APPENDIX B5
An Overview of Problems Faced by ESL Students In Summary Writing

Problems Faced By High Proficiency Students	Problems Faced By Low Proficiency Students
(1) Text & Task Related - don't understand difficult word need to read 2-3 times before I could get a feel of the passage - When I try to paraphrase, sometimes it gets distorted depending on the difficulty of the passage - Long passages gets me tensed - time limit is a problem during exams - new words are difficult to understand, hence I just copy	**(1) Text & Task Related** - Some parts of passage cannot understand all because of difficult words - time constraint –take too much time to understand passage. Thus I am stressed.
(2) Teacher Related - have not mastered the summary-writing skills so I struggled to write this summary - We don't really study paraphrasing from teachers - No proper instruction on how to do summary-writing by teachers - can't remember learning any paraphrasing techniques at all.	**(2) Teacher Related** (not reported)
(3) Learner's Proficiency Related - difficulty in making sentence sound grammatically correct - condensation stage – difficult to find suitable synonyms - sometimes can't differentiate between main points and subordinate points - I lack in grammar skills - Not sure of suitable connectors - Need to think for a while for a suitable word - Changing given words to own words - Easiest stage is comprehension and toughest is paraphrasing - Have problem picking the points - During reading stage – ambiguous and confusing - Making long sentences short - when done in own way, the sentences become distorted - Not good at paraphrasing, depends on luck. - don't know how to shorten sentences	**(3) Learner's Proficiency Related** - not clear about thesis statement and topic statements - not clear about skimming and scanning - unable to differentiate between main and subordinate points - don't know how to write the points in short sentences - unable to paraphrase - grammar is bad and evident in the production stage; spelling is no better - didn't use linkers because don't know how to use - unable to write in paragraphs - I feel sad at all the three stages - because unable to comprehend passage fully. - not sure which connector to use and how to combine points

(Extracted and compiled from individual interviews with subjects conducted by researcher)

Appendix A1
Modified Think-Aloud Protocol (MTAP) Interview Schedule

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This is the interview schedule used during the MTAP Sessions (n=10)

Section A

1) Do you agree that summary writing is an important writing skill for university students, in working life, daily life? Why?

2) How do you find the summary passage 'Mass Media' that was given to you?

3) This is a copy of the summary task that you have written. Are you happy /satisfied with your summary? Why?

Section B

I would you like you to share with me the various problems you encountered during the three stages of summary-writing and how you overcame them.

1) Firstly, what were your problems at the comprehension stage and how you overcame them?
- could you identify thesis statement, topic statement, skimming/scanning
- how many times you read the passage
- how you solved the problem of difficult words
- when meaning not clear or hazy
- when everything seemed relevant?

2) What were your problems at condensation stage and how you solved them?
- Were you able to identify main and subordinate points
- did you refer back to the task for keywords
- did you underline or label them as main points and sub-points
- did you sequence/number the points
- did you copy word for word (lift)
- did you try to paraphrase/write in own words with out changing original meaning? How successful?
- did you try to recombine/shorten the sentences. How?
- what else you did at this stage in order to select the main and sub-points?

3) What were your problems at production stage and how you solved them?
- how many drafts you wrote

- describe how you did the counting of words
- how you edited your work
- did you refer back to the passage to check accuracy of point paraphrased
The three stages : comprehension, condensation and production
- Which was the most difficult stage?
- Which was the least difficult stage?

Section C

1) Could you describe what went on in your mind when you were doing this summary? Were you only concentrating on the summary task or were you thinking of other factors as well e.g. time, number of words, marks, the examiner, the teacher, etc..

2) Could you describe your feelings during the three stages and whether it had any influence on your summary production?

3) What would you recommend to improve the teaching and learning of summary-writing in schools? How can students be more prepared and how teaching should be done? Begin early, structured teaching, vocabulary building, more exercises on paraphrasing etc.?

Thank you.

APPENDIX B4

Johns SCALE FOR SUMMARY PROTOCOLS

Correct Replications

Type 1.   Reproductions at the idea unit (IU) level

1a   Accurate paraphrase of a single idea unit

1b   Direct copying of a single idea unit from the passage.

Type 2.   Combinations through coordination or subordination of two or more idea
              units, not combined in the original.

