A Summary Writing Model Based on Van Dijk's Concept of Macrostructure and its Application within the Genre-Based Approach

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Abstract

This study was an attempt to provide a comprehensive model for summary writing based on the model of Van Dijk's concept of macrostructures. The effectiveness of the model was examined in a genre-based quasi-experimental study with the data collection procedure lasting a semester. The participants included 60 female English learners divided into two experimental and control groups. The results of the study revealed that the experimental group outperformed the control group in the posttest which was mainly due to the potential role the treatment had in increasing the learners' structural awareness in order to help them find the most important parts of the texts, i.e. those relating to the main idea of the text and disregard the less relevant ones. The results of this study contributed to the understanding of the genre-based model and that English learners could get the essence of a given text by only understanding the gist and comprehending some sentences in a text. English learners could realize that all of the words and sentences in a text have a responsibility of conveying a particular message and that there is no need to memorize or remember every individual information in a text.

Keywords: Genre-based approach; Iranian EFL learners; Summary writing model; Summary writing skill; Van Dijk's concept of macrostructure

INTRODUCTION

Writing is "a product constructed from the writer's command of grammatical and lexical knowledge" (Hyland, 2003, p. 3). It is a form of human communication in which the language is represented by the use of various signs and symbols (Bell, 1991). Similar to the other language skills, writing is a representation of learners' sociolinguistic, strategic, and grammatical competences (i.e. the components of the communicative competence), which is mediated through the orthographic system of the language (Canale & Swain, 1980). According to Chastain (1988) writing is a basic skill for the communication of meaning and can be a main tool in learning a second or foreign language. She further asserted

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that the development of language teaching approaches focuses on oral skills. However, writing skills have been neglected in most of the language learning contexts because it is seemed as challenging skills for learners. been regarded to be the least useful skill for the learners. Recent studies in the field of applied linguistics found writing skills as a vital component of language, which is necessary for the learners in the process of their language acquisition (Matsuda, 2001).

One of the writing components is writing a summary. A written summary "brief statement of the main ideas in a text or passage, often produced while or after reading [something]" (Richards & Schmidt, 2010, p. 573). More specifically, it is "the process of determining what content in a passage is [the] most important and transforming it into a succinct statement in one's own words" (Friend, 2001, p. 3). As stated by Fountas and Pinnell (2001), we are frequently extracting information in condensed manner. They believed that readers are regularly required to interpret what they are reading through connecting reading materials as they are processing the text. A reader could have the ability to recognize information during reading process and then extract it from the passage and then comprehend the text.

Summarization refers to taking all information as concisely as possible to enable the reader to internalize the context and reword it. Summaries are extremely important and can be used for wide range of purposes; they help us to understand the main points and arrangement of the writer's main concerns. We can also use summaries to transfer the main point, to create a quick background to others, and/or to cite others' findings in our own work. One of the fundamental elements in academic writing instruction is developing in students' ability to make the use of source texts. This requires making essential connections between reading and writing skills through providing summaries of what has been read (Hirvela, 2004). However, as Spack (2004) affirmed that the development of the summary writing skills can ba demanding for the majority of language learners. There are some studies in

relation to summary writing (e.g. McDonough, Crawford, & De Vleeschauwer, 2014).

Casazza (1993) believed that for developing a good summary, gaining a full understanding of the text, selecting and identifying the most important information and main idea of a text, removing unnecessary information, arranging similar ideas into categories, and writing in one's own words were critical necessities. Thus, summarization is undoubtedly one of the most difficult and challenging academic activities for language learners, thus many researchers and practitioners advocate for instruction and recommend that efficient summarization skills do not develop effortlessly and automatically. Writing summary is not an easy task and nobody would expect students to summarize without much direction. Like any other new skill, for summarizing students need to be explicitly taught. As Hedgcock and Ferris (2009) stated, most of the relevant studies of summary development have focused on the traditional approaches to the teaching of the essential skills of summarizing and have ignored the modern approaches to summary writing.

