



The Effect of MALL in Teaching Summarization Strategies

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have great effect on students' achievement. The mobile device has developed students' intrinsic and extrinsic motivation

The technology has facilitates the educational process, and using MALL in learning English writing skills has a great effect on students' achievements. MALL has saved students' time and efforts. It develops their intrinsic and extrinsic motivation. In a comparison between the students who have been taught the summarizing strategies inside the classroom and those who have received the instruction of the same strategies via MALL, the recent students have got high marks in achievement test that the others

To sum up, using MALL has a great effect on students writing achievement

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mary writing due teaching method". Table 5 shows the significant differences at ($\alpha= 0.05$) among the 3 groups.

Groups	Means differences	Scheffe's Value	Sig
E.G.1- E.G.2	2.50	1.830	Sig.
E.G.1- Cont.	4.31	1.950	Sig.
Ex. 2- Cont.	1.81	1.934	Not. Sig.

First experimental group, which was taught via MALL = E.G.1

Second experimental group, which was taught via modern = E.G.2

.Lecture

Control group, which did not expose to summarization = .Cont

.strategies

The results revealed that using summarization strategies have developed students' writing achievement, and the students who use MALL program have .gain more experience and benefit of using summarization strategy in writing The results of the study are in agreement with the results of Bean and Steenwyk (1984), Hassan (2004), and Raheem (2009) in that teaching summary .writing strategies can affect students' achievement

Conclusion

The MALL Program has provided collaborative atmosphere, and ensured the same learning opportunity for all students to participate in the activities. The .researcher's feedback has affected on students writing achievement

Using technology in general and mobile applications in specific in education





Groups	No.	Mean	St.D
EG.1	28	37.28	4.47
EG.2	28	37.61	3.32
Cont.	28	31.81	3.27

Table 3 shows that the mean score of the first experimental group is higher than the second experimental group and the control group. It reveals that the both experimental groups mean scores are higher than the control group. Table 4 to shows the significant difference at ($\alpha = 0.05$) of the three groups.

Table 4: ANOVA test of the groups of the study on Post-test.

Source	Sum of Squares	df	Mean Square	Tabled-T- test value
Between groups	433.96	2	219.71	15.26
Within group	2037.71	142	14.36	
Total	2471.67	144		

Table 4 shows that the tabled T- test value with df 2, 142 is 3.07. This means that the researchers reject the null hypothesis and accept the alternative one that states "There are statistically significant differences between the two experimental groups and the control group in their achievement scores in sum-



- 2- Take notes.**
- 3- Organize the ideas.**
- 4- Draft and revise.**

3.4 The Post-test

The posttest was a written test. The material of the test was taken from the 1st intermediate students' book, where the students were asked to write a summary for a given text.

3.4.2 The Piloting of the Post-test

The test was given to 18 female students similar to the participants of the study from Al-Shaheed Hassan Dhary School. The result revealed that the average length of time needed is 50 minutes, and the directions are clear and the vocabularies that being listed at the end of the text were meaning enough.

4 Result of the Study

To reveal the null hypothesis "there are no statistically significant difference between the experimental groups and the control group in their achievement score in summary writing due to the teaching methods". Mean and standard deviations (St.D) were used. Table 3 shows the result of the pretest of the groups of the study.

Table 3: Mean and St.D of students' scores in the Post-test.





procedures.

The participants in the 2nd group received the instruction by explaining the summarization strategies inside the normal classroom within the lesson period.

The control group did not receive any treatment. The researcher taught them the writing skills by following the text-book's guide-line and the objectives of the text-book.

In the following the strategies that the experimental groups have exposed to are mentioned:

A- Plamer's summarization writing strategies:

- 1- To write a short version of another writer's work maintaining the gist of the information**
- 2- Find the main topic.**
- 3- Read the text several time before writing a summary.**
- 4- Do not repeat information.**
- 5- Underline the main information.**
- 6- Do not copy from original text.**
- 7- Avoid personal perspective.**
- 8- Coherence and cohesion must take in consideration.**

B- Meyers (2006) summarization strategies:

- 1- Preview the text before starting deep reading.**





(1996) writing strategies, and Meyer's (2006) writing summary strategies.

3.3.1 Instruction of the First Experimental Group

The first experimental group has received the instruction via MALL program as follows:

- 1- One of the researchers asked the participants to install “WhatsApp” program on their Smart phones.**
- 2- The researcher created a “WhasApp” group and added all the participants in it.**
- 3- The instruction of writing strategies began on the classroom and continued at home under the monitor of the researcher. The interaction took place between the participants inside and outside the classroom. The researcher provided the participants with full explanation of the summarization strategy by distributing the information via the “WhatsApp” Group (by sending a voice or a text message). Then the researcher asked the participants to sum-up a text based on a give summarization strategy. The participants summarize the text and shared their work on “WhatsApp” group. The researcher provided each one with feedback and then moved to another summarization strategy and practiced the same**





Table 2: The distribution of the participants

Group	Number
E.G1	28
E.G2	28
CO G.	28
Total	84

3.3 Instrument of the Study

The researchers have taught the three groups by following a plan that controls the atmosphere, the material, the feedback, the instruction, and the evaluation. The material was taken from the 1st intermediate students' book called "English for Iraq".

