

## **A Genre-Based Model for EFL Learners' Summary writing and learners' attitudes towards it: A Mixed Methods Study**

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### **Abstract**

Research findings on teaching of language learning strategies found that summarizing is of tremendous role in learning in general, and in reading comprehension in particular. Due to its importance and also due in large to the fact that there wasn't a comprehensive way of summarizing the current study tried to provide an inclusive genre -based model for text summarizing, and examine its effectiveness in a mixed-methods study which lasted for one academic semester. The results of the quantitative phase revealed that the experimental group outperformed in the posttest. It can be said that the effectiveness of the Genre-based model is principally due to its role in increasing the learners' structural awareness, namely in supporting them in finding out the schematic structure of texts and eradicating the insignificant parts. In the qualitative phase the researcher designed a questionnaire and found out attitudes of the learners towards the model. The results exposed that learners had positive attitudes towards the genre-based model of summary development. Through making use of the model they have an effective tool for taking the gist of texts out of them, and make connections with what they already know.

**Keywords:** Genre-based approach; Iranian EFL learners, Iranian EFL learners' attitudes, Schematic structure; Summary development model; Summary writing skill

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### **INTRODUCTION**

According to Satariyan and Mohseni (2014), it seems English, as the universal language, becomes more authoritative than any other language. They believe that is it not only used as a shared language in the world by people from different first languages but also, it is now the language in the global market, in books, journals,

magazines, and other printed media. They further add that it gets even more challenging for EFL learners in non-English contexts. They assert that achieving English language proficiency equals developing the four macro-skills of listening, speaking, reading, and writing, while amongst them, writing is of a special position since it is by writing that meaning is conveyed to 'close / distant, known / unknown readers.

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As stated by Hyland (2003) writing can be regarded as 'an output formed by the writer's knowledge on grammatical and lexical points. He believes that in writing the underlying idea is that we do not merely write without objective but to attain some objective (Hyland, 2003). As said by Chastain (1988), writing is a basic skill for the communication of meaning and is viewed to be a main tool in learning a second or foreign language. She further adds that it seems odd that in the case of oral skills, less value is given to the receptive skill of listening, while in the other case less value is given to the productive skill of writing. The investigation of traditional, and modern language teaching techniques in the past of pedagogy reinforces the above intentions to a great extent. It might be because of the fact that no language teaching method by itself can hold all language skills in regard to its goals. A prevalent supposition in communicative approach is to utilize oral and/or written mode/s of language to learn it. Though it appears that, this is not suitable for foreign language learners. The origin lies in the point that they are supposed to learn basic components of language including vocabulary, grammar, mechanics of writing, etc.

As said by Satariyan (2013) learning to write in a second language doesn't mean that the writer produces a set of sentences on a paper, but it is of objectives, and it has organization of ideas, facts and experiences. He believes that any piece of writing aims at compactness and precision in expression along with grammatical, idiomatic and orthographic accuracy. He further adds that, learning to write also includes learning to use grammar of the target language in a more efficient manner. He also highlights the role of writing in the process of communicating meaning, and asserts that the sub-skills of writing are planning, forming letter, punctuate correctly, linking, using the appropriate layout, paragraphing and so on.

Amidst the numerous writing tasks that center on both of the aims of writing, summary writing received a lot of attention in the field of se-

cond/foreign language writing (Casazza, 1993). A summary is roughly defined as a 'brief statement of the main ideas in a text or passage, often formed while or after reading something' (Richards & Schmidt, 2010, p. 573).

Literally speaking previous studies on summary development didn't pay attention to the most important element of summary writing; namely text structure awareness. According to Nagy (2007) students' sensitivity to importance even between those who are at the same language proficiency level is totally different. Given that all of them know they are supposed to remove less important parts, and keep the important, the reason would be lack of comprehensive model and pertinent instruction. In spite of their importance traditional methods of summary development focused on product and ignored the processes through which the product was obtained. Another issue is that most of them conducted in English Speaking contexts and cannot be generalized to foreign contexts like Iran. One more issue is that modern approaches were not generally utilized in teaching summary writing, and they worked on narrative genre but not on other text types. Literally speaking it seems that learner factors like attitudes didn't receive adequate attention in the previous studies of summary development.

**RQ1:** Does Genre-based model of teaching summary writing have any effect on Iranian high intermediate - level EFL learners' summary writing?

**RQ2:** Does Genre-based model of teaching summary writing result in improving in Iranian high intermediate - level EFL learners' summary writing?

**RQ3:** What are Iranian high intermediate - level EFL learners' attitudes toward Genre Based Model of Teaching Summary Writing?

## METHODS

### Participants

In order to answer the research questions of the study sixty female EFL learners of six intact classes were selected from among the language learners of Alborz language institute in Tabriz, Iran as the participants of the study based on their results on a proficiency test. The researcher chose there due to her close information about the participants during her teaching there. All of the learners were native speakers of Azeri and ranged in age from 19 to 27. They were students of diverse university majors (MBA, Natural Resources, Psychology, Nursing, Accounting, Physics, Architecture, Civil Engineering, Persian Literature, Chemistry, Medical science) and took the language course to satisfy their language learning needs and to get a foreign language degree. In the selected institute a course consists of 20 sessions which are held three times a week.

