



The Impact of Sequence Map, Answering Question,
and 3-2-1 **Techniques on EFL Learners' Summary**
Writing Ability

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Abstract

Considering the challenges inherent in learning and teaching of summary writing in EFL/ ESL settings, it is crucial to look into various instructional techniques thoroughly. This study investigated the relative effectiveness of three summary writing techniques: Sequence map, answering question, and 3-2-1 technique. To this end, 60 language learners from an English language institute in Ahvaz participated in the study. Before implementing the instructional techniques, a pre-test was administered to gauge the participants' fundamental knowledge of L2 summary writing. Three experimental groups were instructed through the already-mentioned techniques for ten weeks while the control group was given no such treatment. Finally, a post-test was administered to ascertain the effectiveness of such techniques in improving EFL learners' summary writing. The TOEFL-iBT scoring rubric was adopted to score the summaries holistically. Paired sample t-test and ANOVA were run to analyze the data. The findings revealed that the sequence map group outperformed the other three groups in terms of the written summaries. The study further implies that the employment of graphical or spatial representation of textual concepts reduces the complexity and ambiguity of the presented information.

Keywords: Summary writing, sequence map, answering question, 3-2-1 technique

Received: 05/01/2019

Accepted: 03/03/2019

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Writing is commonly rated as the most challenging language skill to master. Several important subskills should be called upon to generate a well-written text. The writer needs to internalize not only the essential mechanics but also be well-equipped with the most proper writing strategies (Harris & Graham, 2005). Such strategies include content generation, thought and text organization, intended audience consideration and evaluation, and final product revision. Therefore, not only the writing task itself must be paid due and sufficient attention to, but also the writer needs to be engaged in a self-monitoring process (Harris, Graham, & Mason, 2003).

From among different subskills of writing students have to learn in the course of their academic career, summary writing appears to be one of the most challenging ones to gain mastery over (Lin & Maroof, 2013). L2 summary writing requires language learners to not only systematically manipulate words, phrases, and sentences in such ways that the intended meaning of the source is kept intact but also the ability to wisely substitute words with proper synonyms and alter the structural patterns of a sentence (Baba, 2009). The writer, in the process of summary writing, needs to make a full appreciation of the original text to decide which points are the main ideas to be restated and which are the details that can be ignored or shortened without losing track of the most important points or the overall message of the content materials (Kim, 2001).

Various methods and techniques such as Transactional Strategy, Wiki-based Approach, Summary Street and Collaborative summary writing have been proposed to teach summary writing. These techniques have already been attended to by many researchers (Brown, 2001; Franzke, Kintsch, Caccamise, Johnson, & Dooley, 2005; Lin & Maroof, 2013; Wade-Stein & Kintsch, 2004; Wichadee, 2013). To implement techniques like Wiki-based Approach and Summary Street, specific equipment is needed. Furthermore, the transactional strategy can only be taught to advanced L2 learners. However, the current research aims at comparing and contrasting the effectiveness of three user-friendly, new, and under-explored techniques of teaching summary writing: Sequence

map, answering question, and 3-2-1 techniques. These techniques, which are mainly used for teaching reading comprehension skill and have not been thoroughly investigated for teaching summary writing, can be put into practice in the classroom context regardless of language learners' proficiency level and age, and no special equipment is required for their implementation.

Literature Review

Summary writing as an integrative and interrelated activity consists of the interaction of two subskills – the capability to comprehend the essential points and comply with the content organization rhetorically and the subskill to restate the intention of the writer as succinctly and coherently as possible. (Enright, et al., 2000). Friend (2001, p. 3) defined summary writing as "the method of figuring out which information in a text is the most essential and transforming it into a simple statement in one's own words." As Jensen (2010) and Otero (2008) pointed out, the summarization technique enables the writers to restate the most critical points of the text logically, to establish crucial facts and information in long-term memory for future use, and to make sense of what is being read.

According to Melton (2003), four crucial points should be considered when writing a summary: First, a concrete target and objective should be stuck to; personalization of ideas should be avoided when summarizing a text. Second, all the essential points of the source will have to be kept intact and maintained. Third, all critical points should be given equal weight. Finally, brevity and clarity should also be observed.

Sequence Map Technique

A sequence map as a summarizing technique can be defined as a graphical or spatial representation of textual concepts that provides learners with the opportunity to specify the missing data and non-existing interrelationships and links that enable one to think strategically (Ellis,

2004). Here, learners put story's events (the beginning, middle, and end) in the charts in order to identify when and how they happened. The ability to sequence events in a text is a technique to comprehend a text, especially for narrative texts (Dell'Olio & Donk, 2007).

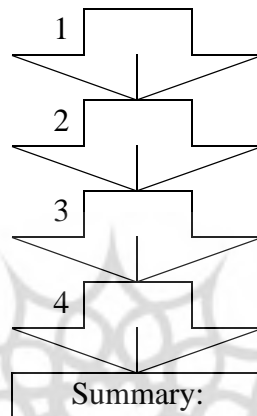


Figure 1: A sequence map chart (Baxendell, 2003)

The idea of the sequence map is grounded in Ausubel's assimilation theory of cognitive learning (Ausubel, 1978). The cognitive approach to learning deals with the way processing new information transpires and the way its structuring into memory takes place. According to this theory, learning is successfully attained when the systematic presentation of new information and coherent, meaningful and recyclable storage of data occur in the learners' long-term memory (McElroy & Coughlin, 2010).

Two important rationales account for the employment of this technique in the classroom. First, the complexity and ambiguity of the presented information will be reduced so that students will remember the subject matters being taught more vividly. Second, semantic information processing demands are mitigated; when such semantic demands are taken away, the comprehension process is facilitated. Moreover, while using sequence maps, learners tend to be more strategic thinkers because they can determine what concepts to prioritize and also know the way segments of concepts are organized (Ellis & Howard, 2005). In the same

vein, Stull and Mayer (2007) maintain that through sequence maps, the organization of new information will be best achieved by accurately outlining, precisely arranging and adequately sequencing the most critical points. As a result, sequence maps relate the new information to the prior knowledge and help students to identify the missing or vague data.

3-2-1 Technique

The 3-2-1 as a reading strategy was developed by Zygouris-Coe, Smith, and Wiggins (2004). Zygouris-Coe et al. (2004) stated that the technique is a reading strategy that enables language learners to actively engage in condensing and abridging the essential points of the source. In using the 3-2-1 technique, the learners are first required to complete a chart print-out. The 3-2-1 chart print-out consists of 3 phases: Phase 3 (i.e., the discovery phase), Phase 2 (i.e., outlining the general elements and events) and Phase 1 (i.e., generating one specific question). The ultimate goal of the 3-2-1 chart print-out is to enable the language learners to readily grasp the content materials through the provision of many relevant guidelines.

