at a time?		
3. Have you accurately and fairly put into your own words all of the author's important findings, arguments, or ideas?		
4. Have you identified the primary means of support the author provides for each finding, argument, or idea?		
5. By cutting material or words, have you tried to make your summary as brief as possible while still being comprehensive?		
6. To be neutral, have you avoided comments on: • The topic of the piece? • The author's ideas? • The author's style?		
7. To help ensure that your summary will make sense to someone who has not read the original work, have you: • defined any unusual or technical terms? • identified any people you refer to in your work? • provided a sufficient context for understanding the author's assertions or findings?		
8. Do you have adequate paragraph breaks and transitions?		
9. Have you supplied proper documentation?		

Table 6: "Summary Revision Checklist" (Wilhoit, 2016: 80).

2.7. Differences between a Summary and a Paraphrase:

Paraphrasing and summarizing are both reading and writing skills that require L2 students to express and rewrite information from others in one's own words. They are extremely similar actions and involve many of the same processes, but subtle differences exist between the two. Neither summary nor paraphrase allows a writer to parrot material from another creator without attribution of the source from which you are borrowing the material. However, while summarizing aims to condense source material into a shorter form, paraphrasing is concerned with restating source material differently from the original with no concern for length.

The primary purpose of a summary is to inform; it is designed to present the principal facts given in the original text. According to Johnson (1990: 97), “the very useful skill of summarizing is often helpful in determining the topic, the topic sentence or the main idea in a reading selection. Paraphrasing, on the other hand, is concerned primarily with the restatement of the source material in a form that is different from the original text without altering the meaning, since the purpose of writing a paraphrase is to rephrase without leaving anything. As Arnaudet and Barrett (1984: 41) put it, “paraphrasing expressing someone else’s ideas in your own words is essential to most types of academic writing assignment.”

Gould (1989: 77) believed that a paraphrase differs from a summary in seven points:

1. A paraphrase is more extensive than a summary;
2. A paraphrase is inclusive, a summary is selective;
3. The paraphrase depends on the structure of the text, the summary does not;
4. Summaries are generally written in the present tense;
5. A summary is shorter than the original, but contains all the important points;
6. A summary is a report on something that has already been written or presented orally;
7. The first sentence usually identifies what is being summarized.

The following table reflects the differences between a paraphrase and a summary as suggested by Spatt (2010):

Paraphrase	Summary
➤ Reflects ones understanding.	➤ Reflects ones understanding.
➤ Reproduces short passages.	➤ Reproduces any passages lengths.
➤ Includes all the details.	➤ Reports only main idea.
➤ Saves the same information order.	➤ Allows changing ideas order.
➤ Avoid personal interpretations.	➤ Interpret and explain.

Table 7: Differences between Paraphrase and Summary (Spatt, 2010).

2.8. When to Summarize and When to Paraphrase:

Paraphrase and Summary writing are important skills for students, they allow them to paraphrase and summarize what they have read at the same time interpreting what they have understood from the passage.

a. Summarize when you want:

- To condense the material to suit your requirement.
- To omit extras from the material. You want to identify only the main ideas of the writer.
- To simplify the material. You want to simplify the most complex argument.

b. Paraphrase when you want:

- To change the organization of ideas for emphasis. So, that you can emphasize the points that are most related to your topic.
- To simplify the material. You want to simplify the most complex argument.
- To clarify the material. You want to clarify short passages from a text or to clarify difficult and technical terms.

Whether paraphrasing or summarizing, it is very important to always cite the original work in order to give credit to the source.

2.9. Reasons Behind Students' Failure to Summarize and Paraphrase:

Paraphrasing and summarizing are two effective aspects of academic writing. One of the main problems faced by students learning English as a foreign language is their inability to paraphrase and summarize passages. Hood (2008) noted that the process of changing wording seems to be complex when students have to present the same meaning in some other way. Therefore, learners are generally not adequately proficient to paraphrase satisfactorily, which limits their ability to produce acceptable summaries. One reason why students fail to use paraphrasing and summarizing techniques is their inability to understand and comprehend the

text. Research has shown that many students, especially L2 students, struggle to paraphrase because they feel that they cannot compete with the experts' language; therefore, they resort to copying word for word from the text without much comprehension. Moreover, the majority of students attributed their difficulties in summarizing and paraphrasing to their lack of poor reading comprehension skills, lack of English proficiency and lack of knowledge and vocabulary.

Furthermore, according to Kennedy and Smith (1996: 38), there are eight pitfalls which students may encounter when dealing with paraphrasing: (1) misreading the original; (2) including too much of the original; (3) leaving out important information; (4) adding opinion; (5) summarizing rather than paraphrasing; (6) substituting inappropriate synonyms; (7) expanding or narrowing the meaning; and (8) forgetting to document.

Conclusion

Throughout this section, the researcher has tried to provide the reader with some key techniques and strategies for the writing skill. We notice that paraphrasing and summarizing as writing techniques can have a great impact on students' skills improvement if they are used effectively.

Furthermore, writing is one of the significant segments of education and there might be a number of reasons responsible for the student's low ability in writing performance namely, lack of vocabulary, and lack of English proficiency and lack of knowledge. Based on what has been discussed in this section, paraphrasing and summarizing could be reliable alternative techniques for teaching and developing students' writing skills. They may also be effective preventive measures against plagiarism.

Chapter Two:

Data Analysis and Interpretation

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Introduction

This chapter aims to provide a systematic analysis of data obtained from both students and teachers. In the first section of this chapter, we deal with the teachers' questionnaire and in the second section of the same chapter; we analyze the students' test.

The students' test aims at finding out whether students' writing would improve if they are trained to paraphrase and summarize texts. The teachers' questionnaire is intended to investigate the teachers' opinions on encouraging and using techniques such as writing exercises. The participation of teachers is very important because they are conscious of both the abilities and potentials of their students and the writing skill difficulties.

3.1. Teachers' questionnaire

The questionnaire was emailed to teachers of "Written Expression", in the Department of English at Abdelhafid Boussouf University Center, whose experience and classroom observations are an important and vital contribution in achieving the aim of this research. Ultimately, we received twelve responses to our questionnaires from teachers.

3.2. Description of the Questionnaire

The questionnaire consists of seventeen open-ended, close-ended and multiple-choice questions divided into three sections as follows:

- ❖ **Section One: General Information (Q1-Q5):** It contains questions related to teachers' experience in teaching in general and the teaching of "Written Expression" in particular. It also includes questions that are aimed to identify teachers' opinions on "Written Expression" program and whether it is enough to improve students' writing proficiency.

- ❖ **Section Two: The Writing Skill (Q6-Q11):** It addresses the writing skill itself. It attempts to find out what teachers consider as important characteristics of a good piece of writing, the problems that face written expression teachers and the reasons for students' poor writing.
- ❖ **Section Three: The Role of Paraphrasing and Summarizing (Q12-Q18):** In this section, teachers are asked whether they believe that their students are aware of paraphrasing and summarizing techniques and their steps or not, and if using them could improve their writing skills.

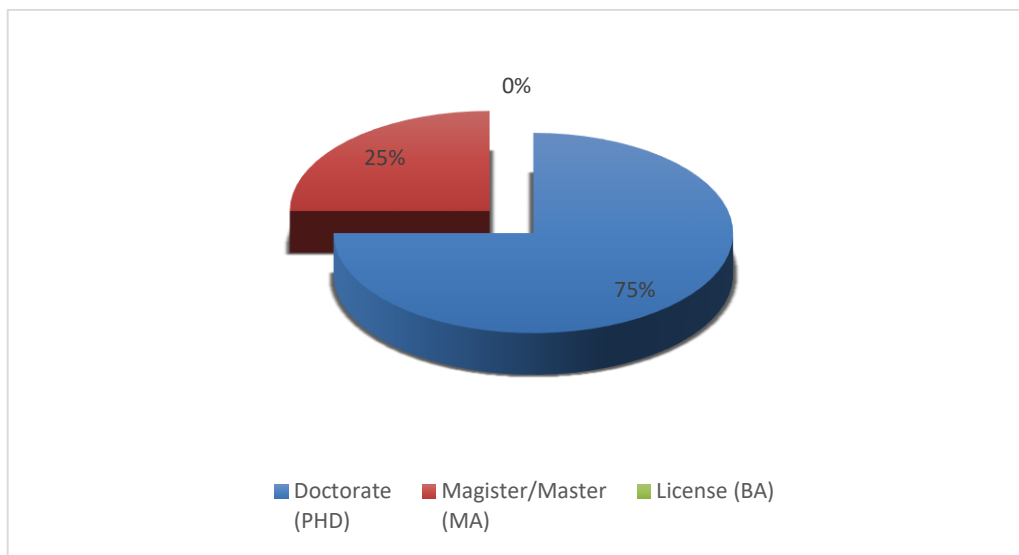
3.3. Analysis of the Questionnaire

- ❖ **Section One: General Information**

QUESTION 01: Please indicate your qualification

Options	Participants	Percentage
Bachelor (BA)	0	0%
Magister/Master (MA)	3	25%
Doctorate (PHD)	9	75%
TOTAL	12	100%

Table 8: Teachers' Qualification



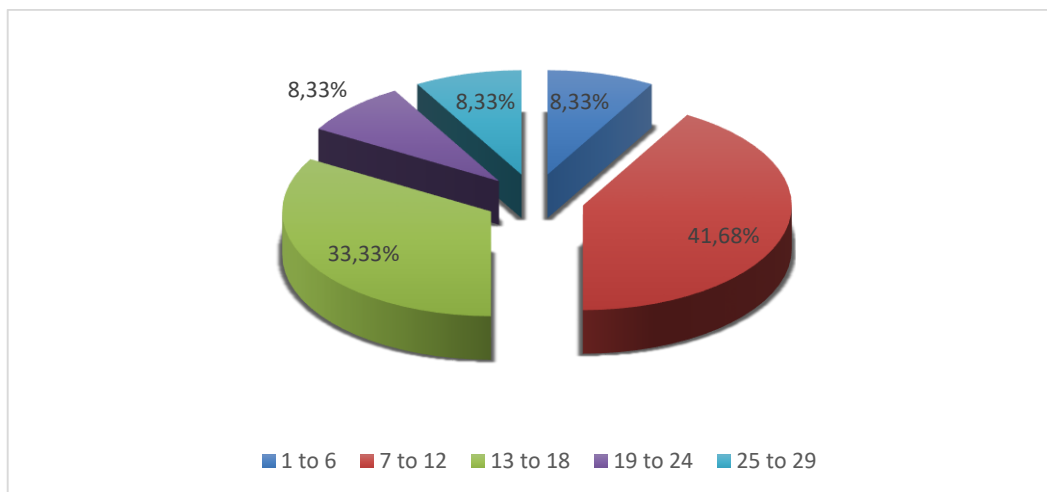
Graph 1: Teachers' Qualification

We can notice from the figure (Graph 1) above that the majority of teachers have Doctorate degrees (PhD) with a percentage of 75%. 25% of them have Master/Magister (MA) degrees whereas none of them (0%) had Bachelor/BA degree. The majority of teachers have accomplished their higher education.

QUESTION 02: How long have you been teaching English?

Years of Teaching	Participants	Percentage
1-6	1	8.33%
7-12	5	41.68%
13-18	4	33.33%
19-24	1	8.33%
25-29	1	8.33%
TOTAL	12	100%

Table 9: Years of Teaching English



Graph 2: Years of Teaching English

As it is shown, in the table (9) and figure (Graph 2) above, 41.68% of teachers have been teaching English for seven to twelve years. 33.33% have been teachers of English for 13 to 18 years, and two teachers (16.66%) have taught English for nineteen to twenty-nine years so far. We can notice that only one teacher (8.33%) is new and somehow inexperienced in the field of teaching.