Among the modern approaches to the teaching of summary writing, the genre-oriented teaching has become an accepted approach (Spack, 2004). The genre-oriented teaching is "an approach to the teaching of second language writing which bases a writing curriculum on the different types of text structures or genres that the learners encounter in the process of learning and which are crucial for successful second language acquisition" (Richards & Schmidt, 2010, p. 245). According to Rivard (2001), the genre-oriented teaching of second language writing has mostly focused on Van Dijk's (1980) macro structural model of summary development. According to this model of summary development, in order for someone to summarize a text successfully three kinds of operations are essential: firstly, the organization of the elements of the text into a coherent whole, secondly, the condensation of this text base into its gist, and finally, the generation of a new text.

Van Dijk (1980) explained that, these operations entail a number of elements and sub-processes: the micro-propositions underlying the sequence of sentences and the text constituents of the microstructure of the discourse, also termed the text base Brown and Baily (1984) it is widely accepted that learners experience serious problems in summarizing the texts through traditional summarizing methods, mainly in identifying important elements of the texts and transforming the texts into their gist, he further adds that during summarizing tasks although learners are aware of the summarizing demands they perform differently at the end of the task, and the difference is regarding what they consider important and as a result what they include in their summaries. Since in traditional methods of summarizing, the most important point is deciding on the most essential parts of the passages due to contextual cues, thus sensitivity to importance and conveying it to what is to be reproduced is a vital action. There are strategic differences between successful and unsuccessful learners in traditional instruction; it results from the difference in their ability to recognize the important from unimportant points. Thus, traditional methods fail to help learners to produce effective and influential summaries (Brown & Baily, 1984*)*. More specifically, the difficulty of writing an appropriate summary may stem from the learners' lack of ability to: comprehend the various aspects of the original text, determine the significant information and the main idea of the passage, eliminate the extra and insignificant information (Casazza, 1993), discriminate the main and minor ideas of the original text, integrate the similar ideas of the texts, present the main information of the passage in a holistic way (Rivard, 2001).

Based on these issues it can be argued that, the present study would be significant for the field of ESL/EFL writing, since it provides a more comprehensive model of summary writing, it examined the effectiveness of the model in the framework of genre-based approach on summary writing performance of Iranian EFL learners. It is also important that, it motivates further studies of the summarization skill in foreign language contexts. Accordingly, the present study tried to find answer to the following questions:

1. Does Genre Based Model of Teaching Summary Writing have any effect on Iranian advanced- level EFL learners' summary writing?

2. Does Genre Based Model of Teaching Summary Writing result in improving in Iranian advanced- level EFL learners' summary writing?

It is worth mentioning that the first research question is a loaded question i.e. researchers should not be biased about the effectiveness of their treatment before the study has been conducted.

METHODS
Participants
To answer the mentioned two research questions, data was collected from one of the language Institutes in Tabriz, Iran with sixty members. In this institute a course consists of 20 sessions which meet three times a week. Enrolled in these classes were sixty female students at advanced level from various majors. They enrolled in these courses to satisfy the language requirements, to obtain a certificate in English Language.

Materials
For collecting the numerical and descriptive data the researcher made use of the following instruments: The first one was a language proficiency test for assuring the proficiency level of the subjects prior to the study. In the present study the researcher utilized the Nelson English Language Proficiency Test (Fowler & Coe, 1976) in order to select the advanced level participants of the study . This proficiency test involves 50 multiple-choice items in three sections including *vocabulary*, *grammar*, and *reading comprehension*. Fowler and Coe (1976) stated that, the results of statistical analyses have shown that this test has satisfactory reliability and validity indices and is a suitable measure of language proficiency The second one was a pretest of summary writing for the sake of guaranteeing the comparability of the

learners' summary writing performance before the study. The last one was a posttest on summary writing to measure the effectiveness of the intervention. Throughout the session's the subjects were also given ten expository texts to summarize.

Procedures

Firstly, quantitative research questions – the research questions of the study- have been clarified. Then permissions were obtained for data collection. The researcher firstly used a language proficiency test for solving the problem of the

proficiency level of the participants of six intact classes. Then sixty advanced level learner were divided into two groups; one as experimental and the other as control.

