

**UNIVERSIDADE FEDERAL DE SANTA CATARINA  
CURSO DE PÓS-GRADUAÇÃO EM INGLÊS**

**THE INLUENCE OF READING UPON WRITING IN EFL STUDENTS'  
SUMMARISING PROCESS**

por

**RENATA JORGE VIEIRA**

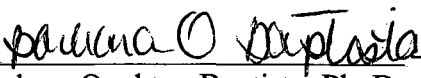
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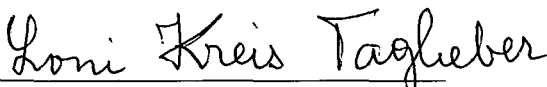
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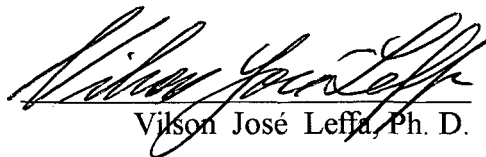
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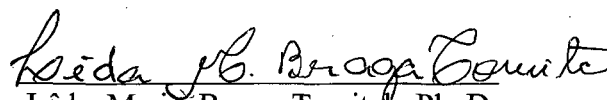
  
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## ABSTRACT

THE INFLUENCE OF READING UPON WRITING IN EFL STUDENTS'  
SUMMARISING PROCESS

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This study investigated the influence of reading upon writing in EFL students' summarising process. Nineteen students from the College of Letters of Universidade Federal de Santa Catarina read and summarised two texts in English, on different topics, with different organisational patterns and of different sizes and levels of complexity. The summaries were written in English and there was no limit in terms of time and of summary length, so that subjects could feel at ease to perform the tasks. A questionnaire about their familiarity with the source texts and the manner in which this familiarising took place was applied. A Model of Analysis was developed, to determine the main ideas, the frequencies of occurrence of organisational pattern/s, and the effect of complexity and of emotional appeal of the source texts topic on the summaries. The summaries were also compared to the answers of the questionnaires. The results showed that the subjects were able to identify and include the main ideas of the source texts in their summaries; the level of similarity of organisational patterns with the Model of Analysis was average, and the complexity and the level of complexity and emotional appeal only of source text 2 influenced the summaries negatively, generating low-quality summaries.

## RESUMO

Este estudo investigou a influência da leitura na escrita de resumos de estudantes de inglês como língua estrangeira. Dezenove alunos da sexta fase do curso de Letras da Universidade Federal de Santa Catarina leram e resumiram dois textos em inglês sobre diferentes tópicos, de diferentes padrões organizacionais, nível de complexidade e tamanho. Os resumos foram escritos em inglês e não houve controle de tempo e de tamanho dos resumos, para que os alunos ficassem à vontade durante o experimento. Foi aplicado um questionário sobre a familiaridade dos alunos com o tópico dos textos-fonte e a forma como se procedeu esta familiaridade. Um Modelo de Análise foi desenvolvido, para determinar as idéias principais, a/s freqüências de ocorrência da/s estrutura/s organizacional/is, o nível de complexidade e o nível de apelo emocional destes textos. Os resumos também foram comparados com as respostas dos questionários. Os resultados mostraram que os alunos identificaram e incluíram as idéias principais do Modelo de Análise em seus resumos; a similaridade entre a ocorrência do/s padrão/ões organizacional/is estabelecido/s pelo Modelo de Análise nos resumos dos alunos foi média, e a complexidade e o nível de apelo emocional somente do texto-fonte 2, influenciaram negativamente os resumos, gerando resumos de baixa qualidade.

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## CHAPTER I - INTRODUCTION

The present study has been designed to investigate the influence of reading upon EFL (English as a Foreign Language) students' writing of informative summaries.

Summarising has been widely used by teachers at all levels as an effective learning activity and study skill. Additionally, summarising may also be used to determine academic success. Students are required to summarise materials of different kinds, and to integrate these summaries' contents in academic papers and presentations in their academic life (Kirkland & Saunders, 1991). It has been observed, however, that when students need to read a text and then produce any written material from the source text, they usually find difficulties in summarising this material (Tavares, 1991). The difficulty of reading comprehension also influences summary writing. There may be various factors that contribute to such difficulty, as for example, inadequate decoding skills, lack of previous knowledge, and strategy deficits (Winograd, 1984). The difficulty of students in comprehending the texts they read, together with their difficulty of writing about the content of these readings may lead to a poor summary production.

Thus, it seems that reading efficiency and awareness of summarising rules are most important for the summarising process (Winograd, 1984). Just & Carpenter (1987) agree with

the view that efficient reading skills tend to facilitate the writing of good summaries. They believe that the more practice at reading individuals have had in their home and school context, the easier the tasks that demand good reading should be for them.

With regard to teaching students summarisation rules, though, there seem to be at least three different views among researchers. To one group, the question of whether or not to teach students summarisation rules remains unanswered (Winograd, 1984); to another it is impossible to teach such rules (Williams, 1988), while a third group favours direct teaching of summarisation rules and strategies to students (Roller, 1985).