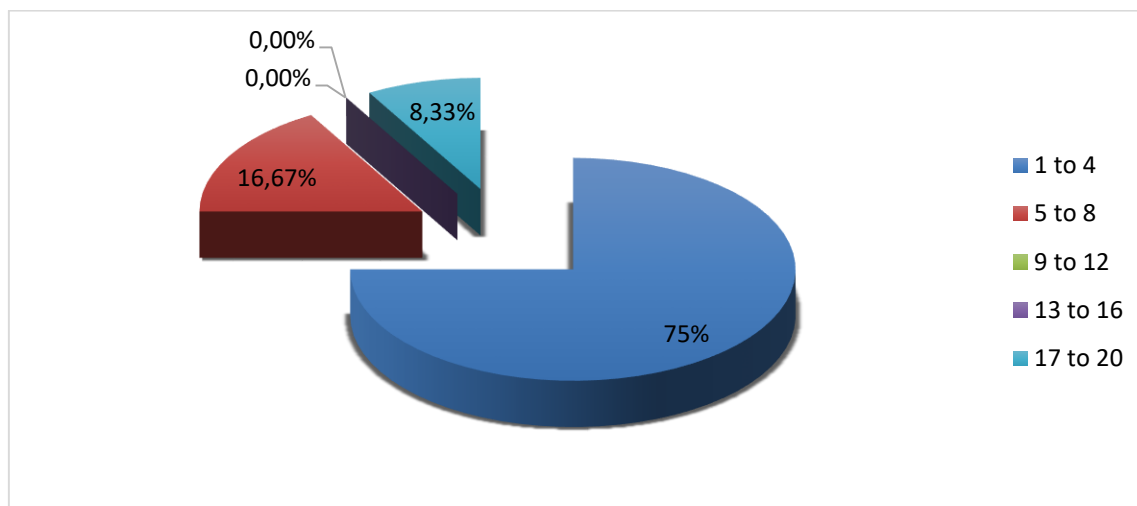
The obtained results revealed that the respondents have had considerable experience in English teaching and; therefore, are considered reliable in the analysis of this questionnaire.

QUESTION 3: How long have you been teaching “Written Expression”?

Years of Teaching	Participants	Percentage
1-4	9	75%
5-8	2	16.67%
9-12	0	0.00%
13-16	0	0.00%
17-20	1	8.33%

TOTAL	12	100%
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Table 10: Teachers' Years of Teaching Written Expression



Graph 3: Teachers' Years of Teaching Written Expression

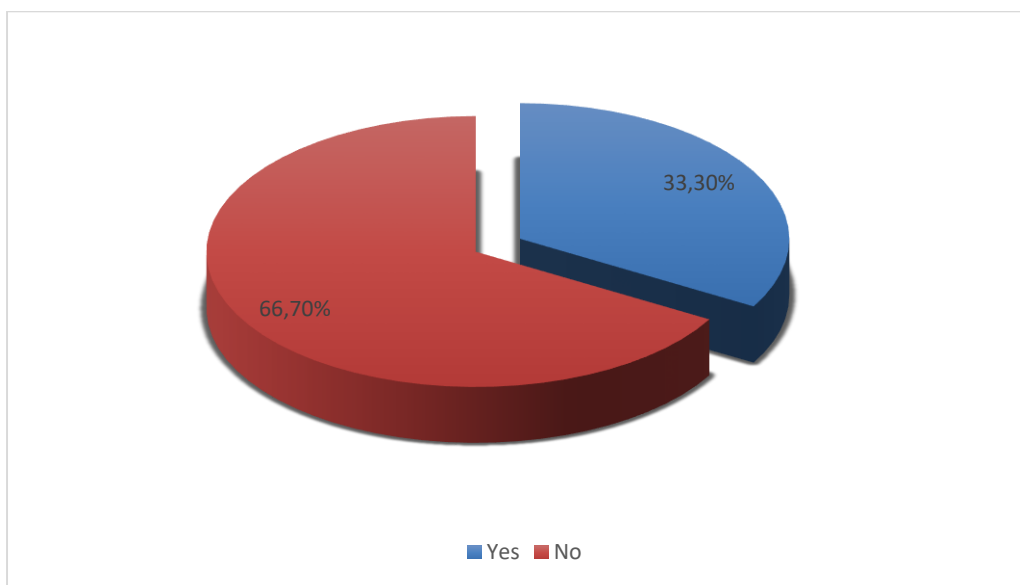
As it is shown in table (10) and graph (3), the majority of the teachers (75%) have been teaching Written Expression from one to four years whereas only 16.67% have been teaching this module for five to eight years. Results also revealed that only one teacher (8.33%) has been teaching writing since the beginning of his career. Thus, we notice that, the majority of the Written Expression teachers somehow are new to the teaching of written expression.

QUESTION 04: Do you think the “Written Expression” program you are teaching is enough to improve students’ writing proficiency?

A- Yes B- No

Options	Participants	Percentage
YES	4	33.3%
NO	8	66.7%
TOTAL	12	100%

Table 11: Written Expression Program Sufficiency



Graph 4: Written Expression Program Sufficiency

Table (11) and graph (4) show that 66.70% of teachers believe that the “Written Expression” program they are teaching is not enough to improve students’ writing proficiency whereas 33.30% believe that it is enough. The next question clarifies teachers’ opinions better.

QUESTION 05: If “No”, please, explain why.

Teachers who answered with a “No” to the previous question explained that the “Written Expression” program they are teaching is not enough for the following reasons:

1. “There is more to the writing skill than the teachers’ lectures. There is the student, his motivation, whether or not he practices inside and outside the classroom, reading, note-taking, receiving feedback, reacting with uptake”
2. “Students are only introduced to basics of writing in the classroom. it is far more complex than that. They need more practice, more reading, more knowledge of and in the language.”
3. “Because writing needs practice and more classes to reach the level of proficiency. Unfortunately, there were very few classes this year.”
4. “Writing is a time-consuming task, and it requires a lot of practice.”
5. “We can never teach everything about the language. We just teach the basics of writing from the phrase to how to develop a paragraph, and the university student works on himself trying to improve his writing skill.”
6. “We need more sessions and more practice.”

Based on persuasive arguments that teachers have provided, we can conclude that teaching writing is a time consuming task that requires more practice and more in-class sessions than what is programmed into the courses being currently taught.

It also requires students to have dedication, motivation, and a willingness to engage inside and outside the classroom. It is also agreed that in order to write better, students need to read more.

❖ Section Two: The Writing Skill

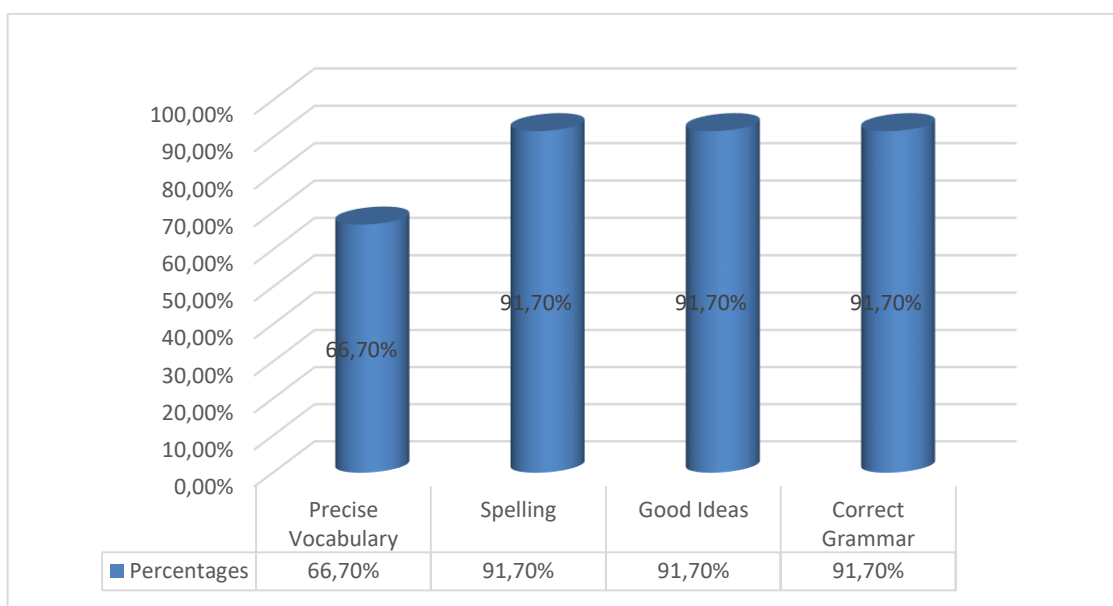
QUESTION 6: Good writing is:

- a- Correct Grammar
- b- Good Ideas
- c- Spelling

d- Precise Vocabulary

Options	Participants	Percentage
Correct Grammar	11	91.7%
Good Ideas	11	91.7%
Spelling	11	91.7%
Precise Vocabulary	8	66.7%

Table 12: Teachers' Opinions about the Characteristics of Good Writing



Graph 5: Teachers' Opinions about the Characteristics of Good Writing

The majority of teachers (91.70%) admit that they believe good writing is a combination between correct grammar, good ideas and correct spelling. In addition, 66.70% of teachers also opted for precise vocabulary as another factor to a good piece of writing. However, when asked to add any other aspects, if any, eleven teachers believed that good writing means:

1. “Organized ideas, well-grounded arguments, structure, cohesion, coherence, persuasion, and style.”
2. “Logical and effective organization of paragraphs, clear communicated ideas, and expressive vocabulary.”
3. “Unified and coherent writing”
4. “Metadiscourse elements as organization; rhetorical devices; varied style”
5. “Well-developed analytical skill.”
6. “Coherence and good argumentation”
7. “Coherence/organization of ideas, unity, clarity, style, variety of sentence structure, punctuation, capitalization ...etc.”
8. “Good ideas expressed in a beautiful way preferably, but not necessarily, with correct grammar”
9. “For academic writing, the form is more important than the content. It does not mean that the written piece could be inconsistent in terms of ideas. But a simple, clear writing is enough unlike creative writings.”
10. “Coherence and cohesion.”
11. “Correct grammar includes all aspects of language from using sentences correctly to cohesion and coherence, etc.”

From the data obtained, it can be concluded that although form is seemingly more important than content, it is preferred that a piece of writing contain well thought-out arguments and interesting ideas. It is highly important for learners to be aware and understand all these aspects, so they could work on their weaknesses, and improve their writing.

QUESTION 07: What is the importance of paragraph or text organization?

The aim of this question is to analyze teachers' opinions about text organization, which is the core of academic writing. They, indeed, gave it extreme importance.

They reported that the organization of the paragraph allows the authors to develop an effective interaction with their readers. Writers can have the brightest ideas, but if they fail to organize them to meet the requirements of the writing task, surely, their readers will be left perplexed and dissatisfied. The logical order of the main and supporting details is the key to leading the receiver through the framework of the work. This results in a clear understanding and appreciation of the work produced.

Instructors also expressed that it guarantees logic, coherence and the smooth flow of ideas that can be organized from simple to complex, and from the least important to the most or vice versa. This helps reduce the chance for misunderstandings and confusion.

One teacher argued that the student writer should follow the western mode of thinking which relies on deduction and directness as opposed to the Arab one which is dominated by repetition and parallelism. The two last traits do appear in the writing of students.