2a.   Accurate combinations of two or more IU's

2b.   Combinations of two or more IU's across paragraphs

Type 3. Macro-propositions. Accurate, writer- invented statements which provide the
            'gist' of a paragraph or the reading.

3a   Conveying the meaning, i.e., providing the gist of the paragraph

3b   Conveying the meaning or providing the gist of the entire reading

3c   Providing a metastatement about the reading

Distortions

Type 4. Idea-unit distortions

4a.   IUs in which the noun phrase is appropriate to the original, but the verb
phrase
              is deviant

4b.   IUs in which the noun phrase is inappropriate but the verb phrase is
appropriate
              to the original

4c.   IUs from the reading, either copied or paraphrased, from which essential
              information has been deleted

4d.   IUs from the reading, either copied or paraphrased, to which information has been added, distorting the meaning of the original

Type 5. Distorted combinations

5a.   Two or more idea units, one of which is inaccurate

5b.   Breakup of combinations of idea units in the original with no additional information included

Type 6. Distortions at the macro-propositional level (coded by idea units)

6a.   Macro-propositions more general than the reading requires

6b.   Inaccurate macro-propositions

6c.   Inaccurate metastatements

Type 7. Personal comments on the subject – student opinions (coded by idea units)

7a.   Comments on the reading itself

7b.   General observations engendered by the reading

APPENDIX B3
800/4 Writing: Assessment Guide For Question 1 (Summary)

Band	Band 6 Excellent User	Band5 Good User	Band 4 Competent User	Band 3 Modest User	Band 2 Limited User	Band 1 Very Limited User
Score ⟍ ⟍ ⟍ Component	20-18	17-15	14-11	10-7	6-4	3-0
TASK FULFILMENT	**Fulfils task very competently:** conveys all or most of the required information no inaccuracies, very relevant synthesizes information very effectively	**Fulfils task competently**: conveys most of the required information no inaccuracies, relevant synthesizes information effectively	**Fulfils task reasonably well:** conveys some of the required information some slight inaccuracies , but relevant synthesizes information with reasonable success	**Fulfils task modestly:** conveys a few of the required information some inaccuracies, but fairly relevant synthesizes information with a little success	**Fulfils task in a limited way:** conveys very limited required information many noticeable inaccuracies; irrelevant and superfluous information hardly synthesizes information	**Does not fulfil task:** conveys very limited required information gross inaccuracies, misinterpretation of information, irrelevant no synthesis of information, mere listing of points

Language	Band 6- Excellent User	Band 5- Good User	Band 4- Competent User	Band 3- Modest User	Band 2- Limited User	Band 1- Very Limited User
Accuracy	accurate language, almost flawless	language is almost always accurate with minimal errors	language is generally accurate, some grammatical errors	language fairly accurate, more single word errors, a few multiple word errors	mixture of multiple word and single word errors will impede reading; simple structures may be accurate but not sustained	heavy frequency of multiple word errors
Lifting	excellent ability to use own words and sentences	competent ability to rephrase most of the sentences although may lift one or two phrases	reasonable ability to rephrase sentences; occasional lifting of text	modest ability to rephrase; frequent lifting of text	limited ability to rephrase; very frequent lifting of text but not a complete transcript of original	no ability to rephrase; wholesale copying of text material
Cohesion	information presented very concisely and effectively	information presented concisely with minimal repetition	information presented concisely but with some repetition	modest attempt at presenting ideas but not concise	limited attempt to present information	no attempt to present information
Coherence	information successfully linked with no problems in linkages and transitions	information successfully linked with minimal problems in linkages and transitions	information successfully linked with some problems in linkages and transitions	modest attempt to link information but not quite satisfactorily; sentences so	limited attempt to link information, sentences are choppy	no attempt to link information, sentences extremely choppy
TOTAL SCORE	**34 - 40**	**27 - 33**	**21 - 26**	**14 - 20**	**7 - 13**	**0 - 6**

APPENDIX B1

MUET BAND DESCRIPTORS

There are four components in MUET: Listening (800/1), Speaking (800/2), Reading Comprehension (800/3) and Writing (800/4). The maximum scores for each component is 45 for Listening and Speaking, 120 for Reading Comprehension and 90 for Writing, with an aggregate score of 300. The scores are then graded in 6 bands, with Band 6 the highest and Band 1 the lowest.