### Design

The present study was a mixed method research study wherein there was collecting, analyzing and integrating quantitative and qualitative research data. Since the researchers were supposed to examine the effectiveness of the created model, and also find the attitudes of the language learners toward the intervention. In other words, qualitative research can help researchers to gain access to the views of participants while quantitative research allows researchers to explore their own agenda. Regarding the type of mixed method design which is the design framework of the current study it is worth mentioning that Sequential Explanatory Design was utilized

### Materials

For collecting the numerical and descriptive data the researchers made use of the following instruments: The first one was a language proficiency test for assuring the proficiency level of the participants prior to the study. In the present study the researchers utilized the Nelson English Language Proficiency Test (Fowler & Coe, 1976) in order to select the high-intermediate 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. There was also a posttest on summary writing to measure the effectiveness of the intervention. Throughout the session's the participants were also given ten expository texts to summarize. The researcher developed a questionnaire in order to determine the selected participants' attitudes regarding the genre-oriented approach to summary writing in second language writing. The first part of this instrument determined the participants' demographic information. The second part of this questionnaire involved 22 items which evaluated the participants' attitude toward genre-oriented summary writing. These items were scored on the basis of five-point Likert scale ranging from *very much* to *very little*. They constituted three themes including: a) *analysis of the textual properties*, *analysis of the pragmatic properties*, *implementation of analytic strategies*. In order to guarantee the reliability of this researcher-made questionnaire, the researcher utilized Cronbach's Alpha measure of test reliability. Based on the results of data analysis, the reliability index of this questionnaire was .84 which is regarded to be satisfactory for researcher-made tests. Furthermore, in order to guarantee the content validity of the questionnaire, 20 Applied Linguistics professors reviewed the questionnaire. On the basis of the result of the review, the questionnaire was a valid measure of genre-based attitudes.

### Procedures

Firstly, the stages of the mixed method were completed; namely quantitative research questions were defined and the quantitative approach was clarified, then permissions were obtained for data collection, afterward qualitative sample was

decided on. The researchers firstly used a language proficiency test for solving the problem of the proficiency level of the participants of six intact classes. Then sixty high-intermediate level learners were divided into two groups; one as experimental and the other as control. Then for assuring the comparability of the participants re-

garding summary writing, one pre-test was applied to the both groups. In the experimental group the participants came together to attend their summary writing course based on genre-based model of teaching summary writing model three times a week for about 90 minutes.

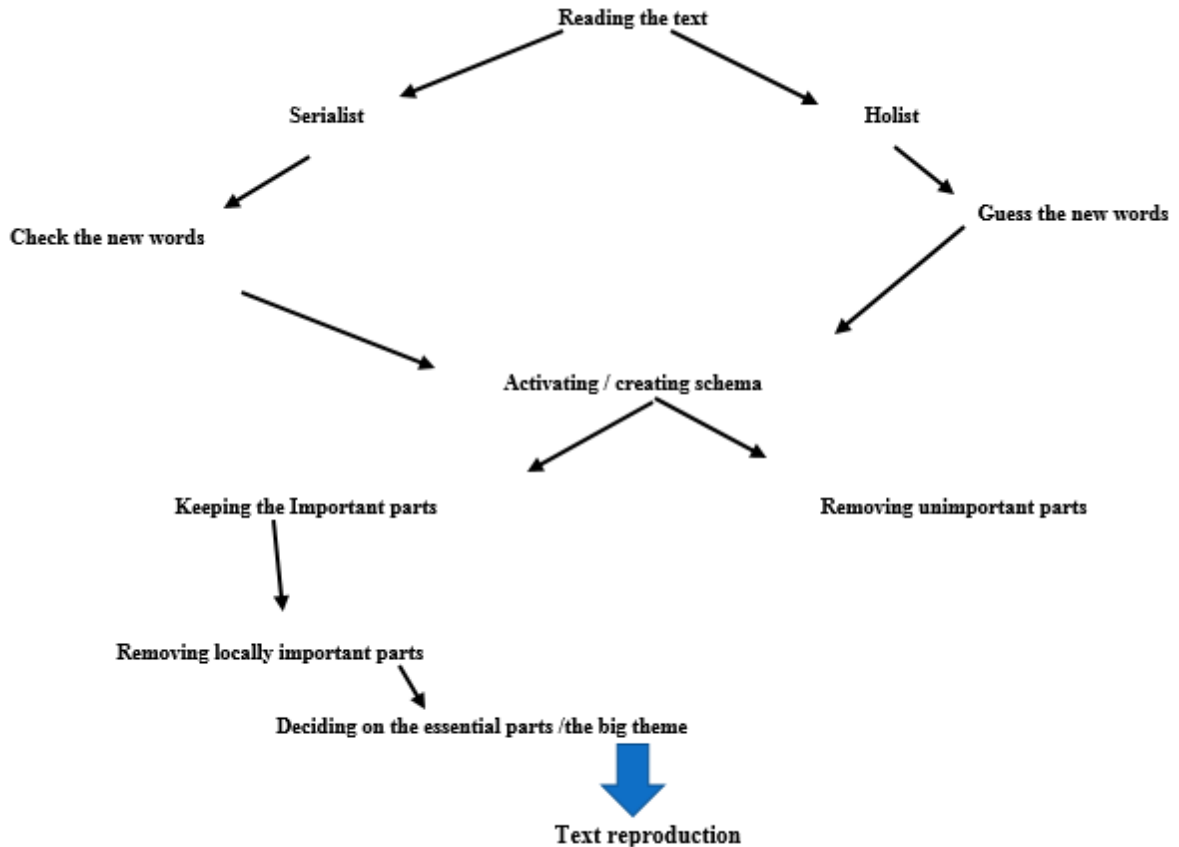


Figure 1. model of text summarizing based on van Dijk's macro structure Shoari, Assadi, & Davatgari (2019)