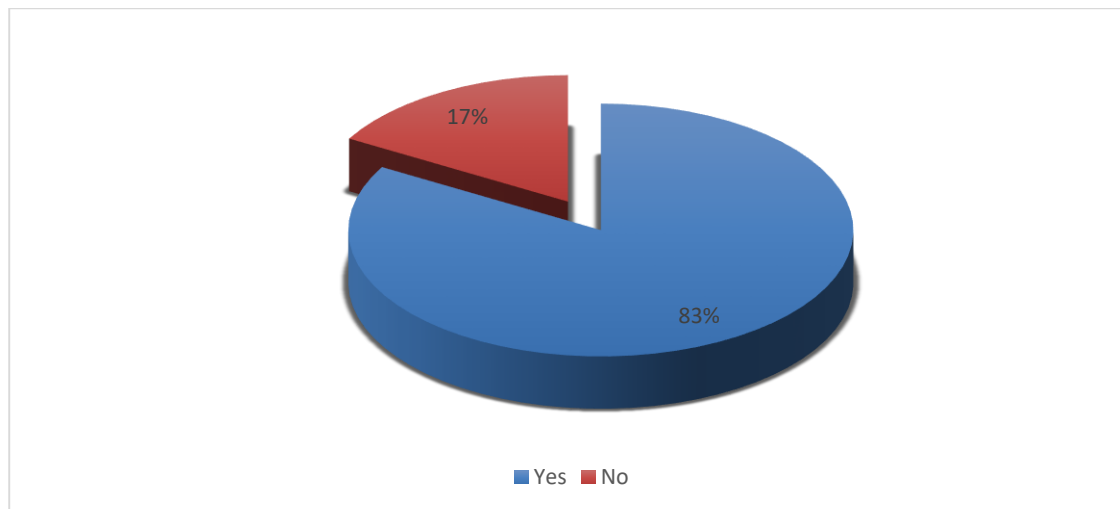
In conclusion, text organization catches the interest of readers, facilitates their understanding of the subject matter and does not leave room for any misunderstandings or dissatisfaction.

QUESTION 08: Is teaching written expression during two academic years sufficient to train your students in the writing skill?

A- Yes B- No

Options	Participants	Percentage
YES	2	17%
NO	10	83%
TOTAL	12	100%

Table 13: Two Academic Years Sufficiency to Improve Students' Writing Skills



Graph 6: Two Academic Years Sufficiency to Improve Students' Writing Skills

Because there is an overemphasis on grammatical elements during the first year of study, students are left with two years to train and master writing. The findings, in table (13) and graph (6), revealed that 83% of respondents affirmed that students cannot be trained to write during two academic years. Only two teachers believed that is enough time for their learners.

QUESTION 9: If “No”, please explain why.

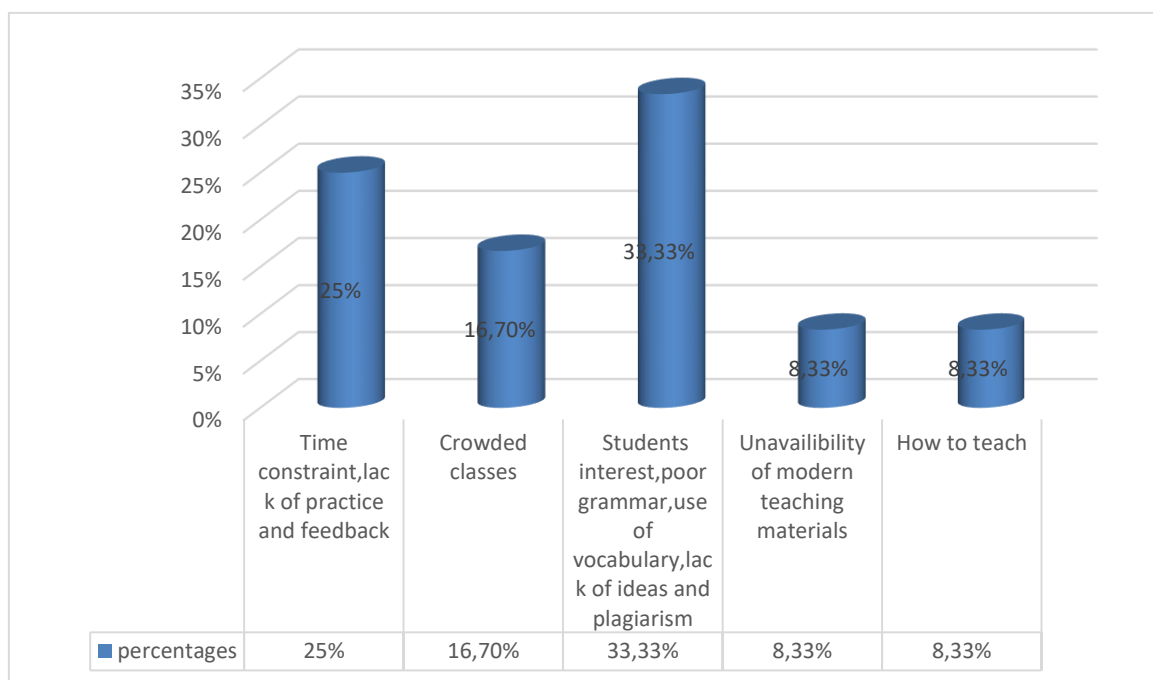
They argued that learning writing is a complicated process and many aspects need to be learned, so it justifiably requires more than two years of formal instruction. They also pointed out that it is important to consider the fact that students, for a variety of reasons, do not develop effective writing skills at the same rate. It is , therefore, reasonable to say that two years may

be sufficient for some students to be trained, but not of other types of students with low competence in writing. In addition to that, teachers reported that administration do not schedule enough writing sessions, only two per week. This results in time pressure where the instructor is pushed to spend relatively more time on the basics of writing. This may cause inefficiency in teaching as it harms the ability of instructors to review subject matter and teach advanced subjects. It is perhaps unsurprisingly to state that more time in class teaching has a potential benefit to student outcomes. Again, teachers emphasized the importance of practicing at a vast array of genres, and how much effort students spend to become better writers.

QUESTION 10: When teaching “Written Expression”, what kind of problems do you face?

12 Teachers	Types of Problems
3 out of 12 teachers	Time constraints, lack of practice and feedback
2 out of 12 teachers	Crowded classes
7 out of 12 teachers	Students’ interest, poor grammar, use of vocabulary, lack of ideas and plagiarism
1 out of 12 teachers	How to teach writing
1 out of 12 teachers	Unavailability of modern teaching materials at university.

Table 14: Teachers’ Problems in Teaching Written Expression



Graph 7: Teachers' Problems in Teaching "Written Expression"

The purpose of this question is to investigate other obstacles written expression teachers face besides those that are already acknowledged. The results obtained revealed several issues.

33.33% of instructors believe that the lack of students' motivation and ideas are among the difficult problems to be tackled. They are hardly interested to produce written compositions inside or outside the classroom, and will often plagiarize their assignments regardless of any punishment they face. Moreover, their poor vocabulary stock and word knowledge often pushes them to translate words from their native language, in this case Arabic, to English without an understanding of the context and exact meaning of the translated words. Learners' inadequate background about some language basics also causes them to make fossilized and cohesion errors.

Furthermore, 25% of the respondents believe time constraints to be another major problem in the teaching and learning of writing. Because only two sessions are programmed a

week, students are unable to receive neither enough practice nor enough feedback. Teachers (16.70%) also mention crowded classes as a barrier to carrying out successful lessons because they cannot spare time and attention for every student.

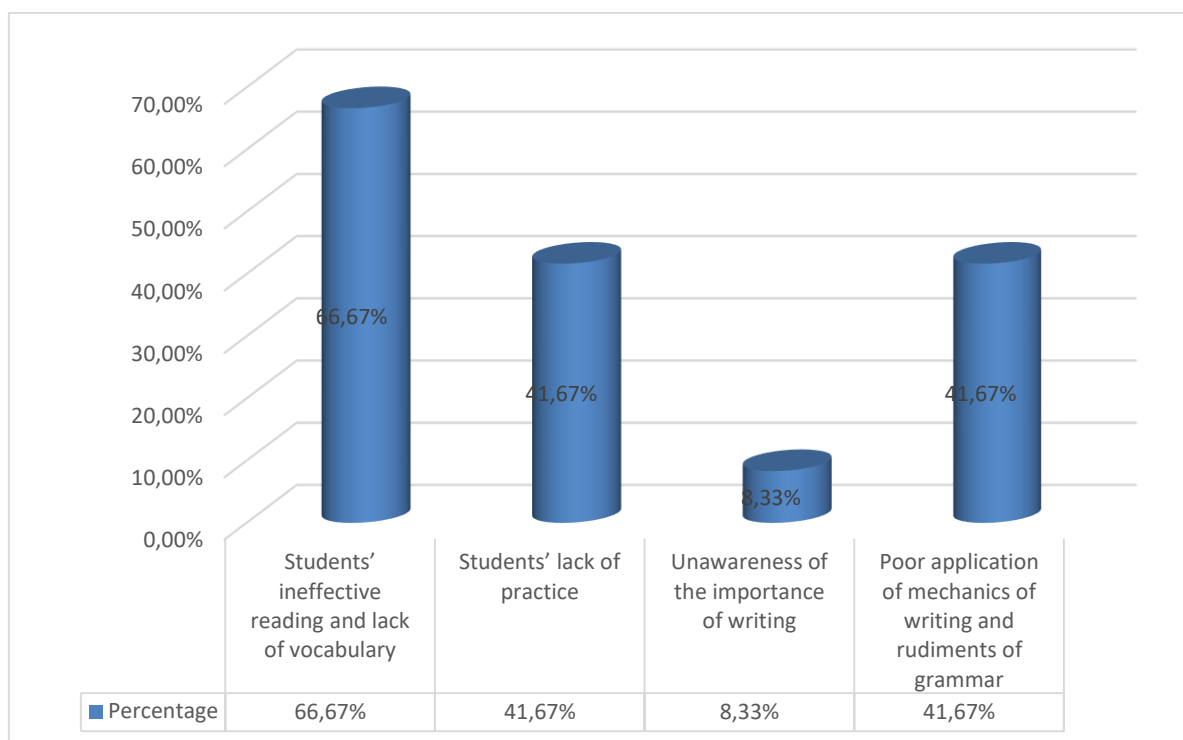
One teacher (8.33%) expressed that she does not know how to teach her students to have organized thoughts, style, and how to be persuasive. Although this is an important concern, it could be due to her lack of experience in teaching “Written Expression”.

Finally, according to another teacher (8.33%), unavailability of modern teaching materials at university forces instructors to improvise the planning of interesting and beneficial activities for their learners. Although, the use of a variety of instructional media is highly encouraged, it is still currently impractical.

QUESTION 11: What are the reasons for students’ poor writing according to your experience? Please list them down.

12 Teachers	Reasons for Students’ Poor Writing
8 teachers out of 12	Students’ ineffective reading and lack of vocabulary
5 teachers out of 12	Students’ lack of practice
1 teacher out of 12	Unawareness of the importance of writing
5 teachers out of 12	Poor application of mechanics of writing and rudiments of grammar.

Table 15: Reasons for Students’ Poor Writing



Graph 8: Reasons for Students' Poor Writing

The objective of this question is to understand the teachers' perspective on why students had poor writing. Through responses received, we have noticed that teachers shared similar opinions.

The first and foremost reason (66.76%) is students' ineffective reading and lack of vocabulary. Instructors believed that their learners are not good readers. They thought, however, that it is equally important to raise students' awareness on the importance of reading itself as well as the kind of materials that they ought to read. It is true that the style of writing of those who read novels is likely to be informal unlike those who read scientific papers, so there should be a balance between the two. It is also their proposed solution to learn new words and enrich their vocabulary range.

Another reason is the learners' lack of practice which is highlighted and emphasized by 41.67% of teachers. They noticed, through their years of experience that a number of students

write during exams only. This could also be due to their lack of interest and laziness. One teacher (8.33%) believed that students might be unaware of the importance of writing and therefore disregard the need to improve their skills.