Yet, of the authors surveyed, those who favour direct teaching of such rules also diverge slightly with regard to the method of teaching. For instance, Roller (1985), based on her findings, suggests that to improve summary writing, the focus should be on the readers' knowledge of text structure or, the organisational patterns such as the ones used in expository texts (problem-solution, comparison-contrast, and collection, among others) and in narratives (collection, causation, and chronological order, among others). This is due to the fact that the literature discussed by Roller concerning text-based selection of importance by readers, leads to the assumption that "what is remembered is determined by the structural characteristics of the text itself" (p.439), regardless of



whether the text being read is a narrative or expository prose. Winograd (1984) presents some suggestions for teaching students to summarise, which include: stimulus of students' sensitivity to important ideas and to decoding skills, plus the improvement of strategies such as the transformations required for summarising.

Still concerning the issue of teaching students the summarising rules or not, Hare(1992) states that it is important to remember that the fact that students master summarisation rules does not ensure that these students will produce good summaries. Even though she suggests that students practice summarising rules in "naturally occurring texts" in order to enable themselves to see how the text variations may affect their manipulation of these rules. The author also recommends that students may be given texts with familiar structures to practice summary writing and so, avoid the transformations necessary for a coherent and succinct summary. Hare (1992), maintains that this is most important when manipulating narrative texts, because these have a predominant linear structure and are more organised than expository texts. She also points out that most students have more background experience with narratives than with expository texts. Thus, instructors should provide students with more practice in using summarising rules and summarising of expository texts.

There are different types of summaries, which vary according to the type of text to be summarised. Yet in this

study I will concentrate on the *informative summary*, which is defined by Kirkland and Saunders (1991) as a report of what someone else has said, in a concise form, so that the reader will be able to understand it. This definition takes into account the source text, the summary writer, the form of writing - conciseness and clarity - and the reader of the summary.

Thus, summarising is not just a matter of rewriting texts briefly in one's own words. It depends on variables such as: the ability to find the main ideas in the source text (Tavares, 1991; Casazza, 1993; Rilley and Lee, 1996), the use of organisational patterns in the source text (Kintsch & Van Dijk, 1978; Taylor, 1984; Oberlin and Shugarman, 1988; Williams, 1988), the complexity of the source text (Kirkland and Saunders, 1991; Hare, 1992), and the topic of the source text (Wineburg, 1991; Commeyras, Orellana, Bruce & Neilsen, 1996; Gaskins, 1996; Scraw & Bruning, 1996; Stahl, Hynd, Britton, Mc Nisch & Bosquet, 1996). These variables - identification of main ideas in the source text, use of organisational patterns, the complexity of the source text, and the topic of the source text - are the focus of this investigation.

The ability to find the main ideas is considered as a determining factor in most students' summary writing (Tavares, 1991; Winograd, 1984). Thus, effective summarising also depends on effective reading ability. Casazza (1993) states that good

readers identify the most important ideas in a passage instinctively, and write their summaries following an adequate organisational pattern. Of course, as research findings suggest, a reader's content schemata (background knowledge about the topic) as well as formal schemata (knowledge of the patterns of organisation of a text) also facilitate the recognition of main ideas in a text and, consequently, the structuring of a summary (Taylor, 1984; Oberlin and Shugarman, 1988; Williams, 1988).

The text organisational patterns studied most intensively in recent years, with regard to how writers use them in expository writing of texts, are *problem-solution*, *collection*, *comparison-contrast*, and *causation*. Students' awareness of these four types of organisational patterns has been considered by some scholars as one aspect of the source text that may facilitate students' recall of the texts read and, consequently, also facilitate summary writing (Richgels, McGee, Lomax, & Sheard, 1987). Text organisational patterns is one of the aspects this investigation will focus on.

The facility or difficulty to recognise the main ideas of a text is also related to the topic, and to the reader's personal processing capacity. Individuals differ in terms of the processing capacity of textual information. This capacity, in turn, depends on the level of complexity that the text presents to the reader (Kintsch & Van Dijk, 1978). In other words, the readers' processing of the information contained in

a text may be influenced by the degree of difficulty that the individuals meet when reading the source text, due to the level of complexity of this text.

The complexity of the source text, according to Kirkland and Saunders (1991), is an external factor of the summarising process that may constrain summarising. They divide the constraints to summarising into *internal factors* (L2 proficiency, content schemata, affect, formal schemata, cognitive skills, and metacognitive skills) and *external factors* (purpose and audience of the assignment, features of the assignment itself, discourse community conventions, nature of the material to be summarised, time constraints, and the working environment). The clarity and readability of a text are determined by the information density (the frequency and nature of the vocabulary and the extent of the explanations contained in the text, as well as the complexity of concepts included in the text and the number and kinds of interrelationship between these concepts) and by the writing style and ability perceived by the reader through the analysis of the source text. Besides these, there is the complexity of the source text's sentence structure, and the source text's degree of abstractness (Kirkland & Saunders, 1991).

Furthermore, besides identification of main ideas, organisational patterns of the source text (content schemata plus formal schemata) and the complexity of the source text, the topic of the source text is also considered a constraint to

summary production (Wineburg, 1991; Commeyras, Orellana, Bruce & Neilsen, 1996; Gaskins, 1996; Schraw & Bruning, 1996; Stahl et al., 1996). The topic is also considered an important element in the summarising process since it may be identified as pleasant and in agreement with our previous beliefs about this topic (Gaskins, 1996). On the other hand, text topic can be seen as an internal constraint to summarising since it may generate an emotional response from the summarisers if the topic offends their cultural values, for instance. This emotional response debilitates reading comprehension (Gaskins, 1996) and summary writing (Kirkland & Saunders, 1991). Johns, 1988 (in Kirkland & Saunders, 1991) investigated the reader-summarisers' response to the topic of the source text, in terms of the affect identified in their summaries.