3 Things you found out
2 Interesting things
1 A question you still have

Figure 2: 3-2-1 Technique chart (Marlini, 2015)

The 3-2-1 technique can be applied, well-adapted and adjusted for classroom use and practice by language teachers. Teachers can make judicious use of the 3-2-1 technique to promote the learners' reading comprehension and summary writing abilities likewise. This technique encourages language learners to become more autonomous thinkers and invites them to be more personally engaged and involved with the content materials.

Students can use the 3-2-1 chart as a technique while they read a textbook, a novel, an article, or other instructional materials, or use it as a

post-reading activity. The whole point is to condense some critical concepts and notions, rearrange and reorganize them in order to come up with the most intriguing parts. Finally, a question will be posed to reveal where understanding is still needed. The rationale behind using this technique is that it helps students summarize the text to which they have been exposed to. Summarization is all about concentrating on the essential elements and components of a text and making the right decisions about what important parts to incorporate into the outcome. When going through lengthier content materials or texts, this technique enables readers to critically review what they have already been exposed to in one specific section of the text before changing directions to the upcoming elements of the text. The 3-2-1 technique allows readers to be dynamically and meaningfully involved in the reading process. First, the most important ideas are extracted from the source and appropriately summarized. Second, some insights into what constitute the most intriguing elements or parts of the original text are gained. Finally, learners are provided with the opportunities to pose and raise questions about what they have already covered (Zygouris-Coe et al., 2004).

Answering Question Technique

Researchers have corroborated the fact that question answer relationship (QAR) instruction enables language learners to develop their reading comprehension abilities and find the most appropriate answers to the already-posted questions (Raphael, 1986). This technique not only allows the readers to come up with the most suitable and relevant answers to the teacher-posed questions but also provides them with the necessary feedback to be able to self-correct themselves and their peers. These questions should not be yes/no or one-word answer questions. As a result, the learners will be provided with a real and genuine purpose for reading; their full mental power will be tapped.

Moreover, they will be able to ponder upon and critically review what they have already been exposed to and finally make and establish proper links and interrelations with their prior knowledge or schemata so

that information recall and retrieval can be more accomplished. One specific type of answering question technique merely requires the learners to get back inside the text to discover the answers to questions for which no possible clues can be found after initial screening of the content materials or the original text. Another answering question technique acts as a facilitative tool for language learners to determine and identify answer-question connections and patterns—the interrelationships and possible links among questions and where the answers to them can be spotted. This technique enables readers to discover ways to come up with the most appropriate answers to the questions based on a genuine apprehension of the intended data (Armbruster, Lehr, & Osborn, 2003).

Answering question strategy is based upon three central theoretical notions. The first one is the zone of proximal development which underlies that students of differing levels of proficiency can benefit from various types and degrees of answering question instruction. The second notion is the gradual release of responsibility in which the teacher role as a model provider or guide is delegated to the one which merely provides learners with opportunities to try different strategies on their own. The third notion is that students will have to use their metacognition in order to increase the likelihood of independent strategy use (Raphael & Au, 2005).

Empirical Studies

Various researchers have attempted to examine the effectiveness of summary writing instruction. Choy and Lee (2012) investigated the impact of specific summarizing training in an EFL setting with lower intermediate learners. Inquiry-Based learning was applied to encourage independent thinking while the learners were involved in writing summaries. The learners were highly recommended and advised to rehearse substituting words and phrases, and sentences and shun copying them from the source. The findings revealed that the specific summarizing training was beneficial and advantageous to the learners; however, not everyone enjoyed similar and equal degrees of attainments.

Wichadee (2013) investigated the impact of wiki-based approach as a social networking instrument on summary writing in comparison with more traditional modes of summary writing. The instruction was provided in an EFL setting, and the learners benefited from various tests of summary writing, a well-developed questionnaire, and the summary writing products. The results indicated that both summarizing techniques led to overall improvements in the learners' summary writing ability. McDonough, Crawford and De Vleeschauwer (2014) instructed summarization strategies to Thai EFL students for 17 weeks. They specifically focused on the rhetorical organization and employment of original text information in the learners' summaries. They found that the students' heavy reliance on copied word strings reduced considerably, implying that summary writing instruction culminates in improved textual appropriation. Mohammad Hosseinpour (2015) addressed summary writing instruction and the learners' microgenetic development of summary writing ability in the Iranian EFL context. After eight weeks of instruction, he reported that instruction was effective in the learners' summary writing ability and that some summarization strategies such as inventing, syntactic transforming, and generalizing are more complicated and improve at subsequent developmental phases.

Sequence map, answering question, and 3-2-1 techniques have been employed by researchers to explore both writing and reading comprehension skills. Grabe and Jiang (2007) conducted a study to inspect the impact of the sequence map technique on their participants' writing development. Their findings revealed that the students who used the sequence map technique outperformed those who did not. The researchers reported that the sequence maps inspired and encouraged the learners to think more independently and strategically as well. They learned that the sequence maps could enable learners to not only become more proficient writers but also to identify and specify more essential elements and parts of the content materials they cover. Their study further concluded that sequence maps made the top-down or holistic interpretation of the text more possible and served and acted as a

scaffolding device that is beneficial to beginning writers as well. Marlini (2015) carried out a study in the Indonesian EFL context to find out whether or not students instructed through 3-2-1 strategy significantly differed from those taught via teacher independent strategy development on reading comprehension achievement tests. The results indicated that the learners' reading comprehension scores increased significantly from pre-test to post-test after being exposed to the 3-2-1 strategy. The study generally indicated that 3-2-1 teaching technique was more helpful in improving reading comprehension. Hemmati and Bemani (2013) investigated the impact of 'Question-Answer Relationship (QAR) strategy,' 'summarizing,' and 'syntactic structure identification training' on the reading comprehension of Iranian EFL learners. Thirty-four female and 26 female intermediate students took part in the study. The findings demonstrated that the reading comprehension abilities of the three classes differed significantly from one another. Furthermore, the application of QAR technique resulted in more improved reading comprehension gains and scores compared to the utilization of syntactic structure training and summarizing whose differences concerning the reading comprehension were almost insignificant.