Concerning the mechanics of writing and rudiments of grammar, 41.67% of the respondents declare that students' poor application of certain rules is the reason for their bad writing. Moreover, it is difficult, in their opinion, to make students avoid old writing habits as they keep repeating the same errors.

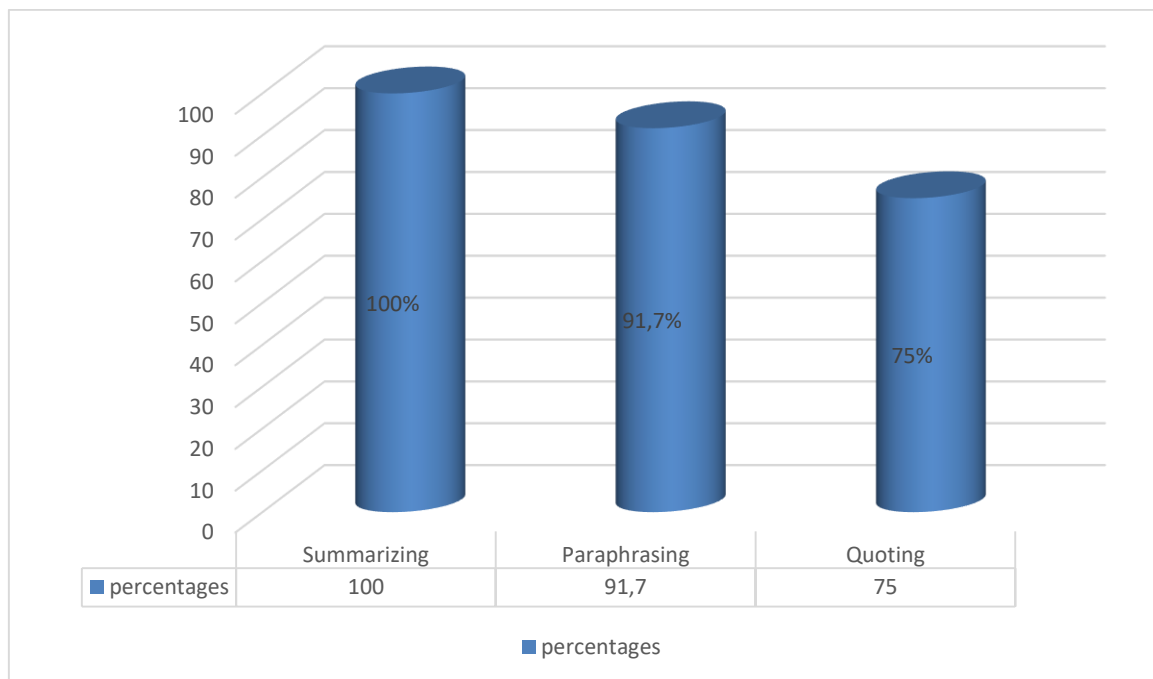
❖ Section Three: The Role of Paraphrasing and Summarizing

Question 12: What are the most appropriate techniques of using sources to write academically?

- a- Summarizing
- b- Paraphrasing
- c- Quoting

Options	Participants	Percentages
Summarizing	12	100%
Paraphrasing	11	91.7%
Quoting	9	75%

Table 16: Appropriate Techniques of Using Sources to Write Academically



Graph 9: Appropriate Techniques of Using Sources to Write Academically

The results obtained in the above chart revealed that all the respondents (100%) chose summarizing as the most appropriate technique of using sources to write academically. While 91.7% of teachers claimed that paraphrasing is also important in academic writing. Quoting, on the other hand, is considered the least appropriate technique of using sources to write academically by 75% of teachers. All these techniques go hand in hand and they all overlap.

- **Why?**

The teachers explain their opinions by providing the following reasons:

1. “Quoting is only used when necessary. If it is used more often, it proves students' poor writing skills. When it comes to summarizing or paraphrasing, those techniques reflect to what extent students are able to comprehend and reflect on what they have comprehended using their own words. They reflect students' reading abilities and their linguistic knowledge towards a certain topic.”
2. “The above-mentioned techniques, if practiced regularly and effectively, develop students' style of writing as their horizon of the mindset expanded due to the influence

of the original text. Students' can show a rich list of vocabulary, variety of sentence structure and good analytical skills like strong arguments needless to mention remarkable influence on the receiver."

3. "These three ways of incorporating others work on your writing should be used interchangeably in an academic piece of writing to avoid plagiarism, and to give others ideas in different ways."
4. "These techniques help the writer support his views and convince the reader...readers do not usually get interested in pieces of writing which lack evidence."
5. "Using these techniques appropriately help them in mastering how to use others' materials in the right way without falling in plagiarism."
6. "It helps learners grasp the general idea of the paragraph and understand it very well."
7. "They require the student's contribution, not just copying texts as they are."
8. "While producing a paper, we must apply all the techniques."

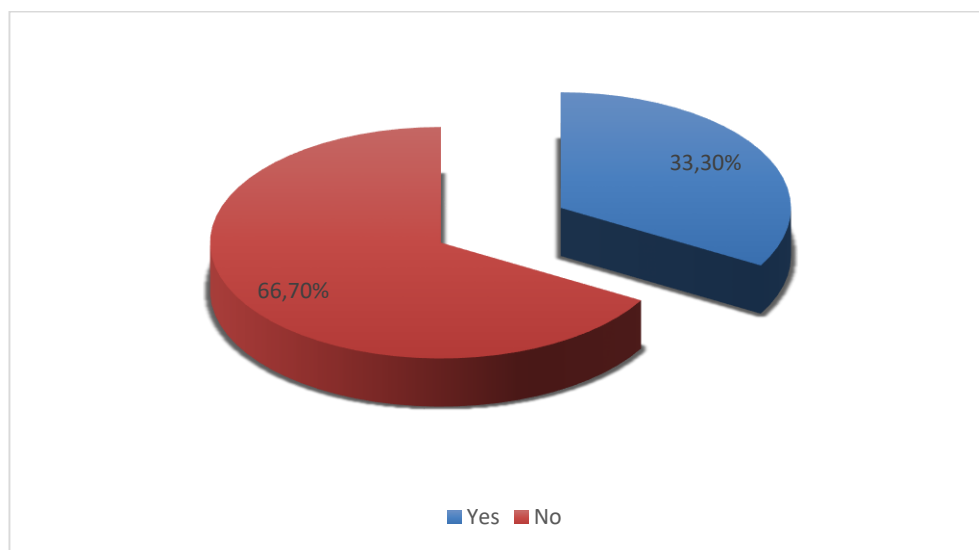
We can draw the following conclusion, the above-mentioned techniques, when properly applied can not only aid in avoiding plagiarism, but they also help students become better writers. They develop learners' writing styles, analytical skills and help enrich their list of vocabulary.

QUESTION 13: Are your LMD students aware of paraphrasing and summarizing techniques and their steps?

A- Yes B- No

Options	Participants	Percentage
YES	4	33.3%
NO	8	66.7%
TOTAL	12	100%

Table 17: Students 'Awareness of Paraphrasing and Summarizing Techniques and their Steps



Graph 10: Students 'Awareness of Paraphrasing and Summarizing Techniques and their Steps

From the result obtained, question twelve revealed that the majority of the respondents 66.7% reported that their learners are not aware of the steps of paraphrasing and summarizing. The remaining respondents 33.3% claimed that their learners are familiar with these techniques.

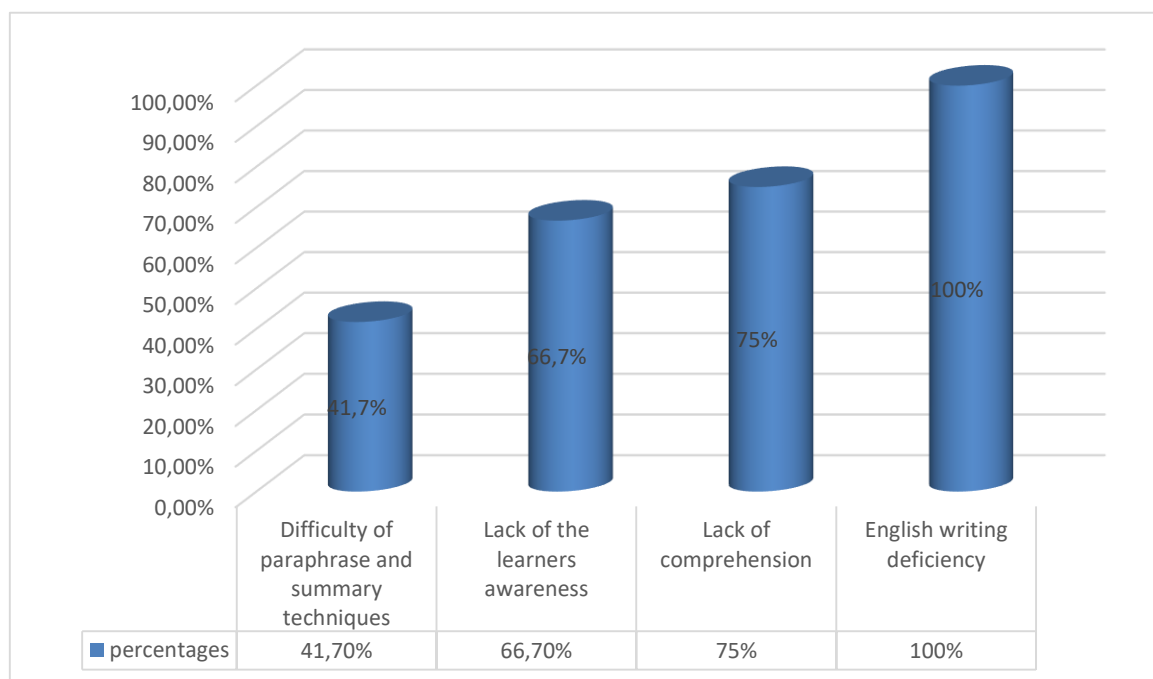
QUESTION14: What are the main reasons of students' inappropriate paraphrasing and summarizing compositions?

- Difficulty of Paraphrasing and Summarizing Techniques
- Lack of the Learners 'Awareness of Paraphrasing and Summarizing Steps
- Lack of Comprehension

d. English Writing Deficiency

Options	Participants	Percentages
Difficulty of paraphrase and summary techniques	5	41.7%
Lack of the learners awareness	8	66.7%
Lack of comprehension	9	75%
English writing deficiency	12	100%

Table 18: Reasons behind Students' Failure to Paraphrase and Summarize



Graph 11: Reasons behind Students' failure to Paraphrase and Summarize

The aim of this question is to investigate the reasons behind students' failure to summarize and paraphrase from teachers' point of view.

At first glance, 12 (100%) informants believe that English writing deficiency is the main reason behind the student's failure to paraphrase and summarize. This is because writing is a difficult skill to be acquired, and nine teachers (75%) justify this failure by learners' lack of comprehension. Moreover, 66.70% altered it to that the lack of the learner's awareness of summarizing and paraphrasing steps. The remaining items seem to be less problematic areas as 41.7% only believed that students found these techniques difficult.

When our respondents were asked for any other reasons, if any, five teachers responded as follows:

1. "Laziness."
2. "Lack of practicing those techniques."
3. "They do not know how to be selective."
4. "Lack of practice, lack of feedback, lack of interest, having poor language, among others."
5. "Lack of writing practice."