Summary writing teaching was a part of program. In the experimental group, throughout the study, about 40 minutes was primarily allocated to teaching summarizing overtly, specifically participants were taught how to delete the less/unimportant parts of text types, so as to shorten it in a suitable manner based on the created- model, and about 50 minutes to virtually performing summarizing. Every agenda was taught and practiced overtly through modeling and demonstrating. But, after mastering the projected guideline, the researchers stepped back and presented support as needed- in other words the

participants performed the summary writing tasks by themselves, and the researchers provided them with guidelines when needed. The participants of the control group were asked to provide summaries for the same texts without receiving any intervention. After twenty sessions a post-test of summary writing was applied to the both groups to measure the efficacy of the created model, and the summaries were analyzed and scored. Then the quantitative data was investigated 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). Then the language learners were asked to fill out the researcher- planned questionnaire to

make decisions on their attitudes towards the genre-based model of summary development. The cycle of teaching summary writing skill in the present study was as follow (Figure 2):

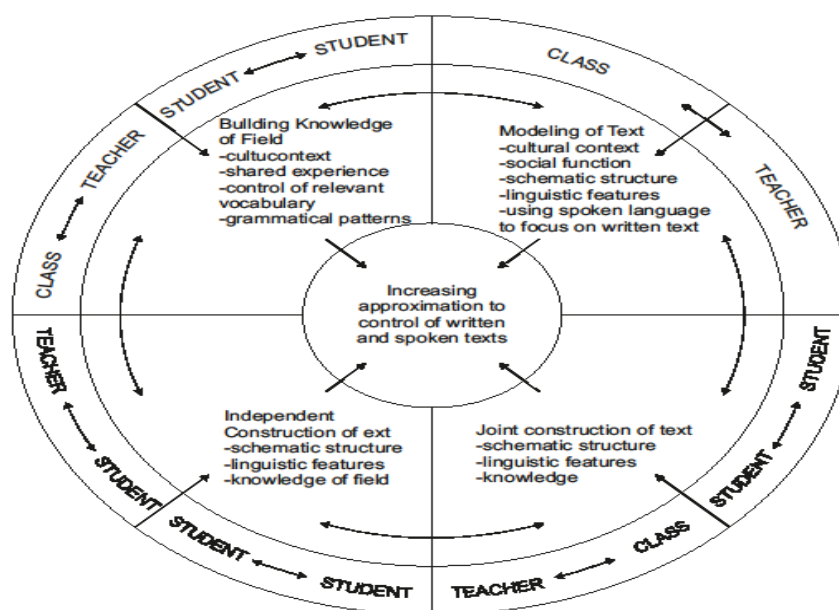


Figure 2. Teaching-learning cycle (Paltridge, 2001).

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 learners to create a flowchart first
5. The researcher asked the students to
6. discuss the most important parts of the text
7. A summarized form of text was presented
8. Students were asked to figure out the common structures of the texts
9. Asking students to ask questions like: who is the author of the original text? Who is its audience? Who is the writer of the summary? What is her/his reason for summarizing it? Who is the reader of it? And other similar questions.

## RESULTS

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.

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

This question is a loaded question – Since in doing any research project researchers are not supposed to claim that their intervention will

have an effect, and the loaded questions ask about the possible effectiveness of the treatments. However, answer is definitely yes, since through comparing the post-test of the experimental and control it can be inferred that the treatment had an effect.

However, the second research question found answer with hypothesis testing given below:

**RQ2:** Does Genre- based model of Teaching Summary writing result in improving in Iranian high intermediate - level EFL learners' summary writing?

**Table 1.**

**Paired Samples Statistics-Control Group**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	13.833	30	1.685	0.305
	Posttest	14.000	30	1.369	0.247

Indicated in the Table 1, the control group of the study had a mean score of 13.833 ( $SD=1.685$ ) in the pretest. The group, however, scored higher ( $M=14.000$ ,  $SD=1.369$ ) in the posttest. It can be

seen that there was an increase in the summary writing scores from Pretest to Posttest for the participants in the control group.

**Table 2.**

**Paired Samples Test- Control Group**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
<b>Pair 1</b>	Posttest - Pretest	-.166	1.116	.203	-.582	0.250	-.818	29	0.420

Table 2 depicts that the mean increase in the writing scores was -.166 with a 95% confidence interval ranging from -.582 to 0.250. It is also

indicated that the mean increase in the summary writing posttest was not statistically significant ( $t(29) = -.818$ ,  $P= 0.420$ ).