Then for assuring the comparability of the participants regarding summary writing, one pretest was applied to the both groups. In the experimental group the subjects came together to attend their summary writing course based on genre based model of teaching summary writing (see the following figure) model three times a week for about 90 minutes.
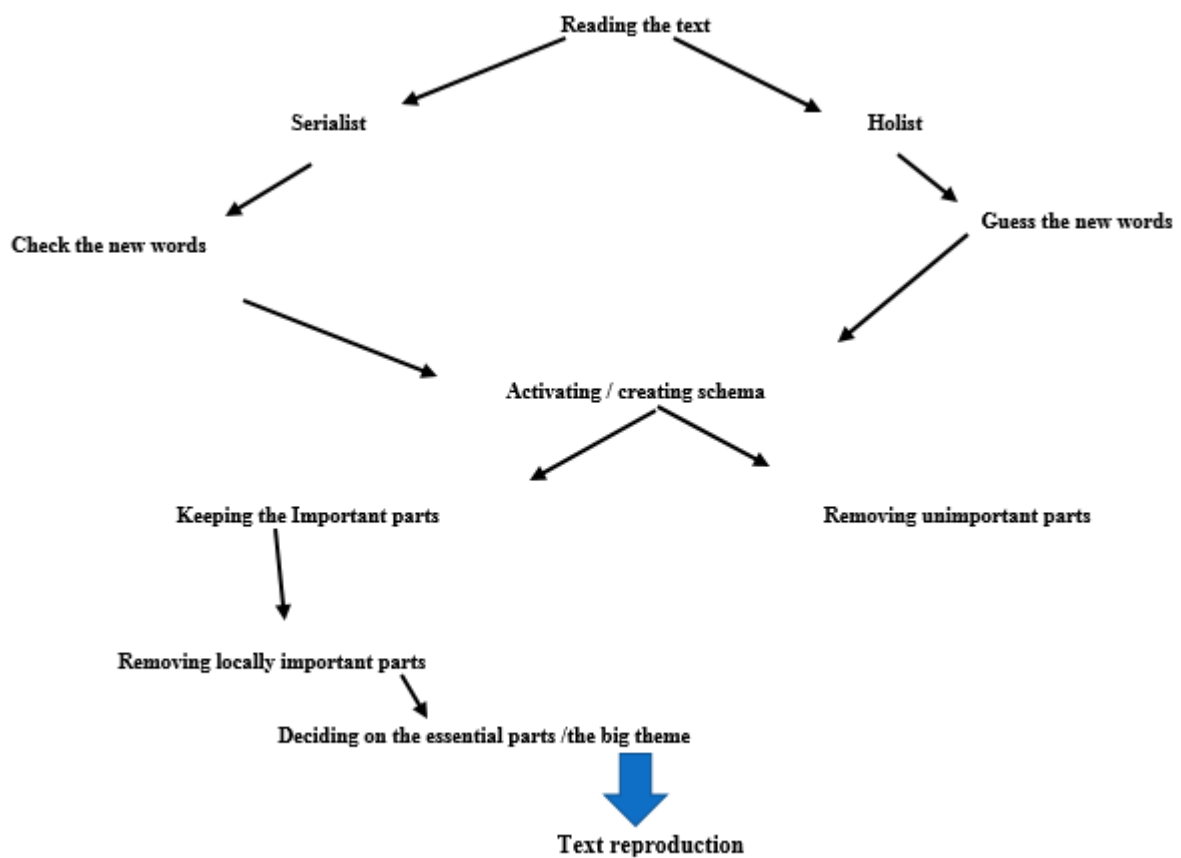
Summary writing instruction was a part of syllabus. In the experimental group, during the study, about 40 minutes was chiefly devoted to teaching summarizing explicitly, namely participants were taught how to delete the less/unimportant parts of text types, in order to condense it in an appropriate manner based on the created- model, and about 50 minutes to prac-

tically performing summarizing. Every framework was taught and practiced explicitly through modeling and demonstrating. However, after mastering the proposed guideline, the researcher stepped back and offered support as needed. The subjects of the control group were asked to provide summaries for the same expository texts without any instruction. After twenty sessions a

post-test of summary writing was employed to the both groups to measure the effectiveness of the proposed model, and the summaries were analyzed and scored. Then the quantitative data was analyzed using descriptive and inferential statistics, and quantitative research questions have been answered (regarding intra-rater reliability it is worth to be mentioned that the researcher repeated the grading and scoring twice, and concerning inter-rater reliability, it is worth it to mention that all of the texts have been checked and scored by two instructors).