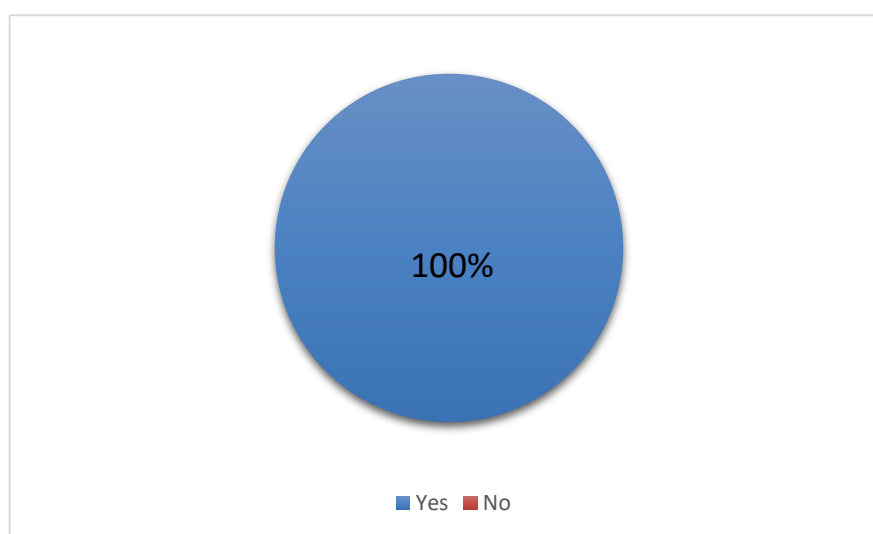
This is an indication that our informants are aware about the different reasons learners are unable to write summaries and paraphrases successfully. They, once again, insist on how their students lack practice of writing in general and of these techniques in particular.

QUESTION 15: Do you think that teaching paraphrasing and summarizing techniques can improve students' writing skills?

A- Yes B- No

Options	Participants	Percentages
YES	12	100%
NO	0	0%
TOTAL	12	100%

Table 19: The Role of Teaching Paraphrasing and Summarizing in Improving Students' Writing Skills



Graph 12: The Role of Teaching Paraphrasing and Summarizing in Improving Students' Writing Skills

The findings in table (19) and graph (12) reveal that all instructors (100%) affirmed the role of paraphrasing and summarizing in improving students' writing skills as it helps them understand material written by others and learn how to handle that material with care. Moreover, students learn how to be organized in writing and respect its conventions.

QUESTION 16: How do you perceive the effectiveness of teaching paraphrasing and summarizing skills and its impact on students' writing, such an improvement in their text organization?

The ability to organize ideas into a coherent paragraph is one of the most common problems students face when writing. Through this question, the teachers provided us with several answers which are stated as follow:

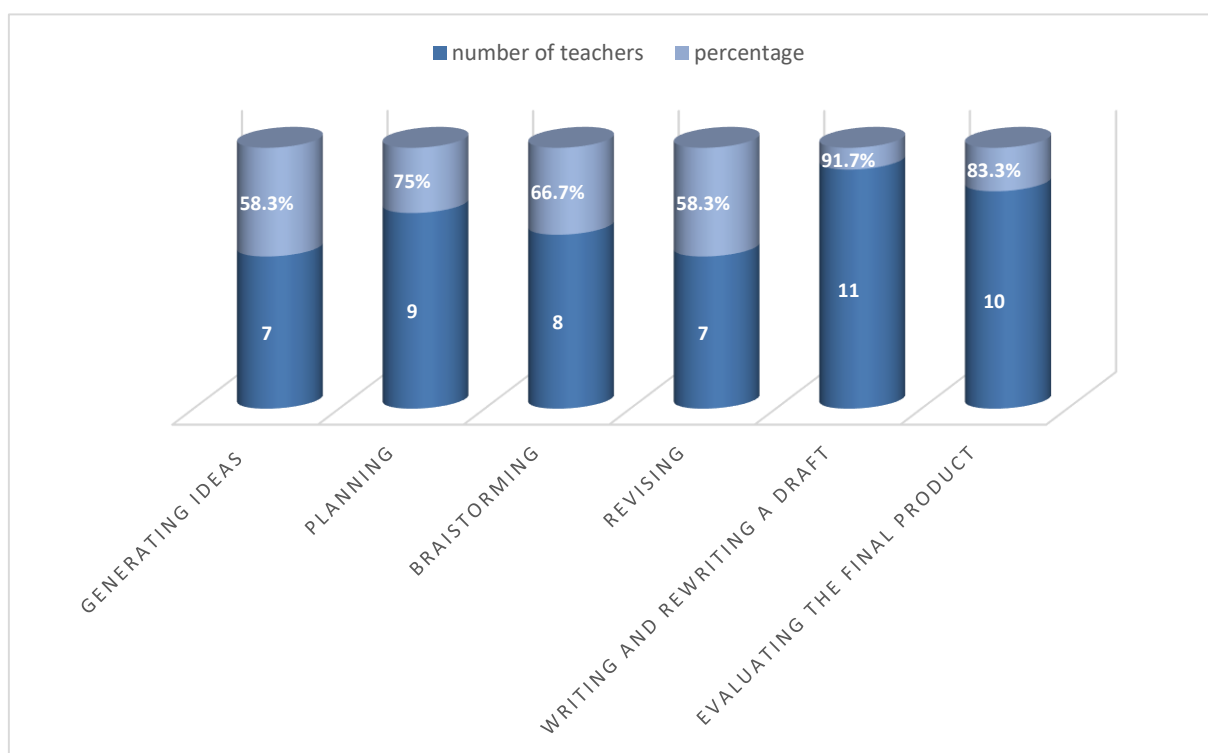
1. “Paraphrasing and summarizing teach students to adhere to academic writing rules. They impact texts' organization, vocabulary and grammar (like the use of reported speech). Also, they help students to think in a fast and accurate way.”
2. “It can be effective if it is taught, learnt and used appropriately.”
3. “Paraphrasing and summarizing are beneficial for text organization and for practicing writing stages like planning and revising.”
4. “Teaching the basics of writing, and pushing students to read are the first steps towards developing the students’ writing. However, paraphrasing and summarizing may help in some features of writing.”
5. “These two techniques are very effective if used correctly. Essays with paraphrases and summaries are reader- convincing”
6. “Very effective.”
7. “They are only partly effective. There is more to writing (and organization) than just the techniques of paraphrasing and summarizing.”
8. “It is so effective if it is taught in the correct way, and if learners have an interest in learning it.”

QUESTION 17: Which strategies do you use with your learners to enhance their paraphrasing and summarizing performance?

- Generating ideas - Revising
- Planning - Writing and rewriting draft
- Brainstorming - Evaluating the final product

Options	Participants	Percentages
Generating ideas	7	58.3
Planning	9	75
Brainstorming	8	66.7
Revising	7	58.3
Writing and rewriting a draft	11	
Evaluating the final product	10	83.3

Table 20: Writing Strategies Taught to Second Year EFL Students



Graph 13: Writing Strategies Taught to Second Year EFL Students

As it is indicated in the table above, we can clearly notice that writing and rewriting a draft is the most used strategy to enhance students' summarizing and paraphrasing performance with sum percentage of 91.7%. Ten teachers (83.3%) also believed that editing and evaluating the final product is an important step in the paraphrasing and summarizing process. In addition, 75% of participants claimed that they encourage planning in order to improve their learners'

writing performance, while 66.7% of respondents encourage their learners to brainstorm their ideas. Finally, 58.3% of teachers ask their students to generate ideas and revise their work.

From these findings, it can be concluded that the entire revision process and in general the evaluation and examination of writing is being confirmed as being important.

QUESTION 18: Please, feel free to add any suggestions or comments.

In this question, respondents were asked to add any suggestions reflecting their experience or any comments that could serve this research. Out of 12 teachers, only four contributed to the research with their commentaries. They believed that summarizing and paraphrasing are important techniques in writing, but without mastering the basic rules of writing, reading effectively and having the will to improve their skills, students would not be able to write efficiently.

3.4. Summary of Main Findings

- Most teachers believe that a good piece of writing must include good and interesting ideas as well as free grammar and spelling mistakes.
- Students' lack of interest, their poor grammar, use of vocabulary, lack of ideas and plagiarism are the most common problems teachers face in their teaching of the writing skill.
- Nearly all instructors believe that students' poor writing is due to their ineffective reading and lack of vocabulary range.
- Almost all teachers agree that their learners are unaware of paraphrasing and summarizing techniques and their steps.
- All teachers confirm that using paraphrasing and summarizing techniques can help students develop and improve their writing skills.

3.5. Students' Test

It is worth mentioning that the majority of second year EFL students are in the process of being introduced to the basics of paragraph and essay writing. They are expected to be lacking in the appropriate usage of language in its written form, and to commit common mistakes. This research is based on a comparative analysis of the paragraphs written by the students in the test. The main objectives of the student writing test are to understand and evaluate students' writing skills, and clarify their ability to perform written tasks successfully.

In this study, two groups were selected for the written test. The first group is the control group, which does not receive treatment by the researchers. The second group is the experimental group, which is the group that receives the treatment being tested with the experiment. As a result, the control group has not received any form of instruction. The experimental group, however, was taught about both paraphrasing and summarizing techniques as well as their differences over the course of four sessions. They were given lesson plans illustrated with examples, guidelines and helpful strategies to use. We made them aware of the importance of reading the material at hand carefully, paying attention to its content and structure, and using a draft in their writing. In general, when answering our test, students did not experience any issues, but they were unmotivated to do so. We have established a framework for our test as follows:

Test Design	
Type of Tasks	Summarize & Paraphrase texts
Text Types	Expository Texts
Text Topic	1. Heart disease and changing attitudes 2. Rocks of the earth
Objectives	1. To investigate whether the EFL learners follow summary and paraphrasing steps or not, and shed light on the importance of introducing these techniques to them. 2. To evaluate students' ability to write paragraphs successfully.
Time Given	90 minutes

Table 21: Test Plan Design

3.6. The Sample

The chosen population is composed of six groups (approximately 35 to 40 students per group) of second year LMD students of English at Mila University Center during the academic year 2019/2020. Fifty students who responded to the students' test were chosen among the total number of 232 students. Twenty-five students were selected to represent each group: the experimental and the control group.

Even though students were from different groups, they have studied the same program for their first and second academic years. It is important to mention that the majority of second year LMD students of English somehow face the same difficulties in writing.

3.7. Students' Writing Test Analysis

This section attempts to analyze collected data from the students' writing test. It examines whether students used specific steps in summarizing and paraphrasing, whether their

writing was organized and their main areas of difficulty. Two groups were used in this part: experimental and control groups.

3.7.1. Evaluation Grading

In order to measure students' grades and how well they performed on the task requested of them, the following criteria are used in our assessment: Organization, grammar and mechanics, elaboration and the use of paraphrasing and summarizing steps.

The first criterion "focus and organization" entails that the piece must be coherent and logically organized with transitions used between ideas. We also assess grammar and mechanics (i.e. rules of the written language, such as spelling, punctuation and capitalization) as a well-written piece of writing must be free of incorrect spelling, punctuation and grammatical errors. We assess elaboration, the third criterion, based on whether students include the opening, main and closing ideas or not without adding comments or their personal opinions. With the fourth and last criterion, which is the use of paraphrasing and summarizing steps, we evaluate how well they employ these techniques and whether or not they followed the appropriate paraphrasing and summarizing guidelines. Each of these criteria are graded on a 2.5 point scale. Because they were required to write two paragraphs, their overall grading will be out of 20 (each paragraph is graded out of 10).

Organization	Yes	No	Score
- The piece is arranged in an appropriate and clear order. - The piece is coherent and logically organized with transitions between ideas.			/2.5
Elaboration	Yes	No	Score
All opening, closing, important and main ideas are included.			/2.5
Grammar and Mechanics	Yes	No	Score
- The writing is free of misspelling, and words are capitalized correctly. - Sentences are punctuated correctly, and the piece is free from fragments and run-ons. - The paper is neat and presented in an appropriate format.			/2.5
Use of Paraphrasing and Summarizing Techniques	Yes	No	Score
- The paper employs a variety of methods to paraphrase the material (substituting words with their synonyms, changing sentence structures and ideas' order), and accurately captures the author's ideas. - The summary briefly and accurately includes the author's important findings, arguments, and ideas. - The student remains as objective as possible.			/2.5

Table 22: Rubric for Assessing Students Paraphrase and Summary Writing

3.8. Control Group Test Results

The qualitative analysis of control group test compositions highlighted some of the challenges and mistakes that second year EFL students commit in writing. The selected criteria

in analyzing learners' production are Organization, Elaboration, Grammar and Mechanics and Use of Summarizing and Paraphrasing Techniques. The following section discusses the main results.