**Table 3.**

**Paired Samples Statistics-Experimental Group**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 2	Pretest	13.633	30	1.849	0.337
	Posttest	18.233	30	1.225	0.222

Table 3 shows the descriptive statistics for the experimental group. By a brief look, it can be noticed that there was a statistically significant

increase in the summary writing scores from Pretest ( $M= 13.633$ ,  $SD= 1.849$ ) to Posttest ( $M= 18.233$ ,  $SD=1.225$ ).

**Table 4.**  
**Paired Samples Test- Experimental Group**

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
				Paired Differences					
				Lower	Upper				
<b>Pair 1</b>	Posttest - Pretest	-4.600	1.275	0.232	-5.011	-4.124	-19.747	29	0.000

According to the Table4, the mean increase in the writing scores was -4.600 with a 95% confidence interval ranging from -5.011 to -4.124. The mean increase in the writing posttest was statistically significant ( $t= (29) = -19.747$ ,  $P= 0.000$ ). In

comparison with the control group, the experimental group performed much better in the summary writing posttest. Therefore, the Alternative Hypothesis is supported and the Null hypothesis is rejected.

**Table 5.**  
**Descriptive Statistics-Pretest**

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest	Control	30	13.833	1.685	0.305
	Experimental	30	13.633	1.849	0.337

Table 5 depicts the descriptive statistics for the writing pretest. The experimental and control groups of the study had a mean score of 13.633 ( $SD=1.849$ ) and 13.833 ( $SD=1.685$ ) respectively.

That is to say, the two groups did not perform differently in the pretest and they were homogeneous in terms of their summary writing performance.

**Table 6.**  
**Independent Samples Test-Pretest**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	0.337	0.564	0.437	58	0.665	0.200	0.456	-0.717	1.112
	Equal variances not assumed			0.437	57.505	0.665	0.200	0.456	-0.717	1.112

An independent-samples t-test was conducted



to compare the statistics scores of experimental and control groups in the writing pretest. The mean difference in statistics scores was 0.200 with a 95% confidence interval ranging from -.717 to 1.112. The results revealed no significant

difference between the mean scores of experimental and control groups in the writing pretest  $t(58) = 0.437, p = 0.665$ . Therefore, the two groups performed homogeneously in the summary writing pretest.

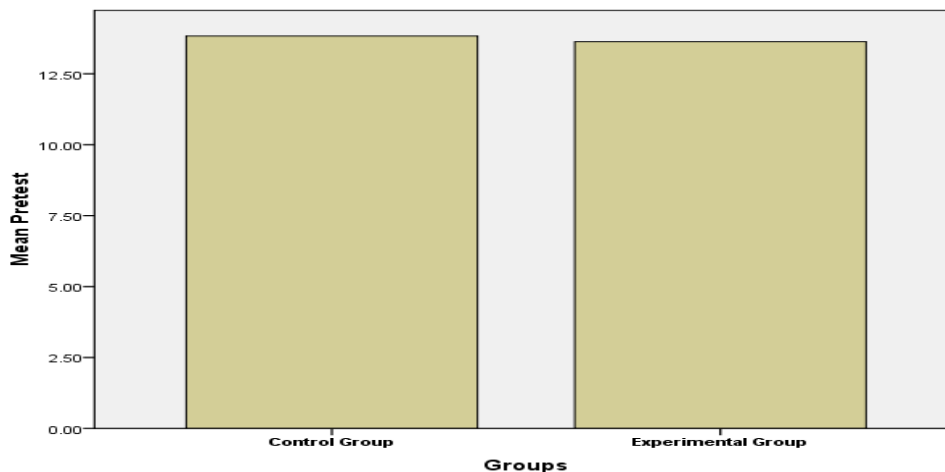


Figure 3. pretest Control & Experimental

The Figure 3 also demonstrates the equality of the two groups in the summary writing pretest.

Both groups displayed fairly equal performances in the pretest.

Table 7.

**Descriptive Statistics-Posttest**

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Posttest	Control	30	14.00	1.369	0.249
	Experimental	30	18.23	1.222	0.223

According to the descriptive statistics shown in the Table 7, the experimental group performed much better than the control group in the writing

posttest. The mean score for the former was 18.23 ( $SD= 1.222$ ) whereas for the latter the mean score is 14.00 ( $SD= 1.369$ ).

Table .8.