Considering the interrelation among source text, reading comprehension, and summary writing, it seems important that writers be aware of the strategies that can help readers to understand a text. For instance, the adequate use of organisational patterns in a text should facilitate the readers' comprehension of the main ideas. Readers should also be aware of the choices made by the writer. For example, the knowledge of organisational patterns helps readers to understand a text (Carrell, 1992).

Although summarising has been advocated by various reading and writing authorities as an effective activity to enhance reading and writing, a review of research on the

interface of reading / writing has revealed a gap in the area. Apparently, no research has been carried out so far to investigate how reading and writing interact in the summarising process. Most researchers in this area have dealt with summary writing as comprehension or knowledge assessment and have compared summaries to comprehension or recall tests. Very few researchers have looked at summarising as a means of enhancing reading and writing (Carr and Ogle, 1987; Head, Readence and Buss, 1989).

Considering the dearth of research on the interaction between reading and writing in the summarising process, this researcher will investigate in the present study how these four aspects of reading - ability to identify the main ideas, use of organisational patterns, level of complexity of the source text and the topic of the source text influence reading comprehension and, consequently, summarising.

The influence on summary writing of text complexity and emotional appeal of the topic may be positive or negative. That is, each of them may enhance or constrain summary writing. The research questions to be pursued in this study are:

1 - Has reading of texts in English influenced the subjects' summary writing?

2 - Have subjects identified the main ideas of the source texts?

3 - Do subjects' summaries follow one or more patterns of text organisation?

4 - Do all summaries written by subjects follow the same pattern/s of text organisation used in the source texts?

5 - Has the complexity of the source texts worked as a constraint to summarising?

6- Has the topic of the source texts influenced subjects' summaries positively or negatively?

In order to find answers to the questions above, 19 undergraduate students of EFL enrolled in the 6th semester of the College of Letters of Universidade Federal de Santa Catarina (UFSC) were given two English texts, each on a different topic and of different organisational patterns, to read and summarise. These summaries were then analysed in terms of main idea identification (Winograd, 1984), organisational patterns (Richgels et al., 1987), topic (Gaskins, 1996), and text complexity (Kirkland and Saunders, 1991). Then, the analysis of students' summaries, performed by the researcher, was compared to the pre-analysis of the source texts performed by three judges.

#### LIMITATIONS OF THE STUDY

The limitations of this study are concerned mainly with the level of the subjects, because these subjects are at an

intermediate average level of English proficiency and are native speakers of Portuguese. It was expected that the influence of the source text upon the summaries of these subjects would be lower than with native speakers of English as the test was applied to an average level group of EFL students (Johns and Mayes, 1990; Scaramucci, 1990) .

The sample selection for this experiment was limited to a class of sixth semester students of EFL from the College of Letters of UFSC. Since there were not many students from which to select the subjects randomly and since the experiment was conducted in an actual classroom, all sixth semester students took part in the study, which may bias the results of the experiment. There are also other textual factors, not investigated here that may have influenced reading and, consequently, influenced summarising, such as graphic illustrations, colours, font type, font size, among others.

The results of this study will only be valid for the subjects who participated in this experiment. They will not be generalisable to other groups of EFL students.

#### SIGNIFICANCE OF THE STUDY

This study investigated the influence of reading upon writing in EFL students' summarising process, more specifically the influence of some textual factors of the source text upon the writing of informative summaries.



The findings of the study might throw some light on the effectiveness of guiding students along the summarising process through the choice of adequate materials.

Finally, this study should supply teachers of EFL with new and useful information about selecting appropriate source texts for students to summarise.

#### PLAN OF THE THESIS

This thesis is divided into five chapters. Chapter one introduces the reader to the problem to be investigated, its context of investigation, the objectives and research questions to be pursued, the limitations and significance of the study. Chapter two contains a general survey of the relevant literature on the reading-writing relationship, a rather detailed survey of the summarising process, summarising as a reading-writing activity, the constraints to summarising, and summarising instruction. In Chapter three, the experimental methodology of the study is described. Chapter four deals with the analysis, interpretation, and discussion of the results. And, finally, in Chapter five the concluding remarks - conclusions, limitations of the study, pedagogical recommendations, and suggestions for future research are presented.

## CHAPTER II - REVIEW OF THE LITERATURE

Historically, language has started to be developed through speech. Then, came the need to formalise speech through writing (Youle, 1985). As graphic symbols were written, the need to read arose.

This review of the literature begins with a survey about reading and writing as separate processes, and in the order of their relationship to language development. Then follows a discussion of the literature on the reading-writing relationship, which has received a stronger emphasis since it is the area of major importance in the present study.

The peak of the review in this chapter is reached in the considerations about summarising as a reading-writing activity and some of the elements of reading that may influence summary writing. These elements are directly related to the purpose of this study - The investigation of the influence of reading upon writing in EFL students' summarising process.

### THE WRITING PROCESS

Writing is considered to have a historical importance for language records (Youle, 1985) and as an important skill for Western society (Eysenk & Keane, 1995).

Porcher (1977) states that, even though the oral language has been practised previously to the written language, without

writing, the oral speech would not be so effective and everlasting. This statement emphasises the role of writing skills within language development.