- **Organization**

The correction of students' paragraphs revealed that they did not organize their writing properly. Their ideas were rather unlinked and often unordered. For example, they relied heavily on the use of "and" as a conjunction, rather than using other conjunctions which can provide greater meaning and context.

It also revealed inappropriate sentence construction. Fragments and run on sentences were heavily spotted, for instance:

" The heart disease associated with certain factour in our daily lives like stress, smoking, poor nutrition and lack of excercice and many people realize there's a connection between heart disease and life style and understand that merely receiving the best treatment for illness is not enough and the chaft in attitude can be seen in some behavioral changes that have occurred since the 1970s." (unstructured sentences, lack of punctuation and transition words)

- **Elaboration**

Throughout the assessment of learners' papers, it is noticed that some students could not differentiate between the main points and their supporting details. They also did not eliminate any unnecessary information, and chose to copy down everything. Moreover, opening and closing sentences were also repeated without any significant differences between them.

- ***Grammar and Mechanics***

Because most students copied words from the original text instead of using synonyms or summarizing in their own words, not many spelling mistakes were recorded in both summaries and paraphrases. Instead, those few mistakes that were committed were only a result of unrevised work. For instance, the spelling mistake “proved”.

It is also noticed that students were still learning how and when to use appropriate punctuation marks. Only a few students made capitalization mistakes, but almost all the group forgot to indent the paragraph.

Apart from spelling, capitalization and punctuation, our analysis also revealed that EFL learners are not familiar with using auxiliaries, tenses, articles, and prepositions correctly. All of these errors create distraction, making it difficult for the reader to follow ideas and progress through the paragraphs. For instance, “medical researchers showed that heart disease associated with certain factors in our daily life.” (incorrect verb tense)

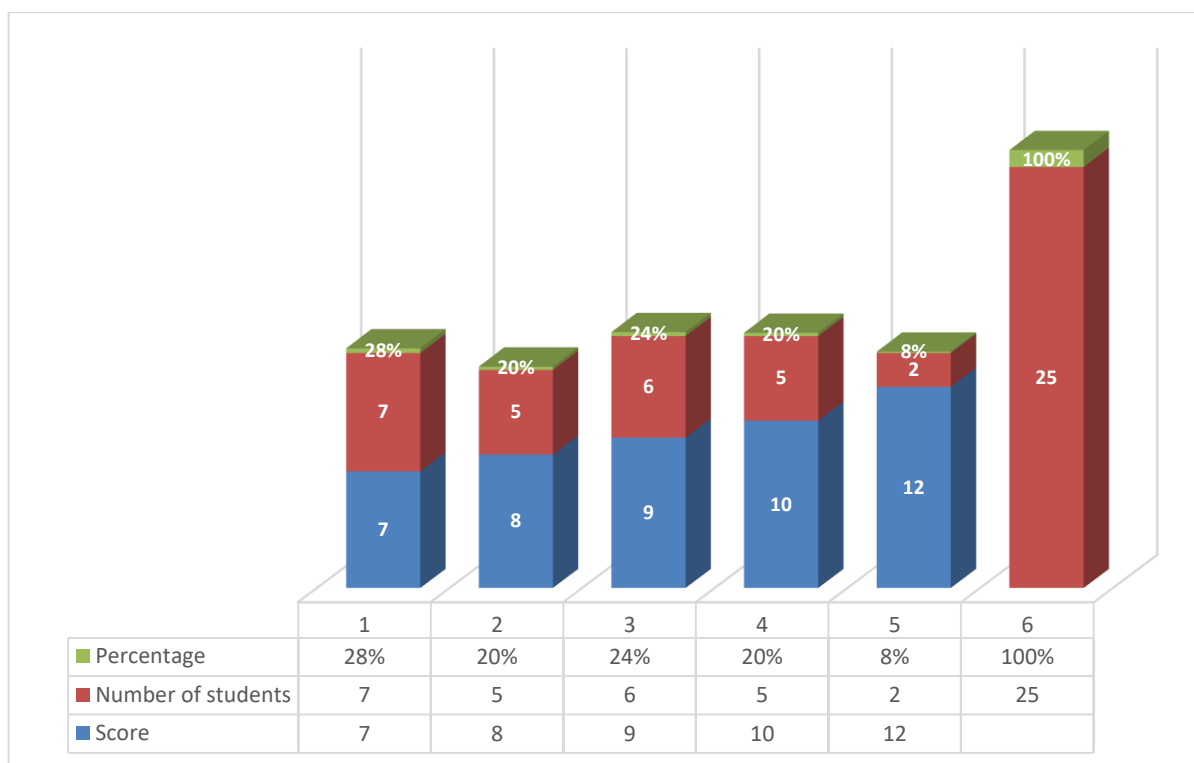
- ***Use of Summarizing and Paraphrasing Techniques***

Although students took their time to read both texts and underline the main ideas, results obtained showed that they were neither familiar with paraphrasing or summarizing steps nor were they able to distinguish between the two.

Because they were unaware of how to use both techniques, students copied sentences from the original texts and wrote them down. A few tried to substitute words with their synonyms, but they did not use other strategies such as changing sentence structure, combining or unpacking sentences.

It was also observed that a number of students included too many details of the original text while others added their own personal opinions. As a result, a lot of students did not write coherent paragraphs nor were they able to use both techniques successfully. It should be noted

that only a few number of students followed the steps of summary and paraphrase. Their marks are illustrated in the following graph:



Graph 14: Control Group Marks

3.9. Experimental Group Test Results

After four sessions of instruction, all the students in the experimental group were given the writing test which was the same as the control group test. We aimed to investigate whether the instructions given to the experimental group had any significant effect, and if so, what these effects were. The experimental group test composition is analyzed for comparison purposes.

- **Organization**

After the qualitative analysis of students' written test, the results revealed that structural mistakes were reduced in the experimental group compared to the control group. This is likely because they were taught to pay more attention to the form and structure of the original texts, which translated into more attention being given to their own texts' form and structure.

- ***Elaboration***

Most students made sure to cover main ideas and supporting details in their writing. They often did not include any unrelated information or minor details. Overall, their pieces of writing fulfilled its purpose by retelling the main ideas and important details.

- ***Grammar and Mechanics***

Based on the students' test paragraphs, it seems that even after review of their paragraphs, they are not able to spot their grammatical mistakes. That is why grammar accuracy is problematic for EFL writers, especially in the use of tenses, auxiliaries and articles.

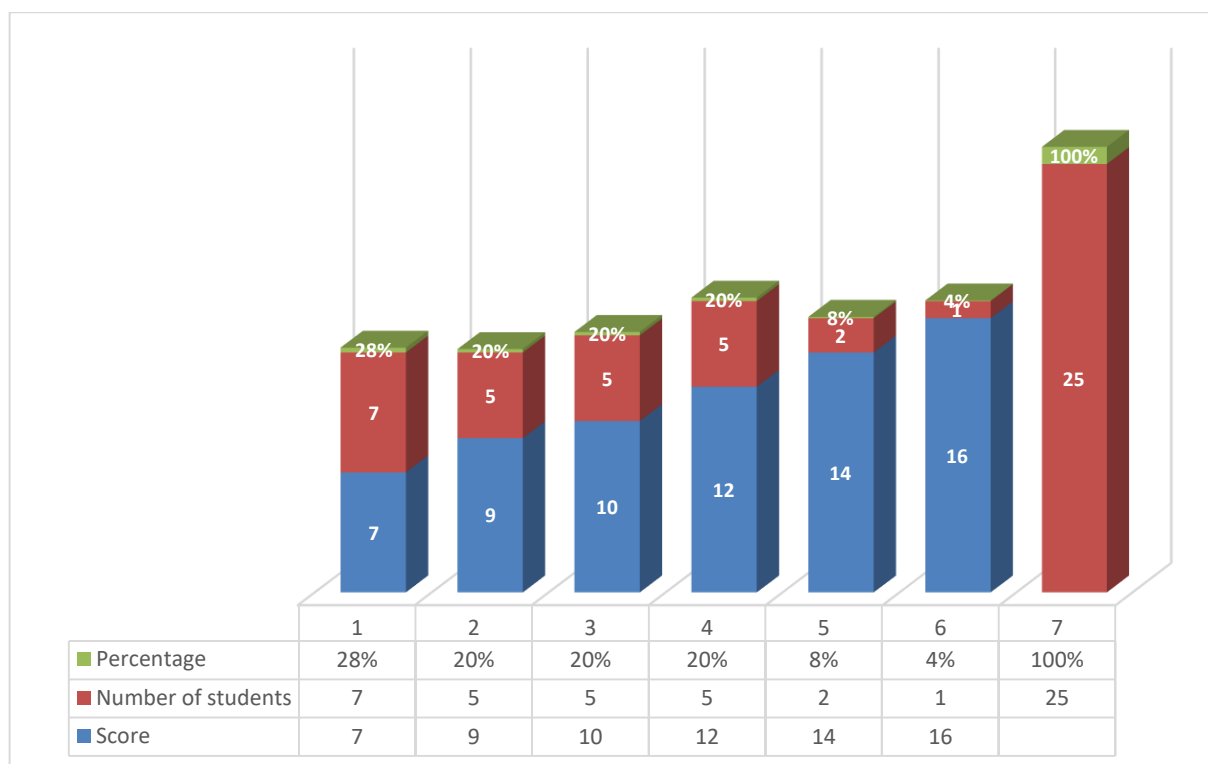
Students also had a general weakness when it came to spelling. This component plays a major role in writing. After analyzing the students' paragraphs, it is worth mentioning that students in the experimental group still made fewer grammar and mechanics related mistakes compared to those in the control group. This is possibly because the increased time spent revising and reading their writing allowed for them to catch more of these mistakes and correct them.

Although fewer spelling, punctuation, indentation and grammatical errors were committed by students in the experimental group in comparison to those in the control group, the reader is able to progress and follow ideas clearly. Students' paragraphs were often neat and correctly assembled.

- ***Use of summarizing and paraphrasing techniques***

After giving instructions for the experimental group for complete four sessions, almost all students demonstrated significant improvement in the usage of summarizing and paraphrasing strategies. With the use of a draft, they were able to identify key concepts and paraphrase sentences from the original text. Particularly, using synonyms was a popular technique among EFL learners, followed by using varied sentence structures.

What has been observed, however, is that a number of students understood the content of the passage but were not able to reproduce it using their own words and styles. That is likely due to their limited vocabulary range. Their marks are illustrated in the following graph:



Graph 15: Experimental Group Marks

3.10. Summary of the Main Findings:

- Nearly all students had committed some sort of errors in grammar, punctuation and spelling.
- Students' writing compositions displayed their limited knowledge of English vocabulary.
- Some students were not motivated enough to paraphrase or summarize the whole texts, and only wrote down a few lines.
- Results revealed that most students have shown a slight improvement and that their test scores are higher than those of the control group.

3.11. Interpretation of Results:

Through the analysis of teachers' questionnaire and students' writing test, we were able to collect a considerable amount of data. Qualitative data analysis is provided in the form of texts. Quantitative data analysis relies on statistics to enable the researcher in providing evidence and understanding the results through numerical data. The achieved results seem, therefore, to answer our research questions.