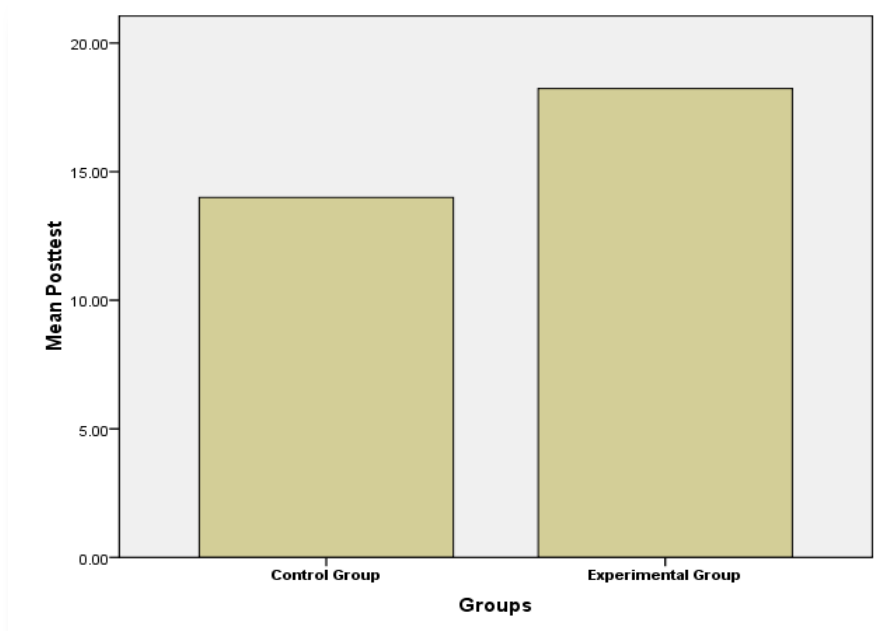
**Independent Samples Test-Posttest**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	0.00	0.99	-12.65	58	0.00	-4.21	0.32	-4.90	-3.57
	Equal variances not assumed			-12.65	57.31	0.00	-4.21	0.32	-4.90	-3.57



As given in the table.8 another independent-samples *t*-test was conducted to compare the statistics scores of the two groups in the writing posttest. The mean difference in statistics scores was -4.21 with a 95% confidence interval ranging from -4.90 to -3.57. The results revealed signifi-

cant difference between the mean scores of experimental and control groups in the writing posttest  $t(58) = -12.65, p = 0.00$ . Therefore, the Null hypothesis is rejected and the Alternative hypothesis is supported.



*Figure 4. Posttest control & Experimental*

The figure 4 further shows the significant difference in the writing posttest that the two groups of the study performed. The experimental group scored higher than the control group in the posttest.

**RQ3:** What are Iranian high intermediate-level EFL learners' attitudes toward Genre Oriented Teaching summary writing?

Based on the aim of this research question, the

researcher determined the descriptive statistics of the participants' responses to the genre-oriented summary writing attitude questionnaire in regard to its pre-specified themes including: a) analysis of the textual properties analysis of the pragmatic properties and c) implementation of analytic strategies. The results of the analysis in regard to the *analysis of the textual properties* theme are provided in Table 9:

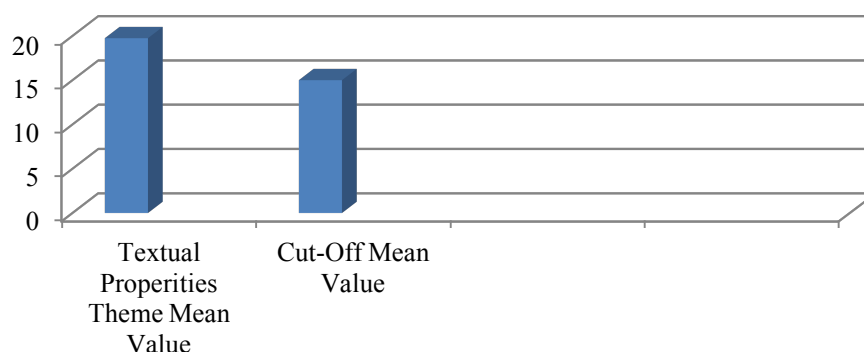
**Table9.**

*Descriptive Statistics of the Results of the Genre-based Summary Writing Attitude Questionnaire in regard to the Analysis of the Textual Properties Theme*

	N	Cut-Off Mean Value	Mean	Std. Deviation
Descriptive Statistics	120	15	19.74	3.028

According to Table 9, the selected participants had positive attitudes towards the analysis of the textual properties theme of the genre-oriented summary writing due to the fact that, the mean

value of their results (19.74) was higher than the cut-off mean value of the questionnaire (15). Figure 5 shows these results:



**Figure 5.** The difference between the mean value of the results of the genre-based summary writing attitude questionnaire in regard to the analysis of the textual properties theme and its cut-off mean value.

In order to provide a better understanding of the participants' attitudes towards this theme, the researcher examined the frequency and percent-

tage of its item choices on the basis of the completed questionnaires. These results are provided in Table 10:

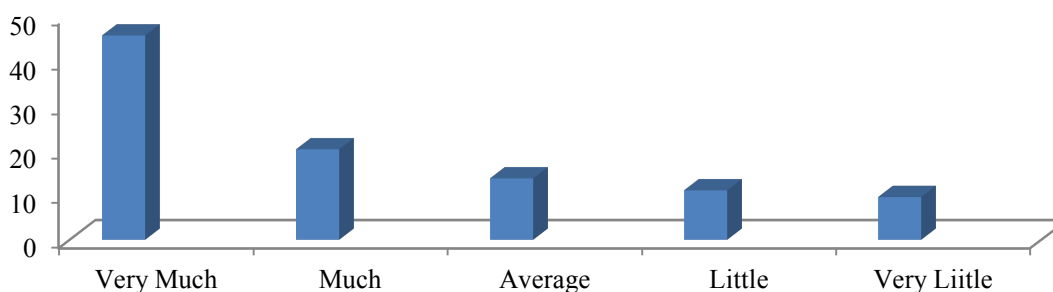
**Table 10.**

**Frequency and Percentage of the Choices of the Analysis of the Textual Properties Theme in the Genre-based Summary Writing Attitude Questionnaire**