On the basis of the aims of the present study, the researcher employed a summary grading scale which was developed based on the grading scales developed by Yu (2007), Friend (2001), and Brown and Bailey (1984). The first section of this scale was adopted from Yu's (2007) coding scheme and investigated the participants' ability in regard to the *Coverage of the Main Ideas*. The total score on this part of the grading scale ranged from 0 to 14. The second section of this instrument was taken from Friend's (2001) scale of writing assessment and evalued the participants' ability regarding the *Pharaphrasing and the Integration of the Main Ideas* of the text. This section involved five main categories. The total score of these categories ranged from 0 to 6. The third, the fourth, and the fifth sections of this grading scale were adopted from Brown and Bailey's (1984) coding scheme and assessed the participants summary writing ability in regard to the *Structure*, *Punctuaton, Spelling , and Mechanics*, and *Style and Quality of Expression* respectively. The total score on each of these parts ranged from 1 to 20. Consequently, the maximum score of the grading scale of the present study was 80. To grade the summary writing pretest and posttest, researchers briefed an academic in the field of applied linguistics with the grading scheme and asked him to grade the learners' summary writing tasks based on the categories of this framework. Consequently, the learners' performances on the summary writing pretest and posttest were scored by two raters including one of the researchers and a colleague. To guarantee

the inter-rate reliability, the researcher utilized Cohen's Kappa. The results of the analysis showed that, the inter-rate reliability index of the present study was .82 which is regarded to be a satisfactory reliability index. The summary writing model which is designed by the researcher and is based on van Dijk macrostructural model given below:

I) *The cycle of teaching summary writing skill in the present study was as follow (Figure 1):*
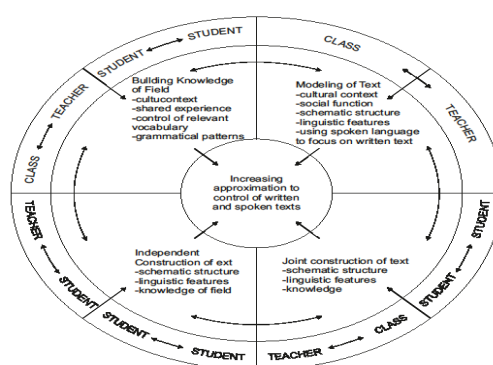

Figure 1. Teaching-learning cycle (Paltridge, 2001).

II) *Or in other words after describing the researcher-designed model:*

1. *Students were asked to discuss the model of which they were taught with each other*
2. *The expository text on a particular topic was handed out to the learners to read*
3. *Students have learned that every form of writing is called a "genre "*
4. *The researcher handed out a model text and asked the leaners to create a flowchart first*
5. *The researcher asked the students to discuss the most important parts of the text*
6. *A summarized form of text was presented*

7. *Students were asked to figure out the common structures of the texts*
8. *Asking students to ask questions like:*

III)

-What is the text about?
- Who is the speaker of the text?
- Why did the writer write the text?
- Who is the audience of the text?
- Who is the audience of the summarized text?
- How many paragraphs does the text have?
- What is the main idea of the first paragraph?
- What is the similarity of the first paragraph to the last paragraph?
- What is the main idea in each of the remaining paragraphs?
- What is the first paragraph called?
- What is the last paragraph called?
- What are the rest of the paragraphs called?
- What tense is mostly used in the whole text?
- What other language features can be found in this kind of text?

IV) - *What is the overall structure of the text?*

V) *9 After findings answer to the mentioned questions the researcher and the learners jointly created a summary*

VI) *10- In this phase the researcher stepped back and, the learners independently produced the summary or in other words, reproduced the text.*

VII) *11- The researcher gave advices when needed.*

Design of the study
The design of the study is quasi-experimental. A quasi-experiment is an empirical interventional study aims at estimating the causal effect of an intervention on target population in the absence of random assignment. It is worth mentioning that quasi-experimental research shares common features with the 'traditional experimental design 'or 'randomized controlled trial', but it, ex-plicitly lacks the component of' random assignment' to treatment or control. However, these designs allow the researcher to control the assignment to the treatment condition, but through using some criterion other than random assignment.