From the analysis of students' paragraphs, it can be noted that students still struggle to avoid grammar, punctuation and spelling mistakes. Moreover, instead of producing clear and concise ideas, they often tried to write complex sentences and instead fell in the trap of run-on and fragment sentences. Some students, however, did not write complete paragraphs, and instead only wrote down a few lines. This could be due to their lack of interest and motivation, or inability to comprehend the texts. In addition, it is also easily noticeable that some EFL learners were unfamiliar with paraphrasing and summarizing techniques and their steps. They often could not differentiate between the two. As a result, they were not selective in their writing, and chose to copy down everything.

Overall, it can be concluded that EFL learners' most problematic area is at the level of: (1) unawareness of the paraphrase and summary steps; (2) difficulty in selecting key words; (3) grammar and mechanics of writing (spelling, capitalization and punctuation); (4) text organization.

Teachers agreed that in academic writing, logical and effective organization of paragraphs, elaboration of interesting ideas, and the use of correct grammar and word spelling is very important. It was also noticed that instructors give great importance to using a draft and revising the final written work among other pre-writing strategies used to enhance students' paraphrasing and summarizing performance. Furthermore, nearly all teachers of written

expression agreed on the fact that learners lack motivation, practice and effective reading. They also mentioned that writing proficiency cannot be measured in terms of years, but the more students practice, the better their writing would be.

Through the analysis of teachers' questionnaires and students' writing test, it is easily noticeable that paraphrasing and summarizing techniques are to a great extent responsible for learners' writing development, especially in terms of locating the main ideas, extending vocabulary, using different sentence structures and encouraging reading comprehension.

Based on the data analyzed, it could be surmised that summarizing and paraphrasing should be considered super-foundational skills. Meaning that they rely directly upon foundational skills such as basic writing rules, reading comprehension, and student motivation, in order to be both learned and mastered. Contention exists when the question is raised of when are students sufficiently prepared and skilled at the foundational level to be taught super-foundational skills, considering that there is both a limited time to teach students and students grow and learn at different rates in different aspects of language learning.

4. Pedagogical Recommendations:

The main aim of this study is to investigate the role of using paraphrasing and summarizing on advancing students' writing skills. The following pedagogical recommendations were drawn from the experimental results as well as the teachers' answers and experience in teaching written expression:

- We suggest that teachers plan an intensive practice in Written Expression sessions. EFL instructors should encourage their learners to practice writing. In order to avoid any difficulties students may encounter in writing such as anxiety and lack of ideas, teachers can suggest rewriting (paraphrasing and summarizing) texts as a good practice.

- Teachers should also raise their learners' awareness of the importance of writing as well as the effectiveness of paraphrasing and summarizing texts in improving the quality of their writing.
- We believe that students are only willing to write about things that are interesting and exciting to them. We recommend that teachers give the opportunity to their learners to be selective of the topics they write about for a change.
- Giving feedback and evaluating EFL learners' writings is an important aspect in improving learners' writing quality. It allows them the chance to acknowledge their weaknesses and work on them.
- Teachers should also invite and encourage their learners to practice writing in and outside the classroom in their free time.
- Students must also be willing to spend time and effort to improve their writing skills.

5. Limitations of the Study:

A number of limitations have been encountered in our research. They are summarized in the following notes:

- COVID-19, the world's deadly pandemic, prevented us from meeting up and efficiently carrying our work within a planned schedule. Instead, we used emails and texting applications to communicate and share our work. It was somehow difficult to receive feedback from our supervisor, as there were no face-to-face interactions, but only a few curt emails.
- Instead of carrying out weeks of full experiment with pre- and post-tests, we only had four sessions with the experimental group and therefore only conducted a students' test.

- Some written expression teachers were not cooperative, and chose not to answer our questionnaire. We have sent them emails, posted our questionnaire on the Facebook group of our university center and tried contacting them on their personal Facebook accounts.

Conclusion

This chapter emphasized on providing data about the study setting, the research design and the results. The main results were analyzed both qualitatively and quantitatively from the teachers' questionnaire and students' writing. The aim of this chapter is to explore the development of writing through paraphrasing and summarizing strategies.

Developing writing requires considerable time and effort on the part of the learner, and useful instruction, guidance and feedback on the part of the teacher for better teaching/learning outcomes.

General Conclusion

Writing has always been identified as an important skill in English language acquisition. It provides a relatively permanent record of information, beliefs, opinions, feelings, explanations and theories. Writing is the primary tool for communicating knowledge especially in educational settings. Therefore, effective writing strategies are needed for students to be academically successful and be more creative to generate ideas and arrange their thoughts into the written form. It is the area in which learners need to be offered adequate time and techniques to develop their writing skill.

The present research work aims to diagnose the status of the paraphrase and summary techniques in developing writing, and to identify second-year students' awareness of these techniques and their steps. It also aims to investigate the reasons behind students' poor writing.

As a first step in this thesis, we tried to shed light on the writing skill through providing its definition, importance, characteristics, and stages. We also shed light on both paraphrasing and summarizing techniques explaining their definitions, guidelines and differences.

In order to collect data, we relied on a teachers' questionnaire and students' writing test. The findings supported the idea that when learners are taught the guidelines of paraphrasing and summarizing and given examples of good writing, their overall writing skills will improve. The results of the students' test were convincing; the experimental group demonstrated slight improvement in the usage of paraphrasing and summarizing strategies. In addition, teachers confirmed that their students have difficulties in reading comprehension, selecting key words, mechanics of writing and text organization.

Teachers of written expression should encourage their learners to practice writing inside and outside the classroom as well as provide them with enough feedback and examples of well-

arranged writing compositions. Students also should be willing to spend time and effort to improve their writing skills.

In essence, it is worth mentioning that we believe this work to be equally beneficial for both teachers and EFL learners. Moreover, we hope that next studies would investigate and look for other methods that could expertise students' writing improvement.

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APPENDICES

APPENDIX 01: Teachers' Questionnaire

APPENDIX 02: Students' Writing Test

APPENDIX 03: Students' Writing Test Content

APPENDIX 01:

Teachers' Questionnaire

Dear teachers,

We politely ask you to answer this questionnaire which aims at finding out teachers' views about the role of paraphrasing and summarizing on developing writing. This questionnaire is administered to all teachers of written expression. Answering it would be of great help.

Please, answer the questions putting a tick (✓) or a cross (x) in front of the chosen answer, or make full statement when necessary.

SECTION ONE: General Information

1. please indicate your qualification :

License (BA) ☐ Magister/Master (MA) ☐ Doctorate (PhD) ☐

2. How long have you been teaching English?

3. How long have you been teaching “Written Expression”?

4. Do you think the “Written Expression” program you are teaching is enough to improve writing proficiency?

Yes ☐

No ☐

5. If “No”, please explain why.

.....

.....

.....

SECTION TWO: The Writing Skill

6. Good writing is: (you can tick more than one box)

- a. Correct grammar. ☐
- b. Good ideas. ☐
- c. Spelling. ☐
- d. Precise vocabulary. ☐

- Others, if any, please specify:

.....

.....

.....

7. What is the importance of paragraph or text organization?

.....

.....

.....

8. Is teaching “Written Expression” during two academic years sufficient to train your students in the writing skill?

- a. Yes ☐
- b. No ☐

9. If “No”, please explain why.

.....

.....

.....

10. When teaching “Written Expression”, what problems do you face?

.....

.....

.....

11. What are the reasons for students’ poor writing according to your experience? Please list them down

.....

.....

.....

SECTION THREE: The Role of Paraphrasing and Summarizing

12. What are the most appropriate techniques of using sources to write academically?

- a. Summarizing ☐
- b. Paraphrasing ☐
- c. Quoting ☐

- Why?

.....

.....

.....

13. Are your LMD students aware of paraphrasing and summarizing techniques and their steps?

- a. Yes ☐
- b. No ☐

14. What are the main reasons for students' inappropriate paraphrasing and summarizing compositions?

- a. Difficulty of Paraphrasing and Summarizing Techniques ☐
- b. Lack of the Learners 'Awareness of Paraphrasing and Summarizing Steps ☐
- c. Lack of Comprehension ☐
- d. English Writing Deficiency ☐

- Other reasons:

.....

.....

.....

.....

15. Do you think that teaching paraphrasing and summarizing can improve students' writing skills?

- a. Yes ☐
- b. No ☐

- If "No", please explain:

.....

.....

.....

16. How do you perceive the effectiveness of teaching paraphrasing and summarizing skills and its impact on students' writing, such as an improvement in their text organization?

.....

.....

.....
.....

17. Which strategies do you use with your learners to enhance their paraphrasing and summarizing techniques? (you can tick more than one box)

- Generating ideas ☐
- Planning ☐
- Brainstorming ☐
- Revising ☐
- Writing and rewriting draft ☐
- Evaluating the final product ☐

18. Please, feel free to add any suggestions or comments.

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

Thank you for your cooperation

APPENDIX 02:

Students' Writing Test

Exercise 01:

Directions: Read the following text carefully and summarize it briefly.

Heart Disease and Changing Attitudes

In the last decades of the twentieth century, medical researchers showed that heart disease is associated with certain factors in our daily lives: stress, smoking, poor nutrition, and lack of exercise. Doctors and other heart experts began to emphasize the fact that we can reduce the risk of heart disease by paying attention to these factors. As a result, many people realize that there is a connection between heart disease and lifestyle. This new awareness is changing public attitudes about heart. In the past, people tended to think that it was sufficient to have access to doctors on whose expertise they could rely. Now people understand that merely receiving the best treatment for illness or injury is not enough. They have learned to take more responsibility for maintaining and improving their own health. The shift in attitude can be seen in some behavioral changes that have occurred since the 1970s. In the United States today, many smokers have broken the habit and fewer people take it up. The percentage of smokers is far below the level of the 1960s and the 1970s. People are becoming more serious about reducing stress. Many have changed their diets and are eating food with less fat and cholesterol. More people are aware of the benefits of regular and frequent exercise like walking, running, and swimming, some even walk or bicycle to work instead of driving or using public transportation. The health effects of these changes in attitude and behavior are clear. Since the 1950s, the number of deaths from heart disease has fallen. A partial explanation for this is that better diagnosis and treatment is helping people avoid or survive heart attacks. However, heart

experts have no doubt that much of the improvement has occurred because a better-educated public has become aware of the benefits of prevention.

Exercise 02:

Directions: Read the following text carefully and paraphrase it.

Rocks of the Earth

The oldest things on the planet are rocks. They cover the whole earth and are found in cities, oceans, lakes and under the soil. Most of the earth's crust, which is the surface of the earth, is composed of igneous rock. Igneous rock is made from melted rock called magma which is found inside the earth. When magma pushes through cracks in the crust it is referred to as lava. This lava cools, hardens and becomes igneous rock. Examples of igneous rocks are granite and obsidian. Another type of rock is called sedimentary. Sedimentary rock is composed of layers of sand, mud and pebbles. These layers of sediment evolved over many years at bottoms of lakes and seas. Over time the layers hardened and became stone. Examples of sedimentary rock are limestone and sandstones where small grains of sand are visible. A third type of rock is metamorphic rock. Metamorphic rocks began their lives as other rocks. Then, over years and years of being buried deep in the ground, time heat and pressure changed them into metamorphic rocks. Examples of metamorphic rock are marble and quartzite. Rocks live forever. They are the oldest objects on the plane, and forever change to become new rocks over time.