Choice	N	Percentage
Very Much	274	45.66
Much	121	20.16
Average	82	13.66
Little	66	11
Very Little	57	9.5

As shown in Table 10, very much (45.66%), much (20.16%), average (13.66%), little (11%), and very little (9.5%) were the first, the second,

the third, the fourth, and the fifth preferred choices based on the results of the participants' responses. Figure .6 shows these results:



**Figure 6.** Percentage of the choices of the analysis of the textual properties theme of the genre-based summary writing attitude questionnaire based on the participants' responses.

The results of the analysis in regard to the *analysis of the pragmatic properties* theme are

provided in Table 11:

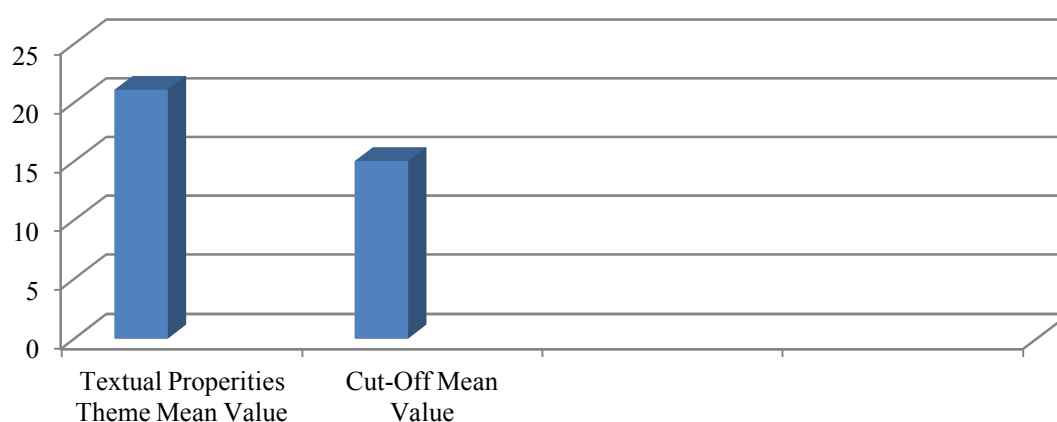
**Table 11.**

*Descriptive Statistics of the Results of the Genre-based Summary Writing Attitude Questionnaire in regard to the Analysis of the Pragmatic Properties Theme*

	N	Cut-Off Mean Value	Mean	Std. Deviation
Descriptive Statistics	120	15	21.07	2.150

As shown in Table 11, the selected participants had positive attitudes towards the analysis of the pragmatic properties theme of the genre-oriented summary writing due to the fact that, the

mean value of their results (21.07) was higher than the cut-off mean value of the questionnaire (15). Figure 7 shows these results:



**Figure 7.** *The difference between the mean value of the results of the genre-based summary writing attitude questionnaire in regard to the analysis of the pragmatic properties theme and its cut-off mean value.*

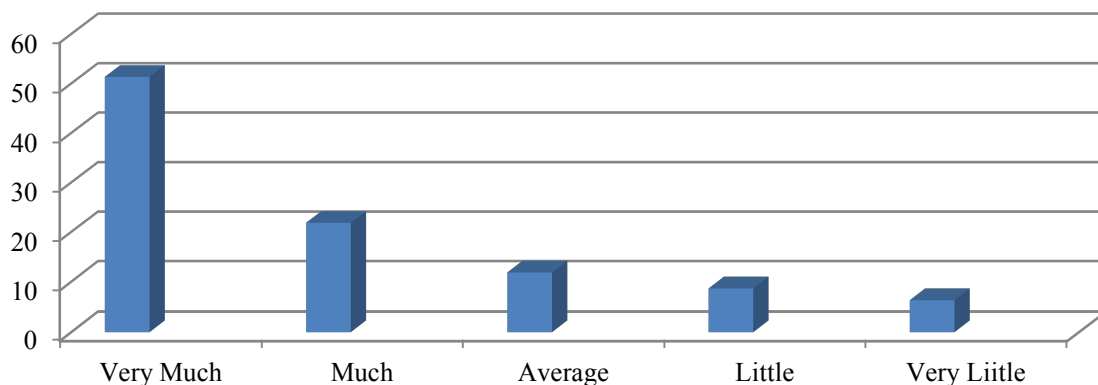
The researcher examined the frequency and percentage of the item choices of this theme on the basis of the completed questionnaires in order to provide a better understanding of the participants' attitudes towards it. These results are provided in Table 12:

**Table 12**

*Frequency and Percentage of the Choices of the Analysis of the Pragmatic Properties Theme in the Genre-Oriented Summary Writing Attitude Questionnaire*

Choice	N	Percentage
Very Much	308	51.33
Much	131	21.83
Average	71	11.83
Little	52	8.66
Very Little	38	6.33

As shown in Table 12, very much (51.33%), much (21.83%), average (11.83%), little (8.66%), and very little (6.33%) were the first, the second, the third, the fourth, and the fifth preferred choices based on the results of the participants' responses. Figure 8 shows these results:



**Figure 8.** Percentage of the choices of the analysis of the pragmatic properties theme of the genre-oriented summary writing attitude questionnaire based on the participants' responses.