Empirically, we know that writing came from speaking (Youle, 1985). Then, reading came from writing. Then, a new writing came from this reading. Then, literacy came (Eisterhold, 1990 and Haberlandt, 1994).

Concerning the power of writing, Porcher (1977) states that writing has a great power within language use, since it "produces", "expresses", and "models". Also referring to the power of writing, Eysenk & Keane (1995) state that people use writing for influencing an audience, imparting information, expressing concern, being friendly, among other reasons, and that therefore, in studying writing, motivational and social factors need to be considered besides linguistic factors.

In the 60's, the audiolingual method was dominant in foreign language teaching. In this method the emphasis was on speech and writing. It served only for the reinforcement of the patterns of language practised through oral language (Raimes, 1991).

L2 writing research has based its formal considerations on L1 writing research (Raimes, 1991). In early 1970 an empirical research design, which focused on textual features was developed by a large number of researchers. They based their work on textual features (use of passives, form, structure, cohesion and coherence, etc.) in writing, whose use had been compared among 14 countries and the results of this comparison influenced highly their research (Raimes, 1991).

After 1970 the teaching of writing focused on the act of writing itself. Researchers observed what L2 'actually-writing' students did as they wrote. By 1980 research focused on content of specific academic area subjects, and by 1986, the focus was on the reader, with English for Academic Purposes (EAP), English for Specific Purposes (ESP), etc. (Raines, 1991). Approaches on the reading-writing relationship were also occurring during that period, but the connection between reading and writing will be discussed in detail later in this chapter.

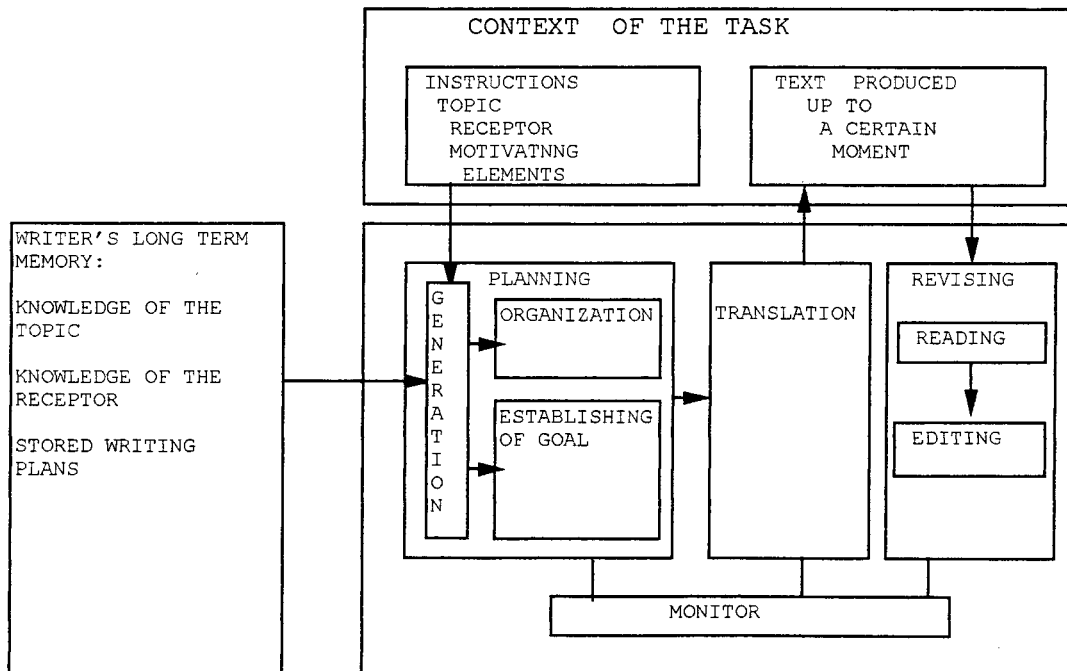
Eysenk & Keane (1995) consider that writing, like reading, can be considered as being processed at different levels: the general level, where the focus is on writers' goal/s, the intermediate level, mediating goal-setting and sentence writing, which is the specific level.

Kato (1993), compares the development of reading models with the process view of writing. She states that reading researchers have searched for a basic process to define the reading process and that this practice runs counter the compositional view that writing models have in common; besides this compositional view, the writing act involves a goal and a plan, and it is a problem-solving act (Kato, 1993). The model of Flower and Hayes (1980) is an example of this. It was developed upon recall protocols of proficient writers and may be considered as having a guaranteed basis on psychologically real processes (Kato, 1993).

In this model (Fig. 1 below), there is the context of the task, which Flower and Hayes define as everything that does not belong directly to the writing task, but that can influence it. This context constrains the concomitant steps of idea organisation and goal-setting, which are fed by the ideas produced in the idea generation step, through

the writer's long term memory. The ideas, organised according to the writer's goals, are thus converted in written language by the translation component of the model. The produced written model is then processed by the revising component, which includes the reading and editing steps. All those subprocesses are managed by the monitor which gives priorities to some functions such as idea generation and goal-setting (Flower and Hayes, 1980). This model includes a detailed and complicated flowchart (presented as follows) for each step of the writing process and proposes co-occurring processes and decisions, such as organisation and goal-establishing.

**Figure 1.1**  
Flower and Hayes' Model for the writing process.



In evaluating the model, Kato (1993) considers that it has the advantage of being a good starting point for the understanding of the steps involved in the writing process.