Considering the challenges inherent in the summary writing learning and teaching in EFL/ ESL settings, it is thus crucial to thoroughly look into and probe approaches to teaching and learning summary writing. Therefore, this study was an attempt to examine teaching summary writing through the sequence map, answering question, and 3-2-1 techniques. To achieve the above-stated objectives of the research, the following questions were formed:

- 1) Does “sequence map technique” significantly impact EFL learners’ summary writing ability?
- 2) Does “answering question technique” significantly impact EFL learners’ summary writing ability?
- 3) Does “3-2-1 technique” significantly impact EFL learners’ summary writing ability?

4) Which summary writing technique is more effective in improving EFL learners' summary writing ability?

Method

Participants

Due to administrative challenges inherent in randomization, convenient or available sampling was utilized. Quick Oxford Placement Test (QOPT) of Oxford University Press and University of Cambridge Local Examinations Syndicate was performed on 100 Iranian EFL learners studying at Shima language institute in Ahvaz city. Concerning the guidelines of the test, the participants whose scores were between 30 and 39 out of 60 were labeled as intermediate-level learners, and 60 students out of 100 were qualified to be the final participants of this study. The participants' ages ranged from 18 to 30, and essential demographic characteristics such as their L1 and culture were common among them.

Instrumentation

To collect data, the researchers utilized different instruments. Quick Oxford Placement Test (2001), a standard test that enjoys an acceptable validity and reliability, was used in this study in order to homogenize the participants and determine the learners' level of language proficiency. The test consisted of 65 multiple-choice questions including 15 vocabulary questions, 20 grammar questions, and 30 cloze tests.

An intermediate-level short story book called *Far From the Maddening Crowd* written by Thomas Hardy (2000) was used. This book was selected because it corresponded well with the participants' level of language proficiency and had been designed for intermediate-level learners. Each chapter of the book comprised a five-page story. Pre-test and post-test included writing a summary of one chapter (i.e., Gabriel Oak falls in love) of the storybook. The participants were asked to summarize the text of approximately 900 words in 45 minutes individually. They were required to produce summaries of about 200-250

words. In the process of summarization, they were not allowed to make use of their dictionaries, but the source texts were at their disposals while they were wiring the summary.

One final instrument was the TOEFL-iBT scoring rubric used in Baba (2009). This instrument is a well-known and widely-used scoring rubric for rating summaries. It was adopted to holistically rate the written summaries on a four-point scale by two professional raters. The scoring guidelines evaluated the summaries from (1) the inclusion of the significant ideas; (2) the overall organization; (3) linguistic structure; and (4) exact word-for-word copying from the original content material.

Data Collection Procedure

Sixty language learners from Shima language institute in Ahvaz city, Khuzestan Province participated in this study. To homogenize all 100 participants, the Quick Oxford Placement Test was administered. About the guidelines of the test, those whose scores fell between 30-39 band scores were labeled intermediate-level language learners and were included in the current study.

At the beginning of the course, all the participants were randomly assigned to four groups (each group included 15 participants). Three experimental groups were instructed through and exposed to three different instructional techniques: Sequence map, answering question, and 3-2-1 techniques while the control group received no such treatments and was taught otherwise.

All the participants went through a ten-week instructional period. A pre-test, consisting of summarizing one short story named "Gabriel Oak falls in love," was administered to gauge the participants' early awareness of summary writing rules before the commencement of the instructional intervention. The TOEFL-iBT scoring rubric used in Baba (2009) was adopted to holistically score the summaries on a four-point scale by two different raters. The summaries were evaluated to ascertain whether all the main ideas were adequately incorporated, whether the summaries were orderly organized, whether all the sentences were structurally

correct, and finally, whether the summary included mere word-for-word copying from the original text or it was written in writers' own words.

The first experimental group was taught summary writing through sequence map technique. At first, the sequence map technique was fully and sufficiently explained to the learners so that they were familiarized with the way it could be used to enhance their summary writing. Having read the story well, the teacher provided all the students with specific charts to fill out based on the provided information from the story. Such charts enabled the students to visualize the story content more vividly, and it would help them follow the story-line more precisely and retain and remember the story-related information more successfully.

The learners of the second experimental group were taught summary writing through answering question technique. Every week, one short story was selected from the book entitled *Far From the Madding Crowd* by Thomas Hardy (2000). Meanings of the unclear parts were clarified, and explanations were provided whenever necessary to facilitate comprehension by the teacher. Next, some relevant questions about the story were posed by the teacher. The teacher then wrote the questions on the board requiring and encouraging all the students to provide essay-type answers rather than yes-no ones for the intended questions. Finally, the students received feedback from the teacher on how to embark well on the process of summary writing and were asked to write a summary of their own based on the provided instruction about the presented story.

The learners of the last experimental group were taught summary writing through 3-2-1 technique. This technique was implemented as follows. Having carefully gone through the story, the teacher asked the learners to answer these questions: 1) what did you learn today? To answer this question, learners had to write three points about what they had learned about the story. 2) What was the most exciting thing you found today? To answer this question, the learners were invited to write two points about what they had found the most interesting in the story. Moreover, the last one 3) Do you have any questions about the text to ask the teacher? To answer this question, the learners were asked to generate

and write story-based questions. Having followed all these methodological steps, they then initiated the summary writing process.

The students in the control group were not instructed through the techniques as mentioned above and were taught traditionally. That is, each week, the story was read through a grammar-translation method. Meanings of the ambiguous parts were made manifest through translation to students' L1, and structural ambiguities were also explicitly dealt with partly in the learners' mother tongue and partly in L2. Having gone through the story in this way, the language learners were then invited to write their summaries.

When all four groups had completed their ten-week summary writing the instructional course, the post-test (Gabriel Oak falls in love) was administered to gauge the relative effectiveness of sequence map, answering question, and 3-2-1 techniques on Iranian EFL learners' summary writing compared to the fourth group which was taught traditionally.

Data analysis

To analyze the data, the researchers employed both descriptive and inferential statistics. The collected data were analyzed through SPSS software version 21. First, drawing upon the Pearson correlation coefficient, the researchers calculated inter-rater reliability which yielded an acceptable level of agreement ($r = .85$). Then, descriptive statistics indices were used to describe the data in terms of means, standard deviations, minimums, and maximums. Finally, inferential statistics including t-test and ANOVA were run to explore within-group and between-group differences.

Results

At first, testing the normality of the data through the Kolmogorov-Smirnov test of normality was deemed necessary (Table 1).

Table 1.

Tests of Normality on the Data

Group	Test	z	Sig
Control	Pre-test	0.47	0.97
	Post-test	0.78	0.57
Sequence map	Pre-test	0.54	0.93
	Post-test	0.63	0.81
Answering question	Pre-test	0.54	0.93
	Post-test	0.63	0.81
3-2-1 Technique	Pre-test	0.55	0.92
	Post-test	0.57	0.90

Table 1 shows that all significant values in Kolmogorov-Smirnov tests were higher than the confidence level of 0.05. This is indicative of the fact that the data were normally distributed. Table 2 demonstrates the means and standard deviations of the participants' scores on the pretest and posttest.