Band 6- Very good user (Aggregated score:**260-300**) Very good command of the language. Highly expressive, fluent, accurate and appropriate language: hardly any inaccuracies. Very good understanding of language and contexts. Functions extremely well in the language.

Band 5- **Good user** (Aggregated score:**220-259**) Good command of the language. Expressive, fluent, accurate and appropriate language but with minor inaccuracies. Good understanding of language and contexts. Functions well in the language.

Band 4- **Competent user** (Aggregated score:**180-219**) Satisfactory command of the language. Satisfactory expressive and fluent,appropriate language but with occasional inaccuracies. Satisfactory understanding of language and contexts. Functions satisfactorily in the language.

Band 3- **Modest user** (Aggregated score:**140-179**) Modest command of the language. Modestly expressive and fluent,appropriate language but with noticeable inaccuracies. Modest understanding of language and contexts. Able to function modestly in the language.

Band 2- Limited user (Aggregated score:**101-139**) Limited command of the language. Lacks expressiveness, fluency and appropriacy: inaccurate use of the language resulting in breakdown in communication. Limited understanding of language and contexts. Limited ability to function in the language.

Band 1- **Extremely limited user** (**Below 100**) Poor command of the language. Unable to use language to express ideas: inaccurate use of the language resulting in frequent breakdowns in communication. Little or poor understanding of language and contexts. Hardly able to function in the language.

(Extracted from MUET A Strategic Approach by Cynthia Richards et al, 2004, Pearson Malaysia Sdn Bhd.)

APPENDIX B2

MUET 2004 SUMMARY QUESTION and CONTENT POINTS

Question 1

You are advised to spend about 40 minutes on this question.

Read the following passage carefully. Based on the information given in the passage, *explain how the mass media influence their audiences*. **Write your answer in about 100 words.**

The Mass Media

The mass media play a key role in providing ideas and images which people use to interpret and understand much of their everyday experience, and they shape people's ideas, attitudes and actions. The mass media therefore, have an important role in forming public opinion.

Most people do use and believe the mass media, particularly the television. However, their reliance on such sources may be misguided. This is because the mass media do not just show 'the facts' on which people can form their opinions. They select facts and put an interpretation on them. The mass media can then be said to act as an agency of social control.

Journalists obviously play an important role in deciding the content of the mass media, as it is journalists who basically select what is news and decide on the style of presentation. News does not just happen, but is made by journalists. Research has shown that journalists operate with values and assumptions about which events are 'newsworthy'. These assumptions are called news values. These guide journalists in deciding what to report and what to leave out, and how what they choose to report should be presented. The idea of news values means that journalists tend to play up those elements of a story which make it more newsworthy, and the stories that are most likely to be reported are those which may include many newsworthy aspects. These features affecting the content of the media suggest that the mass media present, at best, only a partial view of the world.

The process of selection means that some events are simply not reported and brought to public attention. In this way, the mass media can decide what the important issues are, what "news" is. What the public should or should not be concerned about or what should or should not be regarded as 'normal' behaviour in society. The way news items are presented may be important in influencing the way people are encouraged to view stories. For example, the physical position of a news story in a newspaper (front page or small inside column), the order of importance given to stories in TV news bulletins, the choice of headlines, and whether there is accompanying film or photographs will all influence the attention given to particular items. A story may be treated sensationally, and it may

even be considered of such importance as to justify a TV or radio 'newsflash'. Where film is used the pictures shown are always selected from the total footage shot, and may not accurately reflect the event. The actual images used in news films may themselves have a hidden bias. For example, in the reporting of industrial disputes, employers are often filmed in the peace and quiet of their offices, while workers are seen shouting on the picket lines or trying to be interviewed against a background of traffic noise. This gives the impression that employers are more calm and reasonable people and have a better case than the workers.

The media can also create false or biased impressions by the kind of language used in news reporting. This bias in the use of language in newspaper reporting is shown in a number of expressions that were used by the American press during the Gulf War. The Allied armies 'suffer a high rate of attrition' and 'fail to return to mission' while the enemy planes 'are shot out of the sky' and 'are zapped'. Similarly, the British missiles cause 'collateral damage' while their enemies cause 'civilian casualties'.