However, according to Bizzell (1982) (in Reither, 1985), Flower and Hayes do not give much importance to the role of knowledge and social factors in the composing act of writing, suggested by Eysenk & Keane (1995) in the beginning of this section. Bizzell (1982) also contends that the lack of familiarity with academic discourse conventions may be one of the causes for difficulties in writing instead of fault or inefficiency in the composing processes.

However, writing about writing is not such an easy task. Reither (1985) defines writing as one of those processes whose usage "*creates and constitutes its own contexts*"; Eysenk & Keane (1995) believe that we know much more about language comprehension than we do about language production. They state that, besides sharing properties with language comprehension, language production needs more than a theory to be understood. Thus, writing is more complex than we suppose it is. Writing, considered as one of the "relatively recent" phenomena (3.000 years old) related to language development, demanded reading to complete the cycle of the transactional (communicative) and interactional (social, emotional) functions of language (Youle, 1985).

## THE READING PROCESS

Reading is an activity of great concern in language instruction and literacy. Haberlandt (1994) claims that "the process of reading remains one of the most fascinating mental processes, well worth the effort researchers devote to it" (p.354). As in writing, current research in L2 reading has been shaped by L1 reading research. This is due to the fact that research in L1 has a longer history and the population of L1 readers is more stable.

Reading comprehension history, for Pearson and Roehler (1992), has been modified along the years. According to these researchers, before the 40's, reading was seen only as a pleasurable activity, or enjoyment, or as a working tool. During the 40s, however, reading started to be seen in terms of a skill-based activity. In 1951 reading classes started to be organised according to levels and not to grades. Later, by 1970, there was a refinement, a re-evaluation and expansion of the basal reading programs. These changes were based on the research on reading and on the thinking of that period concerning reading comprehension. The consequence of this was a proliferation of reading comprehension skills, which became part of the reading comprehension curriculum. A similar change occurred in L2 reading research. L2 reading was challenged by the changes in the institutional needs and by the changes in views of reading theory (Grabe, 1991).

By 1975, however, there was a turning point in reading comprehension, which became to be viewed as a complex problem (Grabe, 1991 and Pearson and Roehler, 1992). Researchers, then, started to be concerned about the interaction between reader and text, depending on various contexts and purposes. Since then very effective reading comprehension instruction strategies have been developed, focusing on text structure (Finley and Seaton, 1987; Richgels, Mc Gee, Lomax & Sheard, 1987; Grabe, 1991; Pearson and Roehler, 1992; Tomitch, 1996).

By that time, there was a great influence of Smith's (1978) view of reading in L1 as well as in L2 reading theory. For Smith (1978), reading was a process that was imprecise and hypothesis-driven. Smith advocated sampling as an effective reading tool, since natural language was extensively redundant and readers were able to use their background knowledge to draw inferences. Reading theory, thus, evolved to a psycholinguistic model of reading.

Next, came schema theory, the major focus of ESL reading research in the 80's. For schema theorists, reading is an active process of constructing meaning (Pearson and Roehler, 1992). Among researchers that dealt with schema theory in L1 reading, the most important ones are Rumelhart (1977), Anderson & Pearson (1984), and Carrell (1984b, 1987, 1988) in L1 reading. According to schema theory, students' prior knowledge is connected to the new information in the text. This means that readers approach texts differently according to



their background knowledge and the activation of their schemata by the content of the text read.

Readers were then classified as "expert", "good", "novice", and "poor" readers. This means that some readers have less and others have more difficulties with texts. There are numerous studies that deal with this classification of good and poor readers (August, Flavell and Clift, 1984; Winograd, 1984; Tomitch, 1996).

The bottom-up approach, a very criticised view, considers reading as an exclusively mechanical process and its focus is on the visual analysis of graphic symbols, which are decoded-to-sound (Gough, 1972).

However, there are models which support top-down processes but that are not classified as exclusively top-down processing models. In the psycholinguistic model of reading by Goodman (1967), the reading process is selective and is terminated when the reader achieves the meaning of the text.

Rumelhart (1977), in turn, developed an interactive model of reading, based on the belief that reading is both perceptual and cognitive and these different sources of knowledge interact within the reader's mind to produce the most probable interpretation of the text.

The reading models discussed above gave a great importance to language proficiency threshold for reading comprehension in L2 (Devine, 1987, and Carrell, 1989a). These considerations were based on the importance given by some authors to language

automaticity (language processing) in second language acquisition (SLA) and language processing (Mc Laughlin, 1990).

The current view of instruction in reading comprehension shows the development of a new trend in reading comprehension research, concerned with the motivation of the reader by the material that is taken to the classroom. The topic of the text processed by readers may have different effects on them, according to their cultural values and social context (Kirkland and Saunders, 1991; Beach and Hynds, 1991; Gaskins, 1996).

Current reading researchers have advocated the guided choice of texts and topics by students as a way to motivate reading and to enhance (instead of constraining) the interaction between the reader's interests and the text, and consequently, reading comprehension (Holmes, 1988; Kassak & Haffman, 1987; Guthrie, Van meter, Mc Cann, Wigfield et al., 1996; Hunt Jr., 1997). This motivation may also affect writing when writing is based on reading.

#### THE READING-WRITING RELATIONSHIP

Research on the interface of reading-writing is about two decades old (Rubin and Hansen, 1984; Grabe, 1991; Irwin and Doyle, 1992; Carson & Leki, 1993). Yet, in spite of being a rather recent area of research, reading-writing connections have been pointed out by some authors since long ago (Altick, 1956; Lefevre, 1962; Moffat, 1968).