Table 2.

Descriptive Statistics of the Tests

Test	Group	M	SD	N
Pretest	Sequence map	13.86	3.02	15
	Answering question	13.73	2.65	15
	3-2-1 Technique	13.26	2.65	15
	Control	13.26	3.21	15
Posttest	Sequence map	15.73	2.81	15
	Answering question	13.86	2.19	15
	3-2-1 Technique	13.63	2.50	15
	Control	13.75	2.81	15

Table 2 reveals the mean scores and standard deviations of the participants on the pretest in the sequence map group (M = 13.86; SD = 3.02), answering question group (M= 13.73; SD= 2.65), 3-2-1 technique group (M= 13.26; SD= 2.65) and the control group (M = 13.26; SD = 3.21). The sequence map group had the highest mean score on the pretest. The table also shows the mean scores and standard deviations of

the participants' posttest in the sequence map group ($M = 15.73$, $SD = 2.81$), answering question group ($M = 13.86$; $SD = 2.19$), 3-2-1 technique group ($M = 13.63$; $SD = 2.50$), and the control group ($M = 13.75$; $SD = 2.91$). The sequence map group had the highest mean score on the posttest.

To ascertain whether the differences in the descriptive statistics of the four groups were statistically significant or not, a one-way analysis of variance was conducted. As shown in Table 6, the differences in pretest scores are insignificant ($p > 0.05$). In other words, the participants' level of summary writing ability was statistically equal before the implementation of the instructional techniques.

The First Research Question

Concerning the impact of the sequence map technique on improving EFL learners' summary writing, the findings demonstrated that the participants' performance in the sequence map group significantly improved from pretest to posttest.

Table 3.

Results of the Paired Sample T-Test for Sequence Map Group

		95% Confidence Interval of the Difference							
Pair	Pre – post	Mean	Std. Deviation	Std. Error	Lower	Upper	T	Df	Sig. (2-tailed)
1	Pre – post	-1.86	1.06	.27	-2.45	-1.27	-6.82	14	.000

To shed light on within-group differences and to see whether the increase of the scores of the participants in the sequence map group from pretest to posttest was significant, paired samples t-test was employed. As the results of the paired samples t-test in Table 3 reveals, the increase in the scores of the students in the sequence map group from pretest ($M = 13.86$; $SD = 3.02$) to posttest ($M = 15.73$; $SD = 2.81$), $t(14) = -6.82$, $p <$

001(two-tailed) was significant. The mean in students' scores was -1.86 with a 95% confidence interval ranging from -2.45 to -2.27.

It was then concluded that the sequence map technique instruction positively affected Iranian EFL learners' summary writing ability. The results of the post-test of summary writing for this group illustrated that EFL learners' mean scores of the posttest differed significantly from those of their pretest.

The Second Research Question

Concerning the impact of the answering question technique on improving EFL learners' summary writing ability, the findings indicated that the participants' summary writing performance in answering question group did not significantly differ from pretest to posttest.

Table 4.

Results of the Paired Sample T-Test for the Answering Question Technique

		95% Confidence Interval of the Difference				T	Df	Sig. (2-tailed)	
Pair	Pre-post	Mean	Std. Deviation	Std. Error Mean	Lower				Upper
1		-.13333	1.18723	.30654	-.79080	.52413	-435	14	.670

As the results of the paired samples t-test in Table 4 demonstrates, the increase in the scores of the students in the answering question technique from pretest (M= 13.73, SD=2.65) to posttest (M=13.86, SD =2.19), $t(14) = -4.3$, $p < .001$ (two-tailed) was insignificant. The mean in students' scores was -1.13 with a 95% confidence interval ranging from -7.90 to 0.52.

Therefore, it came to light that the answering question technique instruction did not have a significant impact on Iranian EFL learners' summary writing ability. The results of the post-tests of summary writing for the answering question group revealed that EFL learners' mean scores of the post-test did not differ significantly from those of their pretest.

The Third Research Question

Regarding the impact of the 3-2-1 technique on improving EFL learners' summary writing, the findings revealed that the participants' performance in the 3-2-1 group on the summary writing improved slightly compared to their performance in the pretest. A paired-sample t-test was run to discern whether this amount of difference was statistically significant or not.

Table 5.

Results of the Paired Sample T-Test for the 3-2-1 Technique

Paired Samples Test									
95% Confidence Interval of the Difference									
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)	
Pair 1	pre-post	.53333	2.26358	.58445	-.72020	1.78686	.913	14	377

As the results of the paired samples t-test in Table 5 indicates, the increase in the scores of the students in the 3-2-1 technique from pretest (M= 13.26, SD=3.02) to posttest (M=15.73, SD =2.65), $t(14) = 0.91$, $p < 001$ (two-tailed) was insignificant. The mean in students' scores was -1.86 with a 95% confidence interval ranging from -7.20 to 1.78.

It came to light that the 3-2-1 technique instruction did not have a significant impact on Iranian EFL learners' summary writing ability. The results of the post-test of summary writing for the 3-2-1 group revealed that EFL learners' mean scores of the posttest did not differ significantly from those of their pretest.

The Fourth Research Question

The fourth research question sought to examine the between-group differences and was an attempt to find out the most effective technique of summary writing. To this end, a one-way ANOVA (Table 6) was run to see whether there were any significant differences between the mean

scores of the groups during the posttest. The results of the one-way ANOVA ($p < .05$ level: $F(4.289)$, $p = .009$) indicated that the mean scores of the groups on the posttest differed significantly from one another.

Table 6.

Results of the Analysis of Variance for the Pretest and Posttest

		Sum of squares	Df	Mean Square	F	Sig.
Pretest	Between groups	4.40	3	1.46	.175	.913
	Within groups	470.53	56	8.40		
	Total	474.93	59			
Posttest	Between groups	90.20	3	30.06	4.28	.009
	Within groups	392.53	56	7.01		
	Total	482.73	59			

To clarify precisely where the differences were, post-hoc Scheffe's tests were employed. As Table 7 displays, there existed a significant difference between the mean scores of the sequence map group and the 3-2-1 and control groups. However, the results did not reveal any significant difference between the mean scores of the sequence map group and answering question group on the posttest.

Table 7.