The 1st experimental group was taught the summarization strategies via MALL. The suggested application program was "WhatsApp". The 2nd experimental group was taught the summarization strategies via a modern lecture. The control group did not receive any treatment; the researcher taught the students in the control group the writing skills of the textbook and activity book.

The reading materials were taught according to the Plamer





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The three groups are measured with reference to the independent variable (Teaching of Summarization Strategies).

Table 1: The Experimental Design.

The Groups	The Test	Independent Variable	The Test
The experimental group 1.	Pre – test	Summarization strategies via MALL	Posttest.
The experimental group 2.	Pre – Test	Summarization Strategies	Posttest
The Control Group	Pre – Test	_____	Posttest

3.2 Population and Participants of the Study

The population of the study is all 1st intermediate female students in Baghdad in the academic years 2018-2019.

The participants of the study are 84 female students from 1st intermediate class at Bint-Alhuda secondary school for girls in Al-Rashdiah district (Al-Rusafa 1st General Directorate of Education). The participants were randomly divided into 3 groups. The participants were equated by Pre-test scores. The researchers designed a pretest. The pretest is consisted from a two paragraphs that demand from students to summarize them by using their own styles. Table 2 shows the distribution of the participants





operationally as they mentioned below:

1- MALL: It refers to the mobile assisted language learning program. The mobile is a Smartphone device which is used as a technology that enhances teaching and learning of summarization strategies. The participants install “WhatsApp” program in their Smartphone device to be used as a platform of communication and sharing knowledge when teaching and learning the Summarization strategies.

2- Summarization: It is a process of condensing a given text or a speech into a short text or speech to deliver ideas.

3- Strategies: They are the techniques used to teach the summarization. Plamer (1996) and Meyers (2006) Summarization Strategies were used in this study.

4- Writing: It is the students' ability to express meaningful and grammatical ideas in English language in a written form.

5- Summarization writing strategies: They are the techniques that the learners will use to condense the original work without stating any personal perspectives.

3.Methodology

3.1 The Experimental Design





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5- The experimental groups were taught the summarization strategies by mobile assisted language learning (MALL) , (Inside and outside the classroom).

6- The three groups were exposed to a post-test to find out whether the summarization strategies which were taught via modern lecture or via MALL have affected students' achievement.

7- Each researcher took the responsibility of teaching one group.

1.6 Significance of the Study

1- Summarization strategies are important as they help students to comprehend a given text and consequently help them in their studies.

2- The summarization strategies develop students' writing skills and writing styles.

3- The summarization strategies may provide a pedagogical guide for general directorate of curricula in the Ministry of Education.

1.7 Definition of Terms

To avoid any ambiguity in the terminology used in the study, the researchers defined the essential terms of the study





To attain the aims of the present study, the following procedures were conducted:

1- The researchers conducted a review of literature related to the significance and the merits of using summarization strategies in developing writing skills. The researchers adopted some strategies suggested by Plamer (1996), and also the strategies suggested by Meyers (2006).

2- The first intermediate class has two sections, section "A" consists 44 female students, and section "B" consists of 40 female students. The researchers divided the students into three groups and one control group, after conducting equalization test. The 1st experimental group was taught summarization strategies via MALL. The 2nd experimental group was taught summarization via modern lecture inside the class room. The students in the control group didn't provide any treatment.

3- A pretest was conducted to both groups to evaluate the students' level in writing a summary.

4- The control group was taught the summarization writing strategy by modern lecture, inside the classroom, without using any technology device.





2- The effect of modern lecture in teaching summarization strategies n the 1st intermediate female EFL students' writing performance.

1.3 Hypothesis of the Study

The researchers set the following null hypothesis: “There are no statistically significant differences between the two experimental groups and the control group in their achievement scores in summary writing due to the utilized teaching method”.

1.4 Limits of the Study

The study is limited to the following points:

1- The grade: The 1st intermediate school for girls in Rashdiah district.

2- Semester: The first semester of the academic year 2018-2019.

3- Tool: The use of Summarization strategies suggested by Palmer (1996) and Meyers (2006).

4- Material: The material is taken from the first intermediate school textbook, entitled English for Iraq students' book.