Since the beginning of the eighties, reading as well as writing scholars concerned with the reading-writing relationship have suggested that language teachers capitalise on this relationship to enhance writing through reading (Squire, 1983; Krashen, 1986, Dolly, 1990; Paul, 1990; Sensenbaugh, 1990) and reading through writing (Stotsky, 1983, Moxley, 1984; Oberlin and Shugarman, 1988).

However, there are authors that maintain that processes known as specific to the writing process (Flower and Hayes, 1980; Tierney and Pearson, 1983) such as *planning, drafting, aligning, revising* and *monitoring* co-occur in reading and writing when these skills are performed simultaneously by students.

Other authors have contended that reading and writing share similar characteristics. For example, Squire (1983) states that writing, like reading, requires the attention of the reader to the various modes and functions of a determined language. Sanacore (1983), Squire (1983), Moxley (1984), and Dolly (1990) actually consider both reading and writing composing processes. They state that reading, as well as writing, require from students the same skills in processing a language and that both reading and writing are meaning-constructing and context-related activities, which are characteristics of composing processes.

Based on the assumption that reading and writing have characteristics in common, Allison, Berry and Lewkowicz (1995)

have developed a study which combines reading and writing in EAP classes. The results of this study led these authors to conclude that the more comprehensible summaries students write after reading a text, the higher is the "text-focused effect of the reading task upon the written task outputs" (p.37).

Other authors have developed instructional activities and experiments that combine reading and writing with the purpose of developing reading and/or writing skills (journals, writing of essays based on reading of various texts, among other activities). One of these activities combining reading and writing is summarising.

#### THE SUMMARISING PROCESS

Roller (1985), Hare, (1992), and Torija de Bendito (1992) classify summarising as a reading-writing activity. They state that summarising is a writing task that is originated by another task - reading - and that summaries are texts composed from other texts.

There are various types of summaries, varying according to the source text and the objective of the summariser. ABNT (Associação Brasileira de Normas Técnicas)/88 classifies summaries into descriptive, informative, informative /descriptive, and critical. Descriptive summaries show only the main points of the source text; informative summaries give readers information enough to decide on reading the source text

or not; the informative/descriptive summaries combine the two previous types of summary; and the critical summary is an analysis and interpretation of a determined text written by specialists in specific fields of knowledge.

Stubbs (1983) states that a summary of a literary work (novel, short story, poem) is not the same kind of summary as one of a non-literary work (textbook, academic article or newspaper article). For this author, the relationship between the summary and the source text is different in each case. He claims that the non-literary work summary follows the same patterns of the source text, whereas the summary of a literary work does not. Pincus, Geller, and Stover (1986) deal with the differences between summarising expository and narrative texts by developing a story-schema methodology that is effective in providing students with an easier and more appropriate form of summarising expository texts, based on the schema the students have of stories. Besides these types of summary, there is the study-summary, where the summarising activity is used as a learning tool (Sarig, 1993).

For the purpose of this study, summarising will be considered according to the definition provided by Kirkland and Saunders (1991) and by ABNT 88, that informative summaries are clear and concise forms of replicating the source text.

The definitions of summaries presented above lead us intuitively to think of summarising as an umbrella of processes, strategies and concepts whose definition is not

clear yet. As it has been shown, these definitions depend on various factors such as textual features - main ideas, organisational patterns, text complexity, and topic of the text plus specific reading-writing relationships.

Kintsch and Van Dijk (1978) claim that the processing of the elements of a text by any individual is influenced by the degree of difficulty that the individual meets when reading the text. Thus, the individual's ability, in this case, summary writing ability, may be related to his/her reading comprehension ability. If successful reading depends in part on the quality of the written text, writers should be aware of the correct and adequate use of structures when writing texts. In this way they may facilitate the readers' comprehension of the main ideas. On the other hand, readers also have to be aware of all the available text structures in order to grasp the meaning of a text.

Researchers in the field of reading and writing instruction have analysed the factors involved in the task of teaching students how to summarise texts successfully. Casazza (1993) analyses the traditional approach - 'rules' of summarisation. She considers the student's self-evaluation and development through the analysis of the process together with the instructor, and as a whole:

Students learn that to summarise text they must reduce the material to the key concepts, put these in their own words, and omit personal opinion. Through discussion, they discover that summarising will help them to monitor their comprehension and thus learn more efficiently. (Casazza, 1993:203).

Most authors that deal with the application of summarising rules in summary instruction (Casazza, 1983; Baumann, 1984; Hare and Borchardt, 1984; Hare, Rabinowitz and Schieble, 1989; Schellings and Van Hout-Wolters, 1996) base their models on Brown and Day's (1980) rules, which are an adaptation of Kintsch and Van Dijk's (1978) comprehension macrorules.

Finally, whether directly teaching summarising rules or not, instructors of any area should enhance the readers' and writers' interest and awareness of their role of dealing with text. Reading and writing instructors, more specifically, should facilitate students' perception of the reading-writing relationships and of the summarising process. Awareness of the relationship between reading and writing can be extremely advantageous to the summary writing activity. On the other hand, lack of this awareness can be extremely damaging to the success of the summarising activity.