Results of the Analysis of Post Hoc Test for the Sequence Map, Answering Question, 3-2-1 Technique, and Control Group

Multiple Comparisons						
Posttest Scheffe						
(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Control	Sequence map	-3.00000*	.96675	.030	-5.7866	-.2134
	Answering question	-1.13333	.96675	.713	-3.9199	1.6532
	3-2-1 Technique	.00000	.96675	1.000	-2.7866	2.7866

Sequence map	Control	3.00000*	.96675	.030	.2134	5.7866
	Answering question	1.86667	.96675	.303	-.9199	4.6532
	3-2-1 Technique	3.00000*	.96675	.030	.2134	5.7866
Answering question	Control	1.13333	.96675	.713	-1.6532	3.9199
	Sequence map	-1.86667	.96675	.303	-4.6532	.9199
	3-2-1 Technique	1.13333	.96675	.713	-1.6532	3.9199
3-2-1 Technique	Control	.00000	.96675	1.000	-2.7866	2.7866
	Sequence map	-3.00000*	.96675	.030	-5.7866	-.2134
	Answering question	-1.13333	.96675	.713	-3.9199	1.6532

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

As illustrated in Figure 3, the sequence map group manifested the highest mean score on the posttest and was the most useful summary writing technique for the participants of this study.

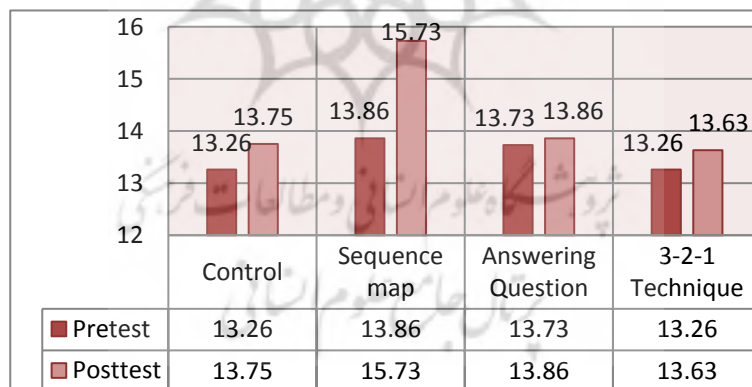


Figure 3: Mean Comparisons of Groups

Discussion

Majority of EFL learners are not exposed to various instructional techniques in order to be able to improve their summary writing abilities (Keck, 2006). This study aimed at determining the relative effectiveness

of three instructional techniques (i.e., sequence map, answering question, and 3-2-1 technique) on improving Iranian EFL learners' summary writing ability. The overall findings of this study, consistent with the results of previously-conducted studies (e.g., Chen & Su, 2012; Choy & Lee, 2012; Lee, 2010; Graham & Perin, 2007; McDonough et al., 2014; Mohammad Hosseinpur, 2015; Wichadee, 2013), generally indicate the effectiveness of applying instructional techniques to improve the learners' summary writing ability. Moreover, the results of the research indicated that learners in the sequence map group outdid the other groups (i.e., 3-2-1 technique, answering question, and control group).

The results of the current research are in agreement with Tayib (2015) which revealed that the sequence maps significantly impacted and enhanced the students' writing ability. Previous studies (e.g., Anggrainy, Diem, Vianty, & Sugandi, 2016; Hoffmann, 2010; Grabe & Jiange, 2007) also support the efficacy of this technique in developing better reading comprehension skills and gaining mastery over text structures (e.g., Robinson, Corliss, Bush, Bena, & Tomberlin, 2006; Williams, et al., 2005). One probable justification for the effectiveness of sequence map instruction can be attributed to the reduction of semantic processing demands through this technique which in turn fastens and expedites the comprehension process. As Stull and Mayer (2007) put it, relying upon this technique, L2 learners will be able to outline, arrange, and sequence the main ideas. Consequently, L2 learners' schemata will be activated so that proper new links will be made to their prior knowledge through the sequence map technique, and new information will be more easily retained and recalled later.

It can be further argued that the visual images presented through sequence map not only provided a more pleasurable atmosphere for the learners and made them enjoy reading the short story, but also it created an authentic setting into which the summary writing rules could be logically and readily introduced and incorporated. Consistent with Lehr and Osborn (2005), the present study argues that meanings and interrelationships of thoughts underlying the texts are visually

represented so L2 learners' remembrance and recall of information will be enhanced. Moreover, language learners' autonomy will be seemingly maximized through sequence map technique. Consistent with Ellis and Howard (2005), graphic organizers in general and sequence maps, in particular, encourage language learners to think more strategically and more independently since such an instructional technique enables learners to organize and prioritize various concepts and events. As a result, a better-developed and a more fair written summary can be produced via this technique as a facilitative instructional tool.

The results of the current research regarding the application of answering question technique are incongruent with those of (Alsamadani, 2011; Conner, 2006; Hemmati & Bemani, 2013; Okebuko & Owolabi, 2007; Peng, Hoon, Khoo, & Joseph, 2007; Stafford, 2012) who found the technique quite beneficial in reading comprehension. As stated earlier, in the answering question technique, some pertinent questions about the story were posed by the teacher. The teacher then wrote the questions on the board requiring and encouraging all the students to provide essay-type answers rather than yes-no ones for the intended questions. Finally, the students received feedback from the teacher on how to embark well on the process of summary writing and were asked to write a summary of their own based on the provided instruction about the presented story. However, students in this group made the lowest achievements compared to other groups. This ineffectiveness might have been explained by the fact that the questions posed by the teacher were of the inappropriate level of difficulty and were not expected by the students. Therefore, the question types and their syntactic and semantic complexities might have contributed to the ultimate failure of such an instructional technique.

The notion of Zone of Proximal development of language learners could also be another contributing factor to blame for the ineffectiveness of the answering question technique since the distance between what the learners were capable of achieving independently and what they could attain with the help of a skilled teacher should have been different. This even widening gap might have accounted for their lack of progress and

improvement to produce well-written summaries with the answering question technique. Moreover, the answering question technique requires language learners to make use of their metacognition, and the students' lack of metacognitive awareness could have also played a role. Another crucial factor that might have been overlooked is the grammatical competence of language learners to produce well-formed sentences in response to teacher-posed questions. Another important reason for the inefficacy of such a technique could be ascribed to the very nature of the questions posed. The questions might have been taken at face value whereas they require a great amount of deep mental processing to be properly tackled. Processing such information is quite time-consuming and challenging. The short and limited period allocated to handle the questions might have put a great deal of pressure on students' working memory and led to their inability to report the necessary incidents of the story indeed. Last but not necessarily the least, the teacher might have failed to provide the appropriate kind and level of scaffolding needed throughout the structured feedback sessions.