The results of the analysis in regard to the *implementation of analytic strategies* theme are

provided in Table 13:

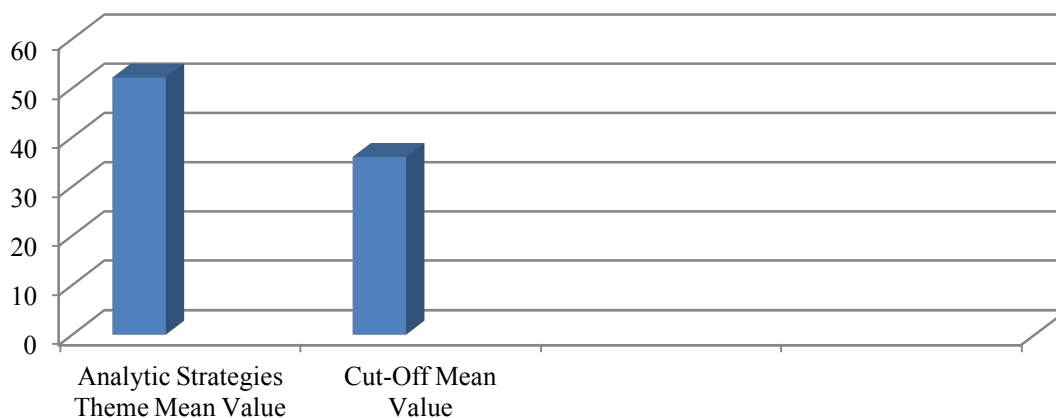
**Table 13**

*Descriptive Statistics of the Results of the Genre-Oriented Summary Writing Attitude Questionnaire in regard to the Implementation of Analytic Strategies Theme*

	N	Cut-Off Mean Value	Mean	Std. Deviation
Descriptive Statistics	120	15	52.13	3.478

As shown in Table 13, the selected participants had positive attitudes towards the implementation of analytic strategies theme of the genre-oriented summary writing due to the fact that,

the mean value of their results (52.13) was higher than the cut-off mean value of the questionnaire (15). Figure 9 shows these results:



**Figure 9.** The difference between the mean value of the results of the genre-oriented summary writing attitude questionnaire in regard to the implementation of analytic strategies theme, and its cut-off mean value.

Finally, the researcher examined the frequency and percentage of the item choices of this theme on the basis of the completed question

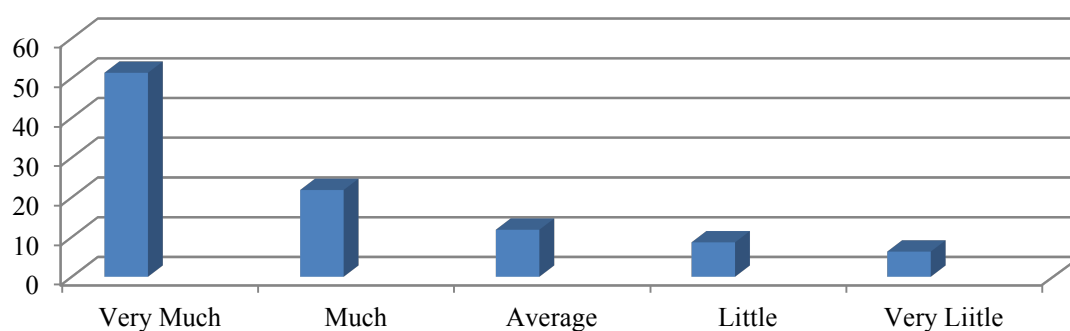
naires in order to provide a better understanding of the participants' attitudes towards it. These results are provided in Table 14:

**Table 14.**

**Frequency and Percentage of the Choices of the Implementation of Analytic Strategies Theme in the Genre-Oriented Summary Writing Attitude Questionnaire**

Choice	N	Percentage
Very Much	802	55.69
Much	306	21.25
Average	209	14.51
Little	98	6.80
Very Little	25	1.73

As shown in Table 14, very much (55.69%), much (21.25%), average (14.51%), little (6.80%), and very little (1.73%) were the first, the second, the third, the fourth, and the fifth preferred choices based on the results of the participants' responses. Figure 10 shows these results:



**Figure 10. Percentage of the choices of the implementation of analytic strategies theme of the genre-oriented summary writing attitude questionnaire based on the participants' responses**

As a result, the created genre-based model has been proved to be an effective one, and it is one in which learners have positive attitudes towards it.

## DISCUSSION

The first and the second research questions of the study examined the effectiveness of the 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 ( $M=16.73$ ) comparing to the pretest ( $M=12.16$ ); and b) genre-oriented teaching significantly improved the language learners' ability to write summaries in foreign language summary writing tasks since the experimental group had a better performance on the summary writing posttest ( $M=16.73$ ) comparing to the performance of the control group on this test ( $M=12.83$ ). These results are in

line with 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), due to the fact that the present study like the mentioned ones has found that the genre-oriented teaching had a significant positive impact on the high-intermediate 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) enabled the learners to focus on the predominate parts of the passage which have to be included in the summary writing task.