Context of the study
The context of the study was an Institute in Tabriz Iran. The research was conducted in a second semester English language class in an English program in the East Azerbaijan of Iran. At the time of the study, there were totally 190 students enrolled in various levels of English language classes offered in the programs. The researcher chose it because of her close information of the program and its progress. This knowledge was gained during the semesters in which the researcher taught there. For this study, one semester language class was chosen because teaching writing is part of the syllabus, and students' registering in the classes was relatively high.

RESULTS
The collected data analyzed by means of SPSS has been given in this part. This part deals with the data analysis of the present study. The first part provides the results of the data analysis by means of statistical tables and figures. While the second part discusses the results with the help of the theoretical and empirical backgrounds of the study. In order to select the appropriate statistical test for the data analysis the researcher assessed the characteristics of the collected data. The results of the analysis showed that the data of the study had all of the assumptions of the parametric tests. More specifically, the data were interval and were collected independently. Furthermore, the data were normally distributed based on the results of the Kolmogorov-Smirnov and Shapiro-Wilk tests which examine the normality of the data distribution. The results of these tests for the experimental group and the control group are respectively provided in Table 1 and Table 2.

Table 1
Tests of Normality for the Experimental Group on the Summary Writing Pretest and Posttest

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Results	.172	30	.274	.942	30	.392
Posttest Results	.192	30	.367	.934	30	.274

Table 2
Tests of Normality for the Control Group on the Summary *Writing Pretest and Posttest*

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Results	.227	30	.228	.934	30	.228
Posttest Results	.159	30	.332	.961	30	.224

According to Table 1 and Table 2, the p-values in the results of the Kolmogorov-Smirnov and Shapiro-Wilk tests for the experimental group and the control group were more than .05. Consequently, it was argued that the distribution of the scores of these groups on the summary writing pretest and posttest was normal. Based on these results, t-test (which is a parametric test) was employed for the data analysis of the present study. In the following part, the data are analyzed on the basis of the research questions of the study.

RQ1: Does Genre Based Model of Teaching Summary Writing have any effect on Iranian advanced- level EFL learners' summary writing?

This question is a loaded question – a question that contains a controversial or unjustified assumption, since a researcher is not supposed to claim that an intervention will have an effect. Based on the aim of this research question, the researcher compared the performances of the experimental group and the control group on the summary writing pretest. These results are provided in Table 3.

Table 3
Comparison between the Performances of the Experimental Group and Control Group on Summary Writing Pretest

Group	N	Mean	Std. Deviation	Std. Error Mean
Experimental	30	33.67	3.942	.720
Control	30	34.10	3.736	.682

In order to determine the statistical significance of the difference between these groups, the researcher employed an independent-samples t-test. The results of this test are provided in Table 4:

Table 4
Independent Samples T-Test of the Performances of the Experimental Group and Control Group on Summary Writing Pretest

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.294	.590	-.437	58	.664	-.433	.992	-2.418	1.551
Equal variances not assumed			-.437	57.833	.664	-.433	.992	-2.418	1.552

According to Table 4, the variances of the two groups were equal since the result of the Levene's Test for Equality of Variances (.590) was higher than .05. Therefore, the first line of the results (i.e. equal variances assumed) was employed. Based on the results, there was not a significant difference between the performances of the experimental group and the control group on the pretest since the p-value .664 (marked as *Sig.*) was higher than the level of significance .05. Figure 2 shows the lack of a significant difference between these groups:
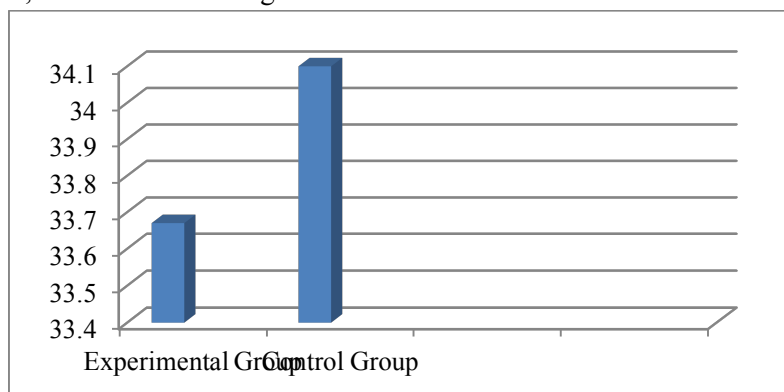