1.5 Procedures of the Study





brief information. Summarization is not restricted to reading skills, but also one need to sum up what s/he listens, and even to sum up an information to be delivered orally. Summarization needs to comprehend a text or a speech, and it bases on complete comprehension of a given text. Supporting this idea, Stotesbury (1990: 3) states that “Summary implies both the complete comprehension of the text to be a bridged, and the necessary writing ability to create a new version of the source text”. Hassan (2004) and Raheem (2009) conclude that summary writing strategies have developed Iraqi students’ writing skills.

For all the for mentioned facts, the researchers suggest to train the 1st intermediate students to use summary writing strategies in two ways, the first one is to teach the strategies by using mobile assisted language learning program (MALL), and the second way is without the MALL program.

1.2 Aim of the Study

The aim of the study is to investigate:

- 1- The Effect of mobile assisted language learning application program in teaching summarization strategies on the 1st intermediate female EFL students’ writing performance.**





worth to mention that the students' achievement scores in the experimental group 1 (who taught via MALL) is higher than those in group 2 (who taught via modern lecture).

Keywords: MALL, Summarization Strategies, Writing Achievement, Intermediate Students.

1. Statement of the Problem

The English language curriculum in Iraq begins from the first primary grade, but it focuses on the four skills in the first intermediate grade. The recent English textbooks series "English for Iraq" designed according to the communicate language teaching approach, thus the textbooks focuses on the four skills. Writing is one of the most important skills that the Iraqi teachers focus on, and the Reading, Speaking, and listening skills are being evaluated via writing skills. The students' progress is evaluated by paper and pencil exam. The first intermediate stage is the starting phase to develop students' self-confidence in expressing their thoughts, ideas, and understanding of the new information.

Summarizing is one of the most useful writing strategies which enables the learners to provide comprehensive answer, summarize a lecture, paraphrase a paragraph, and gain





Abstract

Summary is an important writing skill for foreign language learners. Summarization strategies need long term practice, and the lesson-time is just 50 minutes. Thus, it is worth to use technology to overcome such problem and to save time and efforts. Mobile Assisted Language Learning (MALL) is used to develop students' language performance. The aim of the study is to investigate the effect of MALL in teaching summarization strategies to develop students' writing achievement. The participants were 84 female students (chosen randomly from the 1st intermediate class at Bint Al-Huda preparatory school for girls during the first academic year 2018-2019. "Whatsapp" program, pretest, posttest, and summarization writing strategies were used to collect the data of the study. The null hypothesis is "There are no statistically significant differences between the experimental groups (group 1 and group 2) and the control group in their achievement scores in summary writing due to teaching methods". The results reveal that there were statistically significance differences among the three groups in their achievement in summary writing and it is in favour of the experimental groups. It is



المستخلص

الكتابة مهارة مهمة لتعلم اللغة الاجنبية للطلبة. استراتيجيات التلخيص تحتاج الى فترة طويلة من التدريب، و وقت الدرس هو فقط 50 دقيقة. لذلك، من المفيد استخدام التكنولوجيا للتغلب على مثل هذه المشكلة وحل مشكلة الوقت والجهد. يستخدم الموبايل المساند لتعلم اللغة الانجليزية لتطوير اداء لغة الطلبة. ان هدف الدراسة هو التحقق من أثر الموبايل المساند لتعلم اللغة في تدريس استراتيجيات التلخيص و تطوير انجاز مهارة الطلبة الكتابية. كان عدد المشاركين 84 طالبة تم اختيارهن بالطريقة العشوائية من الصف الاول المتوسط في مدرسة ثانوية بنت الهدى للبنات خلال الفصل الدراسي الاول للعام الدراسي 2018 2019-. تم استخدام برنامج "واتس اب"، و اختبار قبلي، و اختبار بعدي لجمع بيانات الدراسة. تنص الفرضية الصفرية على "لا يوجد فرق ذو أهمية أحصائية بين المجموعات التجريبية (المجموعة الاولى والثانية) و المجموعة الضابطة في درجات انجاز كتابة التلخيص يعزى الى طريقة التعلم". كشفت نتائج الدراسة بوجود فرق دال احصائياً بين المجموعات الثلاثة في انجاز تلخيص الكتابة ولصالح المجموعات التجريبية. من الجدير بالاشارة الى ان درجات انجاز الطالبات في المجموعة التجريبية الاولى (التي درست بواسطة الموبايل المساند لتعلم اللغة) كانت درجاتهم أعلى من طالبات المجموعة التجريبية الثانية (التي درست بواسطة المحاضرة الحديثة).

الكلمات المفتاحية: الموبايل المساند لتعلم اللغة، استراتيجيات التلخيص، انجاز الكتابة، طلبة المرحلة المتوسطة.

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