#### ELEMENTS INFLUENCING SUMMARISING

The elements influencing summarising are: the individual (reader), the task, and textual factors (Hare, 1992). Among the last mentioned, the ones chosen to be examined in this study were the textual factors considered in the pertinent literature as essential in a summary, mainly main ideas, organisational patterns, text complexity, and the topic of the text. These textual factors will be discussed as follows.

## SUMMARY AND MAIN IDEAS

One of the problems with summarising seems not to be the difficulty of summarising itself, but rather the difficulty in finding the main ideas in the printed text. This difficulty, is related in part to poor reading skills and poor comprehension, which in turn, have their roots in various other areas; one such area being individual differences in terms of background knowledge (Van Dijk and Kintsch, 1983).

However, Winograd (1984) and Williams (1988) argue that the facility to recognise the main ideas of a text is related to the writer's structural organisation and to the reader's personal processing capacity and schemata.

Winograd (1984) investigated the influence of students' identification of main ideas and awareness of task demands as strategic difficulties for summarising texts. He classified the students into older/better and younger/poor readers. In the study, the main ideas were chosen from the source text and the ideas in the students' summaries were correlated with those ideas. The percentage of these main ideas included in the students' summaries confirmed his hypothesis that older (good) readers have less difficulties in the summarising task than younger (poor) readers. According to the author, awareness of task demands also showed positively significant effects on main idea identification, through a comparison of the



questionnaires answered and the summaries produced by the students.

In studying summary and recall protocols as a means of assessing comprehension, Rilley and Lee (1996) focus on the issue of finding main ideas. For the authors, the linguistic demands of reading in an L2 or the fact that the main ideas in a reader's perception can be different from the researchers' perception, are just two of the problems that readers encounter when extracting the main ideas from texts.

Based on their study on the effectiveness of a programme for teaching students to identify the main ideas in natural contexts, Carriedo and Alonso-Tapia (1996), found some empirical evidence that summary writing, similarly to recalls in Rilley and Lee's (1996) study, can be used for improving the ability to extract the main ideas of a text since it entails a global comprehension of the source text. Hare and Borchardt (1984) agree that practice with summarising enables readers to extract the main ideas more easily, whereas, for others, the ability of identifying main ideas makes the summarising task easier (Winograd, 1984, and Schellings and Van Hout-Wolters, 1995).

However, the order in which these ideas are acquired from the text seems to be relevant for some authors, since this order reflects the general order in which the information is acquired from the text (Chafe, 1980). This sequence, observed by Chafe only in recall protocols, may also be important for

summaries which are based on a source text, and whose sequence of ideas is based on the patterns of organisation of the source text, as for instance, summaries of non-literary texts (Stubbs, 1983).

#### SUMMARY AND ORGANISATIONAL PATTERNS

The organisational pattern of a text seems to be related to the main ideas in the same way that the identification of the main ideas of a text is related to the organisational pattern of the source text (Baumann, 1984).

Richgels, et. al (1987) developed a study to investigate the effects of students' awareness of text structure on the recall of those texts. They developed a model (adapted from Meyer et al., 1980 and Mc Gee, 1982b) in which judges assigned a number on a scale from 0 to 7 in order to determine the level of predominance of each organisational pattern (problem-solution, collection, comparison-contrast, causation) to be correlated to the analysis of the predominance of these organisational patterns in the students' summaries and compositions. The findings indicate that the higher the percentage of coincidence of the organisational patterns of the composition with the patterns of the source text, the higher was the influence of the awareness of text structure.

Some authorities in text structure (Richgels et al., 1987; Pincus, Geller, and Stover, 1986) claim that students have more

background knowledge of story structure than of expository text structure and thus have more difficulties in dealing with expository texts. However, Holmes (1988) developed a study he conducted in an EAP class whose results suggest that, since his students (technicians and engineers) had background knowledge for the topic of the expository source text, they had fewer difficulties in summarising expository texts.

The authors that advocate that narratives are easier to summarise than expository texts see problem-solution, comparison-contrast, collection and causation as the most common organisational patterns in both types of texts.

#### SUMMARY AND TEXT COMPLEXITY

Another textual factor that has been found to constrain reading and, consequently, influence summary writing is text complexity (Kirkland and Saunders, 1991; Hare, 1992).

The issue of text complexity reflects directly on teachers' choice of the materials to be summarised by students (Kirkland and Saunders, 1991). For these authors, it is important to consider the constraint caused by the complexity of the source text to the consequent reading and summarising tasks. Kirkland and Saunders (1991) justify this view by stating that the complexity of the source text works internally, in the readers' minds, thus affecting the processing of the text. Kato (1983) also considers text

complexity as an important constraint for reading comprehension, since the facility or difficulty the reader encounters while reading depends highly on the flow of the information in the source text. Thus, one may assume that this factor may also constrain summary writing, even though the review of the pertinent literature has revealed few authors concerned with this hypothesis.

Another important element of the source text to be considered by reading and writing teachers is the effect caused by the topic of the source text on summarising.

#### SUMMARY AND THE TOPIC OF THE TEXT

The same authors - Kirkland and Saunders (1991) and Hare (1992), concerned with the constraint of text complexity to summarising have also considered the issue of the effect generated on students by the topic of the source text. They claim that the choice of the material to be summarised is a very important item to be considered by teachers when assigning this task to students.