Figure 2. Comparison between the performances of the experimental group and control group on summary writing pretest

These results showed that, there was not a significant difference between the summary writing ability of the experimental group and the control group of the study before the beginning of the treatment. Therefore, in order to answer the first research question, the researcher compared the performances of the experimental group on the summary writing pretest and posttest. These results are provided in Table 5:

Table 5
Comparison between the Performances of the Experimental Group on the Summary Writing Pretest and Posttest

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	33.67	30	3.942	.720
Posttest	52.27	30	3.373	.616

Based on these result, the experimental group had a better performance on the summary writing posttest in comparison with the summary writing pretest. Nonetheless, in order to determine the significance of the difference between the performances of the experimental group on the summary writing pretest and posttest, the researcher utilized an independent-samples t-test. The results of this test are provided in Table 6:

Table 6
Paired Samples T-Test of the Performances of the Experimental Group on the Summary Writing Pretest and Posttest

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest - Posttest	-18.600	5.049	.922	-20.485	-16.715	-20.179	29	.000

According to Table 6, there was a significant difference between the performances of the experimental group on the summary writing pretest and posttest since the p-value .000 (marked as Sig.) was less than the level of level of significance .05. Figure 3 shows this significant difference:
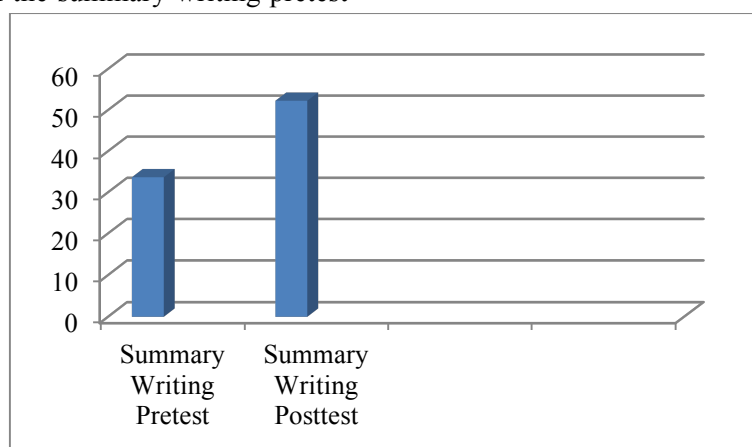

Figure 3. **Comparison between the performances of the experimental group on the summary writing pretest and posttest.**

Based on these results, the first null hypothesis of the study was rejected. That is, it was argued that, genre oriented teaching had an effect on Iranian advanced- level EFL learners' summary writing.

RQ2: Does Genre Based Model of Teaching Summary Writing result in improving in Iranian advanced- level EFL learners' summary writing?

Based on the aim of this research question, the researcher compared the performances of the experimental group and the control group on the summary writing posttest. These results are provided in Table 7:

Table 7

Comparison between the Performances of the Experimental Group and Control Group on Summary Writing Posttest

Group	N	Mean	Std. Deviation	Std. Error Mean
Experimental	30	52.27	3.373	.616
Control	30	38.80	4.294	.784

According to Table 7 the experimental group had a better performance on the summary writing posttest in comparison with the control group.

Nonetheless, an independent samples t-test was utilized to determine the significance of the difference between the performances of these groups. These results are provided in Table 8:

Table 8

Independent Samples T-Test of the Performances of the Experimental Group and Control Group on Summary Writing Posttest

	Leven's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	1.618	.278	13.508	58	.000	13.467	.997	11.471	15.462
Equal variances not assumed			13.508	54.915	.000	13.467	.997	11.469	15.465