Other sources of bias lie in inaccurate reporting, because important details of a story may be incorrect. False reporting through either completely making up stories or inventing a few details, and the media's tendency to dramatize events out of all proportions to their actual significance in society are devices used to make a story 'more interesting'. Such methods mean the media can be accused of manipulating their audiences.

(Adapted from Ken Browne, An Introduction
to Sociology, 1998, Cambridge: Polity Press)

CONTENT POINTS

1.	Controlling Idea Mass media – influence/ manipulate/affect audiences/ have an important role in influencing public / plays an important role
2.	Mass media select facts/ contents/ selection process carried out and put an interpretation on them
3.	Acts as an agent of social control / agency of control
4.	Reporters/journalists decide/select/make /amplify contents of mass media (not mass media)
5.	Mass media give/ present/ highlight partial view of the world/ part of the news/ events
6.	Influence behaviour of society / shape people's ideas, attitudes and actions / mind /mindset
7.	They decide how to present / positioning of news / style of news (Journalists/ M / Media /The way news (IC) (no mention of who presents it))
8.	Actual images / pictures used in news / films may also affect viewers/ readers/ creates bias/biasness
9	Language used also may affect/ shape readers/viewers/create bias and false/inaccurate impression/ thinking /attitude
10	Inaccurate reporting/ incorrect reporting/inexact reporting
11	False reporting/ untrue reporting

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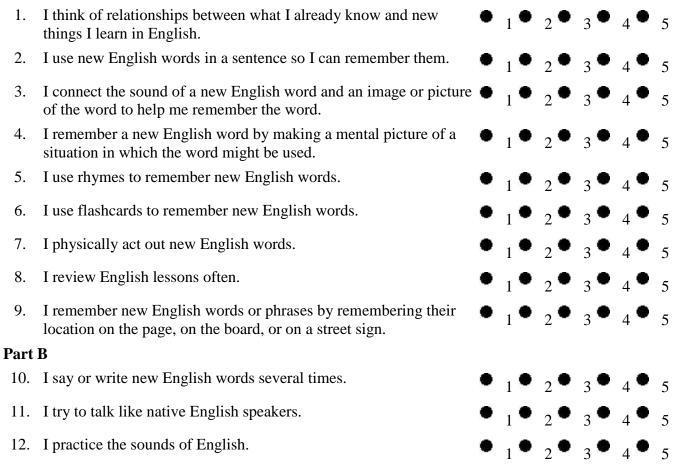FAKULTI BAHASA DAN LINGUISTIK

Strategy Inventory for Language Learning (SILL)

This form of the strategy inventory for language learning (SILL) is for students of English as a second or foreign language. You will find statements about learning English. Please read each statement and write the response (1, 2, 3, 4, or 5) that tells HOW TRUE THE STATEMENT IS.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. **There are no right or wrong answers** to these statements. This questionnaire usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

Part A

1. I think of relationships between what I already know and new things I learn in English. ● 1 ● 2 ● 3 ● 4 ● 5

2. I use new English words in a sentence so I can remember them. ● 1 ● 2 ● 3 ● 4 ● 5

3. I connect the sound of a new English word and an image or picture of the word to help me remember the word. ● 1 ● 2 ● 3 ● 4 ● 5

4. I remember a new English word by making a mental picture of a situation in which the word might be used. ● 1 ● 2 ● 3 ● 4 ● 5