The findings of the present study concerning the use of 3-2-1 technique do not concur with those of Zygouris-Coe et al. (2004), Preszler (2006), Marlini (2015), and Rini, Sada and Salma, (2014). As the final results demonstrated, interestingly enough, 3-2-1 instructional technique on the summary writing of the short stories did not work for EFL learners the way it was supposed to. As mentioned earlier, in the 3-2-1 technique, the language learners were supposed to go through the story carefully and then write: Three things they had learned, two most intriguing and exciting events of the story and one remaining question they still had regarding the story. Such instructional technique required to instantaneously read the story, ponder over the materials, and review the recurring themes of the story. This might have placed such a heavy cognitive burden on the learners' short-term memory and resulted in their failure to reflect what they had in their mind honestly. Another justification for the ineffectiveness of the 3-2-1 instruction is probably the complexity involved in synthesizing the given information and

sorting out the details of the story all at once. The story-related charts provided by the teacher might merely have added to the already-existing confusion and further complicated the summary writing process.

Finally, the students in the control group who were instructed traditionally surprisingly surpassed those in the answering question and 3-2-1 groups in terms of the progress they had made in their written summaries. This could have emanated from the fact that L1 application in the classroom might have lowered the affective filter and positively influenced their overall understanding and grasp of the story. The freedom they felt to express themselves in their mother tongue could have been a mitigating factor to remove the lexical and syntactic ambiguities involved in the stories.

Conclusion and Implications

Summary writing in L2 requires a great deal of cognitive and metacognitive processing. On the one hand, many EFL students are unaware of the underlying processes they have to go through to come up with a well-written summary. On the other hand, an absolute majority of EFL teachers turn a blind eye to these underlying processes and teach summary writing through traditional methods (Mohammad Hosseinpur, 2015). They are either unaware of different user-friendly instructional techniques or are reluctant to take advantage of them.

The results of the study indicated that poor utilization of the instructional techniques does not ensure an acceptable summary. Other factors such as full appreciation of the techniques by both teachers and students and their proper implementations should also be taken into account. The study further implies that proper and judicious application of L1 in EFL classroom setting can even work to students' advantage as this was reflected in the performance of the students in the control group who were taught summary writing through the traditional method in which L1 was also employed. Another possible implication of the study is the fact that adequate teacher training is also required to help teachers implement the instructional techniques in the best way possible. Many

techniques require great understanding and expertise on the part of the teacher otherwise it will be impossible to initiate learners into the process of writing, create and raise their consciousness level, provide the right amount and type of scaffolding and feedback whenever necessary and finally present instructional materials appropriately tailored to students' current developmental status.

The instructional techniques used in this study can be considered valuable tools to be properly taken advantage of under various circumstances. This study could be replicated with a more significant number of students at different proficiency levels and with more representative samples of Iranian EFL learners. Teachers and learners will have to be familiarized with the way they work best in EFL classroom settings so that they can make the most of the resources at their disposal. Material developers and course designers need to prioritize and evaluate the effectiveness of such techniques and make informed decisions about their inclusion in educational courses accordingly.

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Appendix A

The Quick Placement Test of Oxford University Press and University of
Cambridge Local Examinations Syndicate
Oxford University
Press and
University of Cambridge Local Examinations Syndicate

Name:

Date:



**Quick
Placement Test**

Part 1**Questions 1 – 5**

- Where can you see these notices?
- For questions 1 to 5, mark one letter A, B or C on your Answer Sheet

- | | | |
|----|---|--|
| 1. | Please leave your room key at
Reception. | A in a shop
B in a hotel
C in a taxi |
| 2. | Foreign money changed here | A in a library
B in a bank
C in a police station |
| 3. | AFTERNOON SHOW BEGINS
AT 2PM | A outside a theatre
B outside a supermarket
C outside a restaurant |

4. **CLOSED FOR HOLIDAYS**
Lessons start again on the 8th
January
- A at a travel agent's
at a music school
C at a restaurant
5. **Price per night:**
£10 a tent
£5 a person
- at a cinema
in a hotel
C on a camp-site

- In this section you must choose the word which best fits each space in the text below.
- For questions 6 to 10, mark one letter A, B or C on your Answer Sheet.

Scotland

Scotland is the north part of the island of Great Britain. The Atlantic Ocean is on the west and the North Sea on the east. Some people (6) Scotland speak a different language called Gaelic. There are (7) five million people in Scotland, and Edinburgh is (8) most famous city. Scotland has many mountains; the highest one is called 'Ben Nevis'. In the south of Scotland, there are a lot of sheep. A long time ago, there (9) many forests, but now there are only a (10) Scotland is only a small country, but it is quite beautiful.

- | | | | |
|----|---------|-----------|---------|
| 6 | A on | B in | C at |
| 7 | A about | B between | C among |
| 8 | A his | B your | C its |
| 9 | A is | B were | C was |
| 10 | A few | B little | C lot |

- In this section you must choose the word which best fits each space in the texts.
- For questions 11 to 20, mark one letter A, B, C or D on your Answer Sheet.

Alice Guy Blaché

Alice Guy Blaché was the first female film director. She first became involved in cinema whilst working for the Gaumont Film Company in the late 1890s. This was a period of great change in the cinema and Alice was the first to use many new inventions, (11) sound and colour.

In 1907 Alice (12) to New York where she started her own film company. She was (13) successful, but, when Hollywood became the centre of the film world, the best days of the independent New York film companies were (14) When Alice died in 1968, hardly anybody (15) her name

- | | | | | |
|----|--------------|-------------|---------------|---------------|
| 11 | A bringing | B including | C containing | D supporting |
| 12 | A moved | B ran | C entered | D transported |
| 13 | A next | B once | C immediately | D recently |
| 14 | A after | B down | C behind | D over |
| 15 | A remembered | B realized | C reminded | D repeated |

UFOs – do they exist?

UFO is short for ‘_unidentified flying object’. UFOs are popularly known as flying saucers, (16) that is often the (17) they are reported to be. The (18) "flying saucers" were seen in 1947 by an American pilot, but experts who studied his claim decided it had been a trick of the light.

Even people experienced at watching the sky, (19) as pilots, report seeing UFOs. In 1978 a pilot reported a collection of UFOs off the coast of New Zealand. A television (20) went up with the pilot and filmed the UFOs. Scientists studying this phenomenon later discovered that in this case they were simply lights on boats out fishing.

- 16 A because B therefore C although D so
 17 A look B shape C size D type
 18 A last B next C first D oldest
 19 A like B that C so D such
 20 A cameraman B director C actor D announcer

Questions 21 – 40

• In this section you must choose the word or phrase which best completes each sentence.