According to Table8 the variances of the two groups were equal since the result of the Levene's Test for Equality of Variances (.278) was higher than .05. Therefore, the first line of the results (i.e. equal variances assumed) was employed. Based on the results, there was a significant difference between the performances of the experimental group and the control group on the posttest since the p-value .000 (marked as *Sig.*) was less than the level of significance .05. Figure 4 shows the significant difference between these groups:
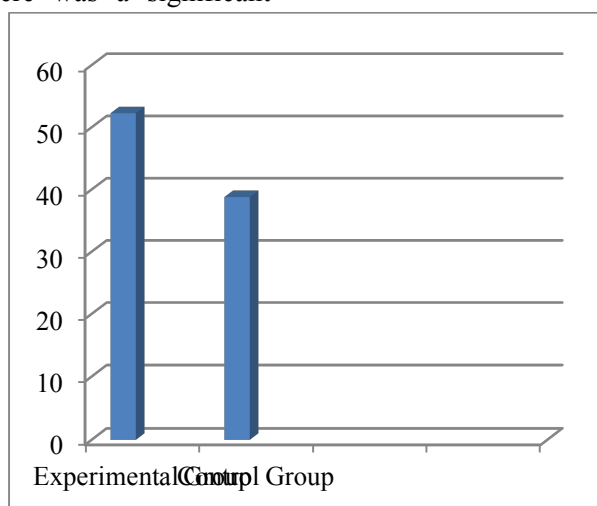

Figure 4. Comparison between the performances of the experimental group and control group on summary writing posttest.

Based on these results, the second null hypothesis of the study was rejected. That is, it was argued that, the genre-oriented teaching improves Iranian advanced-level EFL learners' summary writing.

son with the performance of the control group on this test (M=38.80). These results are in line with

DISCUSSION

The first and the second research questions of the study investigated the impact of Genre Based Model of Teaching Summary Writing on the EFL learners' summary writing ability. The results of the analysis showed that a) Genre Based Model of Teaching Summary Writing had a significant effect on the learners' summary writing ability due to the fact that experimental group had a better performance on the posttest (M=52.27) in comparison with the pretest (M=33.67); and b) genre-oriented teaching significantly improved the language learners' ability to write summaries in second language writing tasks since the experimental group had a better performance on the summary writing posttest (M=52.27) in compari-

the results of the studies which reported positive effectiveness of the genre based teaching writing (e.g. by Sarig (1993), Cohen (1994), Yu (2008), and Li (2014).

Sarig (1993) made an endeavor to specify the utility of genre-oriented teaching on diverse aspects of second language writing ability comprising summary writing. More specifically, he strived to identify the issues which led to the supremacy of this approach over the traditional output-oriented approaches in the development of apposite and apt ability to write expedient summaries. The results of this study highlighted the fact that genre-oriented teaching has a favorable impact on the learners' summary writing performance.

Cohen (1994) conducted a study to scrutinize the efficacy of genre-oriented teaching in the promotion of a propitious competence in writing of fitting summaries in second language writing classrooms. This study attempted to identify the potentiality of the aforementioned approach to empower the learners to deal with demanding summary writing tasks. The findings of the study underscored the profitability of genre-oriented teaching in the development of expedient ability to write pertinent summaries in the target language.

Yu (2008) inspected the import of genre-oriented teaching for the betterment of summary writing performance. The study made an effort to examine the beneficial impacts of this approach at a variety of competence levels. Based on the results, this approach to the instruction of summary writing skills significantly improved the language learners' summary writing performance. In addition to empirical studies, the advantageous impact of genre-oriented teaching on summary writing ability has been highlighted in theoretical discussions of this type of intervention.

Paltridge (1996) argued that, the genre-oriented approach may have a beneficial impact on the various aspects of second language writing including the skill of summarizing. He explained

that, the efficiency of the genre-based approach stems from the fact that it provides the language learners with abundant information on the diverse dimensions of the second language writing tasks including the target discourse community and the types of discourse utilized by the individual members of the relevant community among the others.

Richards et al. (1992) noted that, genre-oriented teaching may be a more advantageous approach to the instruction of the various aspects second language writing including summarization in comparison with the traditional approaches due in large to its focus on the diverse social, contextual, and cultural aspects of the target language. They pointed out that, in this approach the language learners are prompted tackle with and consider the pertinent and germane social aspects of the target discourse community in the process of writing. Furthermore, the learners are encouraged to take account of the situational context which determines the relevant dimensions of the target writing tasks. Finally, the learners are apprised of the significance of the cultural considerations in the performance of the second language writing tasks.