5. I use rhymes to remember new English words. ● 1 ● 2 ● 3 ● 4 ● 5

6. I use flashcards to remember new English words. ● 1 ● 2 ● 3 ● 4 ● 5

7. I physically act out new English words. ● 1 ● 2 ● 3 ● 4 ● 5

8. I review English lessons often. ● 1 ● 2 ● 3 ● 4 ● 5

9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign. ● 1 ● 2 ● 3 ● 4 ● 5

Part B

10. I say or write new English words several times. ● 1 ● 2 ● 3 ● 4 ● 5

11. I try to talk like native English speakers. ● 1 ● 2 ● 3 ● 4 ● 5

12. I practice the sounds of English. ● 1 ● 2 ● 3 ● 4 ● 5

13. I use the English words I know in different ways. ● 1 ● 2 ● 3 ● 4 ● 5

14. I start conversations in English. ● 1 ● 2 ● 3 ● 4 ● 5

15. I watch English language TV shows spoken in English or go to movies spoken in English. ● 1 ● 2 ● 3 ● 4 ● 5

16. I read for pleasure in English. ● 1 ● 2 ● 3 ● 4 ● 5

17. I write notes, messages, letters, or reports in English. ● 1 ● 2 ● 3 ● 4 ● 5

18. I first skim an English passage (read over the passage quickly) then go back and read carefully. ● 1 ● 2 ● 3 ● 4 ● 5

19. I look for words in my own language that are similar to new words in English. ● 1 ● 2 ● 3 ● 4 ● 5

20. I try to find patterns in English. ● 1 ● 2 ● 3 ● 4 ● 5

21. I find the meaning of an English word by dividing it into parts that I understand. ● 1 ● 2 ● 3 ● 4 ● 5

22. I try not to translate word for word. ● 1 ● 2 ● 3 ● 4 ● 5

23. I make summaries of information that I hear or read in English. ● 1 ● 2 ● 3 ● 4 ● 5

Part C

24. To understand unfamiliar English words, I make guesses. ● 1 ● 2 ● 3 ● 4 ● 5

25. When I can't think of a word during a conversation in English, I use gestures. ● 1 ● 2 ● 3 ● 4 ● 5

26. I make up new words if I do not know the right ones in English. ● 1 ● 2 ● 3 ● 4 ● 5

27. I read English without looking up every new word. ● 1 ● 2 ● 3 ● 4 ● 5

28. I try to guess what the other person will say next in English. ● 1 ● 2 ● 3 ● 4 ● 5

29. If I can't think of an English word, I use a word or phrase that means the same thing. ● 1 ● 2 ● 3 ● 4 ● 5

Part D

30. I try to find as many ways as I can to use my English. ● 1 ● 2 ● 3 ● 4 ● 5

31. I notice my English mistakes and use that information to help me do better. ● 1 ● 2 ● 3 ● 4 ● 5

32. I pay attention when someone is speaking English. ● 1 ● 2 ● 3 ● 4 ● 5

33. I try to find out how to be a better learner of English. ● 1 ● 2 ● 3 ● 4 ● 5

34. I plan my schedule so I will have enough time to study English. ● 1 ● 2 ● 3 ● 4 ● 5

35. I look for people I can talk to in English. ● 1 ● 2 ● 3 ● 4 ● 5

36. I look for opportunities to read as much as possible in English. ● 1 ● 2 ● 3 ● 4 ● 5

37. I have clear goals for improving my English skills. ● 1 ● 2 ● 3 ● 4 ● 5

38. I think about my progress in learning English. ● 1 ● 2 ● 3 ● 4 ● 5

Part E

39. I try to relax whenever I feel afraid of using English. ● 1 ● 2 ● 3 ● 4 ● 5

40. I encourage myself to speak English even when I am afraid of making a mistake. ● 1 ● 2 ● 3 ● 4 ● 5

41. I give myself a reward or treat when I do well in English. ● 1 ● 2 ● 3 ● 4 ● 5

42. I notice if I am tense or nervous when I am studying or using English. ● 1 ● 2 ● 3 ● 4 ● 5

43. I write down my feelings in a language learning dairy. ● 1 ● 2 ● 3 ● 4 ● 5

44. I talk to someone else about how I feel when I am learning English. ● 1 ● 2 ● 3 ● 4 ● 5

Part F

45. If I do not understand something in English, I ask the other person to slow down or say it again. ● 1 ● 2 ● 3 ● 4 ● 5

46. I ask English speakers to correct me when I talk. ● 1 ● 2 ● 3 ● 4 ● 5

47. I practice English with other students. ● 1 ● 2 ● 3 ● 4 ● 5

48. I ask for help from English speakers. ● 1 ● 2 ● 3 ● 4 ● 5

49. I ask questions in English. ● 1 ● 2 ● 3 ● 4 ● 5

50. I try to learn about the culture of English speakers. ● 1 ● 2 ● 3 ● 4 ● 5