• For questions 21 to 40, mark one letter A, B, C or D on your Answer Sheet.

21 The teacher encouraged her students.....to an English pen-friend.

A should write B write C wrote D to write

22 They spent a lot of time.....at the pictures in the museum.

A looking B for looking C to look D to looking

23 Shirley enjoys science lessons, but all her experiments seem to.....wrong.

A turn B come C end D go

24.....from Michael, all the group arrived on time.

A Except B Other C Besides D Apart

25 She.....her neighbor's children for the broken window.

A accused B complained C blamed D denied

26 As I had missed the history lesson, my friend went the homework with me.

A by B after C over D on

27 Whether she's a good actress or not is a.....of opinion.

A matter B Subject C point D case

28 The decorated roof of the ancient palace was.....up by four thin columns.

A built B carried C held D supported

29 Would it.....you if we came on Thursday?

A agree B suit C like D fit

30 This form.....be handed in until the end of the week.

A doesn't need B doesn't have C needn't D hasn't go

31 If you make a mistake when you are writing, justit out with your pen.

A cross B clear C do D wipe

32 Although our opinions on many things, we're good friends.

A differ B oppose C disagree D divide

33 This product must be eaten two days of purchase.

A by B before C within D under

- 42 A first-rate B top-class C well-built D best-known
- 43 A dirt B field C ground D soil
- 44 A hard B stiff C forceful D powerful
- 45 A weight B height C size D scale

SCRABBLE

Scrabble is the world's most popular word game. For its origins, we have to go back to the 1930s in the USA, when Alfred Butts, an architect, found himself out of (46) He decided that there was a (47) for a board game based on words and (48) to design one. Eventually he made a (49) from it, in spite of the fact that his original (50) was only three cents a game.

- 46 A earning B work C income D job
- 47 A market B purchase C commerce D sale
- 48 A took up B set out C made for D got round
- 49 A wealth B fund C cash D fortune
- 50 A receipt B benefit C profit D allowance

Questions 51 – 60

- In this section you must choose the word or phrase which best completes each sentence.
- For questions 51 to 60, mark one letter A, B, C or D on your Answer Sheet.

51 Roger's manager to make him stay late if he hadn't finished the work.

- A insisted B warned C threatened D announced

52 By the time he has finished his week's work, John has hardly energy left for the weekend.

- A any B much C no D same

53 As the game.....to a close, disappointed spectators started to leave.

A led B neared C approached D drew

54 I don't remember.....the front door when I left home this morning.

A to lock B locking C locked D to have
locked

55 I.....to other people borrowing my books: they always forget to
return them.

A disagree B avoid C dislike D object

56 Andrew's attempts to get into the swimming team have not.....with
much success.

A associated B concluded C joined D met

57 Although Harry had obviously read the newspaper article carefully, he didn't
seem to have.....the main point.

A grasped B clutched C clasped D gripped

58 A lot of the views put forward in the documentary were open to.....

A enquiry B query C question D wonder

59 The new collegefor the needs of students with a variety of
learning backgrounds.

A deals B supplies C furnishes D caters

60 I find the times of English meals very strange – I'm not used
dinner at 6pm.

A to have B to having C having D have

The Answer Key to the Test

1	B
2	B
3	A
4	B
5	C
6	B
7	A
8	C
9	B
10	A
11	B
12	A
13	C
14	D
15	A

16	A
17	B
18	C
19	D
20	A
21	D
22	A
23	D
24	D
25	C
26	C
27	A
28	C
29	B
30	C

31	A
32	A
33	C
34	D
35	D
36	D
37	D
38	B
39	C
40	C
41	C
42	D
43	C
44	A
45	A

46	B
47	A
48	B
49	D
50	C
51	C
52	A
53	D
54	B
55	D
56	D
57	A
58	C
59	D
60	B

Appendix B

The Pretest

Write a summary for the following story. The Summary should contain 200-250 words.

Gabriel Oka Falls in Love

Gabriel Oka was a sensible man of a good character, who had been brought up by his father as a shepherd and then managed to save enough money to rent his own farm on Norcombe Hill, in Dorset. He was twenty-eight, a tall, well-built man, who did not seem, however, to think his appearance was very important.

One winter morning he was in one of his fields on the side of Norcommbe Hill. Looking over his gate, Gabriel could see a yellow cart, loaded with furniture and planets, coming up the road. Right on top of the pile sat a handsome young woman. As Gabriel was watching, the cart has stopped at the top of hill, and the driver climbed down to go back and fetch something that had fallen off.

The girl sat quietly in the sunshine for a few minutes. Then she picked up a parcel lying next to her, and looked round to see if the driver was coming back. There was no sign of him. She unwrapped the parcel, and took out the mirror it contained. The sun shone on her lovely face and hair. Although it was December, she looked almost summery, sitting there in bright red jacket with

the fresh green plants around her. She looked at herself in the mirror and smiled, thinking that only the birds could see her. But behind the gate Gabriel Oka was watching too.

‘She must be rather vain,’ he thought. ‘She doesn’t need to look in that mirror at all.’ When the wagon had passed on, Gabriel withdrew from his point of espial, and descending into the road, followed the vehicle to the turnpike-gate some way beyond the bottom of the hill, where the object of his contemplation now halted for the payment of toll. About twenty steps still remained between him and the gate, when he heard a dispute. It was a difference concerning twopence between the driver and the man at the toll-bar.

‘My mistress’s niece that’s her on top of the things, is not going to pay you the extra twopence,’ said the driver.

‘Well, if she doesn’t pay the toll, your mistress’s niece can’t pass through the gate,’ replied the gatekeeper.

Gabriel thought that twopence did not seem worth bothering about, so he stepped forward. ‘Here,’ he said, handing the coins to the gatekeeper ‘let the young woman pass.’

The girl in red jacket looked carelessly down at Gabriel, and told her man to drive on, without thanking the farmer. Gabriel and the gatekeeper watched the cart move away. ‘That’s lovely young woman,’ said the gatekeeper.

‘But she has her faults,’ answered Gabriel.

‘True, farmer.’

‘And the greatest of them is, what it is always is with women.’

‘Wanting to win the argument every time? Oh, you are right.’

‘No, her great fault is that she’s vain.’

A few days later, at nearly midnight on the longest night of the year, Gabriel Oak could be heard playing his flute on Norcombe Hill. The sky was so clear and the stars so visible that the earth could almost be seen running. In that cold, hard air sweet notes of the flute rang out. The music came from a little hut on

the wheels, standing in the corner of field. Shepherds' huts like this are used as a shelter during the winter and spring, when shepherds have to stay out all the night in the fields, looking after very young lambs.