Widdosown (1983) stated that, the genre-based approach to the teaching of second language writing may have a more favorable impact on the learners' acquisition of the diverse writing skills such as summary writing due to its efficacy in the organization of the learning units. He explained that, this approach assists the learners to analyze the target language with more effective means in comparison with the concepts and notions which had an instrumental role in the traditional approaches to the instruction of second language writing. Furthermore, the instructional units of this approach are more perceptible in comparison with the skill-based approaches which too broad too be comprehended by the learners in an appropriate way.

Reid (1995) argued that, the genre-oriented approach enhances the language learners' second language writing skills including summarizing due to the fact that it enables the learners to

communicate with their target discourse community by means of the writing task. She stated that, in this approach the learners utilize the thematic information and the knowledge of the language forms to interact with their relevant readers and express their pertinent ideas by means of target writing tasks.

Finally, Friends (2001) argued that, the genre-oriented approach to the teaching of second language writing may have a more favorable effect on the skill of summarizing. He explained that, this approach helps the learners to activate their pertinent schemata and helps encourages them to get rid of the unnecessary parts of the target language text. Furthermore, it enables the learners to focus on the predominate parts of the passage which have to be included in the summary writing task. Finally, as he concluded, this approach enables the learners to determine the theme of the text and to include it in the written summary of the relevant text.

Based on these issues, it can be argued that, in the present study, the genre-oriented teaching had a significant positive impact on the advanced EFL learners' summary writing ability due to the fact that is: a) provided the language learners with abundant information on the diverse dimensions of the second language writing tasks including the target discourse community and the types of discourse utilized by the individual members of the relevant community; b) prompted the learners to tackle with and consider the pertinent and germane social aspects of the target discourse community in the process of writing; c) encouraged the learners to take account of the situational context which determines the relevant dimensions of the target writing tasks; d) assisted the learners to analyze the target language with more effective means in comparison with the concepts and notions which had an instrumental role in the traditional approaches to the instruction of second language writing; e) helped the learners to utilize the thematic information and the knowledge of the language forms to interact with their relevant readers and express their pertinent ideas by means of target writing tasks; and f) en-

abled the learners to focus on the predominate parts of the passage which have to be included in the summary writing task.

Literally speaking in doing any research project the researcher faces lots of multiple and complex problems. It is safe to claim that all studies dealing with human beings struggle with being relative, namely the variables involved are interwoven which are everything rather than single and simple.

The present study was not able to deal with all of the aspects of the examined issue and suffered from a number of limitations including:

The study involved female EFL learners and did not deal with male EFL learners' summary writing. The number of participants is one of the most important limitations, which was not large enough to generalize the finding to large populations easily. The study only dealt with the EFL learners who were native speakers of Azeri and did not comprise learners from other native language backgrounds. The study was not able to

take account of the participants' age. That is, it was not able to deal with the impact of the learners' age group on their summary writing ability. This study was conducted in a foreign language context. Consequently, its results may not be generalizable to language learners in second language contexts. The next point is the time constraint. That is, some longitudinal studies must be conducted in order to measure the long-term effects of our intervention. And, Since the act of summarization is not limited to academic contexts, thus, other studies are required to work on genres other than the academic ones.

Furthermore, the researchers had to make a number of decisions in order to limit the scope of the study. Therefore, the study had certain delimitations including: The researcher only focused on the advanced EFL learners' summary writing ability and did not deal with the other proficiency levels; The study was carried out in a private language setting. As a result, caution should be exercised in the generalizations of its results to other academic settings such as public schools among the others;The researcher endeavored to determine the efficacy of Van Dijk's (1980) summary writing model and did not deal with the other valid models of summary writing.

Like any other research study, the present study also has some suggestions for further studies resulted heavily from its limitations. First of all, since all of the participants of the current study were female, and given that there are differences between female and male learners in the process of language learning, some studies are needed on male EFL learners as well. Further studies should include larger population, for easing the generalization of the findings. Likewise, further studies should examine leaners form other proficiency levels. Given that, the act of summary writing is not limited to academic contexts, thus, other studies are required to work on genres other than the academic ones.

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