The results of in regard to the *analysis of the textual properties* theme highlighted the fact that the participants had positive attitudes towards it due to the fact that the mean value of their responses (19.74) was higher than the cut-off value of the items of this theme (15). Furthermore, very much (45.66%), much (20.16%), average (13.66%), little (11%), and very little (9.5%) were the first, the second, the third, the fourth, and the fifth preferred choices based on the results of the participants' responses. These results are in line with the results of the studies by Miller (1984), and Trong (2011). Because they reported similar results. That is learners' thorough grasp of the textual characteristics of the texts results in the development of an acceptable summary due to the fact that it reduces the learners' cognitive load and helps them to focus on their intended meanings. Consequently, it can be argued that, in this study, the learners had positive perspectives on the *analysis of the textual properties* theme due in large to the fact that the mastery over these properties decreased the learners' cognitive load and enabled them to express and communicate their intended perspectives in a more cohesive way and appropriate way.

The results of in regard to the *analysis of the pragmatic properties* theme highlighted the fact that the participants had positive attitudes towards it due to the fact that the mean value of their responses (21.07) was higher than the cut-off value of the items of this theme (15). Furthermore, very much (51.33%), much (21.83%), average (11.83%), little (8.66%), and very little (6.33%) were the first, the second, the third, the fourth, and the fifth preferred choices based on

the results of the participants' responses. These results are in line with the results of the studies by Manchon, Murphy, and De Larios (2007), and Khan and Salim (2014). Since in the present study like the mentioned ones, the learners had positive attitudes towards the analysis of the pragmatic aspects of the second language texts due to the fact that it enabled them to summarize the main idea of the text in an organized and systematic way through the activation of their schemata in the process of summary writing.

The results of in regard to the *implementation of analytic strategies* theme highlighted the fact that the participants had positive attitudes towards it due to the fact that the mean value of their responses (52.13) was higher than the cut-off value of the items of this theme (36). Furthermore, very much (55.69%), much (21.25%), average (14.51%), little (6.80%), and very little (1.73%) were the first, the second, the third, the fourth, and the fifth preferred choices based on the results of the participants' responses. These results are in line with the results of the studies by Flowerdew, and Dudley-Evans (2002), and Kalantzis and Cope (1993), since like the cited studies the learners positive perspectives in regard to the use of the analytic strategies in summary writing tasks are due to the fact that these strategies enabled them to: a) identify the essential parts of the text that expressed the macrostructure; b) distinguish the macrostructure from the microstructures; and c) write their summaries based on their knowledge of the relevant macrostructure and microstructures of the text.

### **Contribution to new knowledge**

As mentioned before the current study was commenced firstly to create a more inclusive Genre-based summary writing model based on van Dijk's concept of macro-structure, and also to see whether the model has any effect on Iranian EFL learners' summary writing performance. It was also supposed to find out Iranian EFL learners' attitudes towards the created model. The findings are in support of such an effect for the genre-based model. It can be said that, the allot-

ted genre-based model serves as an influential tool for both the learning and teaching of summary writing. Through using the mentioned model learners learnt how to get the macro-structure of a given text from its micro structures. Namely they were taught that texts are not random collection of words, but they have a particular objective, and it is what learners are supposed to take out during summary writing. Besides, through applying genre-based model, learners were encouraged to participate in the world around them. They valued the act of summary writing as a cooperative tool that they can use in their academic life, and one in which they can comprehend how and why the main writers manage, and organize the texts the way they are. It also let learners to be more flexible in their thinking critically. Its due in large to the fact that through making decisions about the most and the less/un important parts of texts, learners became able to analyze texts from a different point of view. Owing to the importance of the effective summary writing in enhancing comprehension, that would be operative in learners' academic life; as reported by the learners, learning and applying the created genre-based model of summary writing helps them to be freed from burden on memory to keep in mind that much unnecessary and un/less important points. Since they believe that before mastering the mentioned model, they tried to keep every point in their minds regardless of their importance, and it resulted in waste of time and inability to keep the key parts of their learning materials. It is also supported by the idea that there are imperative common points in summary writing strategies and learning strategies.

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:

- a) The study involved female EFL learners and did not deal with male EFL learners' summary writing;
- b) The number of participants is one of the most important limitations, which was not large enough to generalize the finding to large populations easily.
- c) The study only dealt with the EFL learners who were native speakers of Azeri and did not comprise learners from other native language backgrounds;
- d) 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 skill;
- e) This study was conducted in a foreign language context. Consequently, its results may not be generalizable to language learners in second language contexts.
- f) 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.
- G) 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 researcher had to make a number of decisions in order to limit the scope of the study. Therefore, the study had certain delimitations including:

- a) The researcher only focused on the high-intermediate EFL learners' summary writing skill and did not deal with the other proficiency levels;
- b) 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;
- c) 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 writ-



ing;

- d) The researcher utilized a questionnaire in order to determine the EFL learners' attitudes towards the pertinent summary writing model and did not employ other methods of data collection such as interview among the others.

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