Gabriel's two hundred and fifty sheep were not yet paid for. He knew that, in order to make successes of the farming business, he had to make sure they produced a large number of healthy lambs. So he was determined to spend as many nights as necessary in the fields, to save his lambs from dying of cold or hunger.

The hut was warm and quite comfortable inside. There was a stove, and some bread and beer on a shelf. On each side of the hut was a round hole like a window, which could be closed with a piece of wood. These air-holes were usually kept open when the stove was burning, because too much smoke in a small, airless hut could kill the shepherd.

From time to time the sound of the flute stopped, and Gabriel came out of his hut to check his sheep. Whenever he discovered a half-dead new lamb, he brought the creature into the hut. In front of the stove it soon came back to life, and then he could return to its mother. He noticed a light further down the hill. It came from a wooden hut at the edge of a field. He walked down to it and put his eye to a hole in the wood. Inside, two women were feeding a sick cow. One of the women was middle-aged. The other was young and wore a cloak. Gabriel could not see her face.

'I think she'll be all right now, aunt,' said the younger woman. 'I can come and feed her again in the morning. What a pity I lost my hat on the way here!' Just then the girl dropped her cloak, and her long hair fell on the shoulders of her red jacket. Gabriel recognized the girl of the yellow cart and the mirror, the girl who owed him twopence.

The woman left the hut and Gabriel returned to his sheep.

Appendix C The Posttest

Write a summary paragraph for the following story. The summary should contain 200-250 words.

Gabriel Oka Falls in Love

As the sun was rising the next morning, Gabriel waited outside his hut until he saw the young woman riding up the hill. She was sitting sideways on the horse in the usual lady's position. He suddenly thought of the hat she had lost, searched for it, and found it among some leaves on the ground. He was just going to go up to her to give it back, when the girl did something very strange. Riding under the low branches of a tree, she dropped backwards flat on the horse's back, with her feet on his shoulders. Then, first looking round to make sure no one was watching, she sat up straight again and pulled her dress to her knees, with her legs on either side of the horse. This was obviously easier for riding, but not very ladylike. Gabriel was surprised and amused by her behaviour. He waited until she returned from her aunt's hut, and stepped out into the path in front of her.

'I found a hat,' he said.

'It's mine,' she said. She put it on and smiled. 'It flew away.'

'At one o'clock this morning?'

'Well, yes I needed my hat this morning. I had to ride to hut in that field, where there's a sick cow belonging to my aunt.'

'Yes, I know. I saw you.'

'Where?' she asked, horrified.

'Riding all the way up the hill, along the path,' said Gabriel, thinking of her unlady like position on the horse's back.

A deep blush spread from her head to her neck. Gabriel turned sympathetically away, wondering when he dared look at her again. When he turned back, she had gone.

Five morning and evening passed. The young woman came regularly to take care of the sick cow, but never spoke to Gabriel. He felt very sorry he had offended her so much by telling her he had seen her when she thought she was alone.

Then, one freezing night, Gabriel returned, exhausted, to his hut. The warm air from the stove made him sleepy and he forgot to open one of the air-holes before going to sleep. The next thing he knew was that the girl with the lovely face was with him in the hut, holding his head in arms.

‘Whatever is happening?’ he asked, only half-conscious.

‘Nothing now,’ she answered, ‘but you could have died in this hut of yours.’

‘Yes, I suppose I could,’ said Gabriel. He was hoping he could stay there, close to her, for a long time. He wanted to tell her so, but he knew he could not express himself well, so he stayed silent. ‘How did you find me?’ he asked in the end.

‘Oh, I heard your dog scratching at the door, so I came to see what the matter was. I opened the door and found you unconscious. It must have been the smoke from the stove.’

‘I believe you saved my life, Miss- I don’t know your name.’

‘There is no need to know it. I probably won’t see you again.’

‘My name is Gabriel Oak.’

‘Mine isn’t. You sound very proud of your name.’

‘Well, it’s the only one I shall ever have.’

‘I don’t like mine.’

‘I should think you’ll soon get a new one.’

‘Well! That’s my business, Gabriel Oak.’

‘I’m not very clever at talking, miss, but I want to thank you. Come, give me your hand!’

She hesitated, then offer her hand. He took it, but held it for only a moment.

‘I’m sorry,’ he said. ‘I didn’t mean to let your hand go so quickly.’

'You may have it again then. Here it is.'

Gabriel held it longer this time. 'How soft it is, even in winter, not rough at all!' he said.

'There, that's long enough,' she said, but without pulling it away.

'But I suppose you're thinking you'd like to kiss it? You may if you want to.'

'I wasn't thinking any such thing,' said Gabriel, 'but _'

'Oh no you won't!' She pulled her hand sharply away. 'Now discover my name,' she added, laughing and left.

Appendix D

Scoring Guidelines for the Summary Writing Task (Baba, 2009)

4. A response at this level has all of the following qualities:

- principal ideas presented accurately with ample and accurately connected key supporting points/elaboration as required to fulfill the task effectively and organization effective in response to the task.
- sentence formation and word forms accurate and appropriate; response may have occasional minor grammatical or lexical errors.
- appropriate use of own language and language from source text

3. A response at this level has all of the following qualities:

- principal ideas presented accurately as required by the task, though one or two key supporting points/details/ elaboration may be omitted, misrepresented, or somewhat unclear, inexplicit, or inexplicitly connected organization generally effective in response to the task
- sentence formation and word choice generally accurate and appropriate; response may have noticeable minor errors and some imprecision and/or unidiomatic language use and/or imprecise connections among ideas; however, these do not obscure meaning
- generally appropriate use of own language and language from the source text

2. A response at this level is marked by inconsistency:

- principal ideas inconsistently presented: some are discussed accurately with key supporting points/elaboration; other support/elaboration may be absent, incorrect or unclear/obscured by weaknesses in language; or
- inconsistent facility in sentence formation and word choice present (meaning may be unclear and may be occasionally obscured); or
- efforts at paraphrasing may result in a number of sentence and word form errors, but meaning is not usually obscured, or there are efforts at paraphrasing,

but they do not move sufficiently away from exact wordings and/or structures in the source text

- inconsistent facility in expressing connections between and among ideas (connections exist but are not effective)

1. A response at this level is marked by flaws in presentation of information or language:

- significantly incomplete, or unclear presentation of principal ideas and key supporting points; or

- consistent lack of facility in sentence formation, word choice, word forms and/or connection between and among ideas

- efforts at paraphrase usually unsuccessful or very limited attempts at paraphrase; text too brief or too borrowed to allow for judgment of writing proficiency