APPENDIX 03:

Students' Writing Test Content

Heart disease and changing attitudes

In the last decades of the twentieth century, medical researchers showed that heart disease associated with certain factors in our daily lives: stress, smoking, poor nutrition, and lack of exercise. Doctors and other heart experts began to emphasize the fact that we can reduce the risk of heart disease by paying attention to these factors. As a result, many people realize that there is a connection between heart disease and lifestyle. This new awareness is changing public attitudes about heart. In the past, people tended to think that it was sufficient to have access to doctors on whose expertise they could rely. Now people understand that merely receiving the best treatment for illness or injury is not enough. They have learned to take more responsibility for maintaining and improving their own health. The shift in attitude can be seen in some behavioral changes that have occurred since the 1970s. In the United States today, many smokers have broken the habit and fewer people take it up. The percentage of smokers is far below the level of the 1960s and the 1970s. People are becoming more serious about reducing stress. Many have changed their diets and are eating food with less fat and cholesterol. More people are aware of the benefits of regular and frequent exercise like walking, running, and swimming, some even walk or bicycle to work instead of driving or using public transportation. The health effects of these changes in attitude and behavior are clear. Since the 1950s, the number of deaths from heart disease has fallen. A partial explanation for this is that better diagnosis and treatment is helping people avoid or survive heart attacks. However, heart experts have no doubt that much of the improvement has occurred because a better-educated public has become aware of the benefits of prevention.

Summarized passage:

Heart disease and changing attitudes
In the last twentieth century, medical researchers had showed that heart disease is happening because of many daily reasons such as stress, smoking and lack of exercise and also mentioned that they could reduce it by paying attention to these reasons by linking between this illness and our lifestyle. For example, now they learned to take more responsibility for improving their own health without relying to doctors. Unlike people in the past, for instance, people in U.S. intended to broke the habit of smoking and fewer people take it up, people become more serious about those factors thanks to better education and the best challenge is since the 1950s, the number of deaths from heart disease has fallen.

Text organization ?

in cities, in the oceans and lakes and under the soil. Rocks are commonly divided into three major classes according to the processes that resulted in their formation. These classes are (1) igneous rocks, which is made from melted rock called magma which is found inside the earth. Examples of igneous rocks are granite and obsidian; (2) sedimentary rocks, those composed of layers of sand, mud and pebbles. These layers of sediment evolved over many years at bottoms of lakes and seas. then pressed together Over time the layers hardened and became stone. Examples of sedimentary rock are limestone, made of shells and sandstone. where small grains of sand are visible; and (3) metamorphic rock, which began their lives as other rocks. Then, over years and years being buried deep in the ground, time heat and pressure changed them into metamorphic rocks. Examples of metamorphic rock are marble and quartzite. Rocks live forever; they are the oldest objects on the planet. And forever change to become new rocks over time.

Answer:

Rocks of the planet

The archaic things on the Earth are rocks. They are considered as a big part from our land and are found in everywhere in cities, oceans and even under the soil and they are separated into three main parts according to their formation. These (3) classes are: the first one is igneous rock which is made from magma which found inside the Earth. (The second class is igneous are granite and obsidian.) Consists of levels of sand, mud and pebbles.

✓ The second class is sedimentary rock. Consists of levels of sand, mud and pebbles and are found around oceans many years at the bottom of lakes and bitches and under pressure they become stone. The third class is metamorphic rock, the last one began their lives as other rocks and with time under heat and pressure they'll change into metamorphic rocks like marble and quartzite. the rocks found the first time on planet is also found and they live forever and time will change them to new rock.

Good Luck

In the last decades of the twentieth century, medical researchers showed that heart disease associated with certain factors in our daily lives: stress, smoking, poor nutrition, and lack of exercise. Doctors and other heart experts began to emphasize the fact that we can reduce the risk of heart disease by paying attention to these factors. As a result, many people realize that there is a connection between heart disease and lifestyle. This new awareness is changing public attitudes about heart. In the past, people tended to think that it was sufficient to have access to doctors on whose expertise they could rely. Now people understand that merely receiving the best treatment for illness or injury is not enough. They have learned to take more responsibility for maintaining and improving their own health. The shift in attitude can be seen in some behavioral changes that have occurred since the 1970s. In the United States today, many smokers have broken the habit and fewer people take it up. The percentage of smokers is far below the level of the 1960s and the 1970s. People are becoming more serious about reducing stress. Many have changed their diets and are eating food with less fat and cholesterol. More people are aware of the benefits of regular and frequent exercise like walking, running, and swimming. Some even walk or bicycle to work instead of driving or using public transportation. The health effects of these changes in attitude and behavior are clear. Since the 1950s, the number of deaths from heart disease has fallen. A partial explanation for this is that better diagnosis and treatment is helping people avoid or survive heart attacks. However, heart experts have no doubt that much of the improvement has occurred because a better-educated public has become aware of the benefits of prevention.

Summarized passage:

In the last decade of the 20th century, researchers showed that heart disease is due to daily factors. Doctors emphasize that to reduce the risk, they must act on public attitude. The reduction of smoking, stress and fat, and exercising can be the ideal habits. It became clear in 1950's that it is necessary to change these habits, and no doubt that it had given good ends.

Not all main ideas are included but very good!

... are rocks. They cover the whole earth and are found in the oceans and lakes and under the soil. Rocks are commonly divided into three major classes according to the processes that resulted in their formation. These classes are (1) igneous rocks, which is made from melted rock called magma which is found inside the earth. Examples of igneous rocks are granite and obsidian; (2) sedimentary rocks, those composed of layers of sand, mud and pebbles. These layers of sediment evolved over many years at bottoms of lakes and seas, then pressed together. Over time the layers hardened and became stone. Examples of sedimentary rock are limestone, made of shells and sandstone, where small grains of sand are visible; and (3) metamorphic rock, which began their lives as other rocks. Then, over years and years being buried deep in the ground, time, heat and pressure changed them into metamorphic rocks. Examples of metamorphic rock are marble and quartzite. Rocks live forever; they are the oldest objects on the planet. And forever change to become new rocks over time.

Answer:

✓ Rocks are the most aging material on our globe. Cities, oceans, soil, lake and all the surface is covered of it. According to their formation, we can divide em to 3 types. First, we have those that result from magma like granite and obsidian, which are called "igneous rocks". Second, those composed of layers of sand and mud, that evolved over years at the water bottoms; and hardened to become stones, these are called "sedimentary rocks". And third, some of the rocks change through time, under pressure and heat, they become "metamorphic rocks". This material is living with earth and constantly changing, to remain the oldest object of the planet.

(forgot to pass to paragraph 2 before "First,")

Very good.

Good Luck

and lack of exercise. Doctors and other heart experts began to emphasize the fact that we can reduce the risk of heart disease by paying attention to these factors. As a result, many people realize that there is a connection between heart disease and lifestyle. This new awareness is changing public attitudes about heart. In the past, people tended to think that it was sufficient to have access to doctors on whose expertise they could rely. Now people understand that merely receiving the best treatment for illness or injury is not enough. They have learned to take more responsibility for maintaining and improving their own health. The shift in attitude can be seen in some behavioral changes that have occurred since the 1970s. In the United States today, many smokers have broken the habit and fewer people take it up. The percentage of smokers is far below the level of the 1960s and the 1970s. People are becoming more serious about reducing stress. Many have changed their diets and are eating food with less fat and cholesterol. More people are aware of the benefits of regular and frequent exercise like walking, running, and swimming, some even walk or bicycle to work instead of driving or using public transportation. The health effects of these changes in attitude and behavior are clear. Since the 1950s, the number of deaths from heart disease has fallen. A partial explanation for this is that better diagnosis and treatment is helping people avoid or survive heart attacks. However, heart experts have no doubt that much of the improvement has occurred because a better-educated public has become aware of the benefits of prevention.

Summarized passage:

Heart Disease and Changing Attitudes.

Medical researches have demonstrated that heart disease is associated with several factors in our everyday lives, such as stress, lack of exercise, smoking and poor nutrition. As a consequence, many individuals recognize that there is a connection between heart disease and lifestyle. This new awareness pushed people to learn to take responsibility and preserving their own health. Since 1970, behavioral changes have occurred. People are more serious about stress and stress reduction. They are also exercising more and paying attention to their diets. Because of this, the number of deaths from heart disease has declined since the 1950s.

Very good!

Rocks of the Earth

The oldest things on the planet are rocks. They cover the whole earth and are found in cities, in the oceans and lakes and under the soil. Rocks are commonly divided into three major classes according to the processes that resulted in their formation. These classes are (1) igneous rocks, which is made from melted rock called magma which is found inside the earth. Examples of igneous rocks are granite and obsidian; (2) sedimentary rocks, those composed of layers of sand, mud and pebbles. These layers of sediment evolved over many years at bottoms of lakes and seas. then pressed together Over time the layers hardened and became stone. Examples of sedimentary rock are limestone, made of shells and sandstone. where small grains of sand are visible; and (3) metamorphic rock, which began their lives as other rocks. Then, over years and years being buried deep in the ground, time heat and pressure changed them into metamorphic rocks. Examples of metamorphic rock are marble and quartzite. Rocks live forever; they are the oldest objects on the planet. And forever change to become new rocks over time.

Answer:

Rocks of the Earth
..... On the earth, the oldest things are rocks. They are found in villages, oceans and seas covering the entire earth. Rocks are generally classified into three main groups. First, igneous rocks, made from magma, are contained within the earth. Second, sedimentary rocks, consisting of layers of sand, mud and pebbles, have formed at the bottom of lakes and seas. Third, metamorphic rocks, like other rocks, were sculptured by time, heat and pressure over the years. Finally, rocks are the oldest things on the planet that can shift to become new rocks over time.

Very good!

Good Luck

Résumé

L'objectif du travail actuel est de montrer qu'en utilisant des techniques telles que la synthèse du paragraphe sous forme de devoirs et d'activités, les étudiants peuvent bénéficier de bons modèles d'écriture ainsi améliorer leurs compétences en cette dernière. Il vise également à examiner les causes du faible niveau de l'écriture chez les apprenants du point de vue de leurs enseignants. Pour atteindre cet objectif et ressembler plus d'idées on a utilisé deux outils de recherches: Faire un test de l'écriture pour les étudiants et un questionnaire pour les enseignants. Les résultats de cette étude ont confirmé l'hypothèse spécifique selon laquelle les compétences en écriture chez les élèves peuvent être améliorées en utilisant des techniques de paraphrase et de résumer. Les résultats ont également montré que la faible performance des élèves était due à leur manque de motivation et de compréhension, à leur vocabulaire pauvre et limité, aux techniques de cohésion et à leurs faibles connaissances des étapes de synthèse et de paraphrase.

الملخص

يهدف العمل الحالي إلى إظهار أن استخدام تقنيات مثل التلخيص وإعادة الصياغة كمهام وأنشطة يمكن أن يساهم في تمكين المتعلم من صقل قدراته، أو تذليل الصعوبات، وصولاً إلى الاستفادة من النماذج الراقية للنصوص والكتابات في اللغة الأجنبية، وهو ما سينعكس إيجاباً على تحسين مهارات الكتابة من جهة، ويؤدي إلى تلافي عديد الأخطاء من جهة أخرى. تهدف هذه الدراسة أيضاً إلى استخلاص أسباب ضعف الكتابة لدى الطلبة من وجهة نظر أساتذتهم وللوصول إلى هذه الأهداف تحديداً، اعتمد بحثنا أداتي بحثٍ اثنتين، هما: اختبار الكتابة لدى طلاب السنة الثانية انجليزية في جامعة عبد الحفيظ بو الصوف وجمع المعلومات عن طريق استبيان خاص بالأساتذة.

وفي الأخير أكدت نتائج هذه الدراسة الفرضية المحددة في أنه يمكن تحسين مهارات الكتابة لدى الطلاب باستخدام تقنيات إعادة الصياغة والتلخيص، كما أظهرت أن أداء الطلاب المنخفض كان بسبب افتقارهم إلى الحافز ومحدودية حصيلتهم اللغوية وكذا ضعف استيعابهم للقواعد وإدراك عموميات النص والوعي بخطوات التلخيص وإعادة الصياغة.