By the same token, considerations of the topic of the text as a constraint to language processing and production are starting to emerge in the field of research in second language acquisition and reading. Authors like Leow (1993), MacIntyre and Gardner (1994), Schumann (1994), and Bardovi-Harlig and Hartford (1996), to name but a few, have carried out studies

that analyse the 'effect of the affect' on students' language processing as a whole; and Wineburg (1991), Commeyras, Orellana, Bruce & Neilsen (1996), Gaskins (1996), Scraw & Bruning (1996), and Stahl, Hynd, Britton, Mc Nisch & Bosquet, (1996), have developed the issue of affect in reading comprehension and text production. Therefore, it seemed appropriate to examine these studies in terms of their treatment of the effect of affect on reading comprehension, and text production based on reading, as for instance, summary writing.

Wineburg (1991) compared historians and high school students as they read and transformed history texts and found that, due to their higher cultural background, historians read texts from a more critical perspective than the high school students. Commeyras, et. al (1996) examined feminist theories in terms of their contribution to literacy, education and research and to the meaning-construction process. In another study, Crawford and Chaffin (1986) hypothesised that men and women read the same text differently, due to their cultural values, and the specific nature of each sex or gender. This is a different way to analyse men's and women's affect in reading comprehension separately. Scraw & Bruning's (1996) article states that readers hold different beliefs which they take to the reading task and that affect their role as readers. These beliefs include personal ideologies, self-concepts, and intentions, due to the readers' different sociolinguistic

background. These differences, for the authors, predispose readers to read the same text differently.

Stahl et. al (1996) examined the reactions of readers when manipulating multiple-source documents in history while reading and summarising these texts. They noticed differences in their critical reading of documents from different sources. For instance, readers seemed to trust *official* documents more than *non-official* ones and the authors claimed that this should be due to the cultural values attributed to "more reliable" sources.

Moreover, Gaskins (1996) developed a study in which the experimental students were asked to answer a questionnaire about their knowledge of basketball and their favourite teams. The students were divided into fans of team 1, fans of team 2 and fans of both teams. Both group 1 and group 2 read a text about a fight between the two basketball teams they were for, and who have traditionally been arch rivals. The third group - the control group - read the same text with the names of the teams substituted for the names of teams of other cities which do not have any basketball teams, in order to control their emotional involvement. The groups were given some comprehension questions to answer and an interview about the fight between the two teams. The results indicated that the students who said in their answers that they did know the teams and that they were for a specific team, confirmed in the interview that their

answers to the comprehension questions were biased towards their preferences.

All the issues discussed above - main ideas, organisational patterns, complexity and topic of the source text - related to the source text, are elements that may influence reading, and consequently the writing of a summary on this text. The aim of the present study was to investigate the influence of reading upon writing in EFL students' summarising process, in terms of these four elements. In the next chapter, the methodology of the present study will be described.

### CHAPTER III - METHODOLOGY

The current study was designed with the purpose of investigating the influence of reading upon writing in undergraduate EFL students' summarising process. The researcher's concern was to examine the effects on subjects' summaries of the following elements of the source text: main ideas, organisational patterns, text complexity and topic. Subjects read two texts and wrote a summary on each of these texts. The data were analysed from both a qualitative and quantitative point of view.

#### SUBJECTS

The subjects were 19 undergraduate students of the College of Letters of Universidade Federal de Santa Catarina (UFSC) enrolled in an Academic Reading and Writing in English class, offered during the second semester of 1997. These students were in their sixth semester of English. The whole program of the College of Letters consists of 8 semesters. The sample included students of low and high intermediate levels of reading and writing proficiency in English. This level of proficiency was drawn from students' midterm and final exam grades (Appendix A).

The sample was considered appropriate for this study since the students had had English classes involving reading and discussion of texts, writing paragraphs, essays, and



summaries of texts for two semesters. Thus, reading, writing and summarising activities were familiar to these students.

## MATERIALS

The materials used in this experiment consisted of two English texts (appendices B and C).

The two texts for the experiment were selected by the experimenter and her advisor. In the selection of texts, some characteristics were taken into consideration. The texts should be a) written according to different organisational patterns; b) on different topics; c) of different levels of complexity, and d) of approximately the same length. It was expected that this information would add reliability to the analysis of the data.

Text one, entitled "The Growing of Green Cars", dealt with the topic of manufacturing cars that will not pollute the environment, and text two, entitled "A Career Woman Looks at the Future" dealt with the importance of a career for a woman. Both of these issues are quite up-to-date. They have continuously been headlines in the news in the last two decades; thus, it was expected that they would arouse students' interest and motivation for reading. Text one contained about 500 words in 13 paragraphs and text two, about 900 words in 15 paragraphs. The texts were typed in a similar pattern (Times new Roman, size 11) in order to avoid other

textual features (pictures, colours, font size and font type, etc.) interfering in the processing of the printed texts.

## INSTRUMENTS

A student questionnaire (appendix D) was constructed by the researcher to find out students' degree of familiarity with the topics of the source texts and the way they had become familiar with these topics. Another instrument used in this study was a model of analysis of the source texts in terms of the four textual elements to be investigated - main ideas, patterns of text organisation, topic, and complexity level of each text. This analysis was performed by three judges and the resulting model was used to evaluate subjects' summaries of the texts regarding the presence or absence of effects of those features. Details about the construction of this model will be given later in this chapter.

### a) Questionnaire

The same questionnaire was used for both texts. There was one objective and one subjective question, each containing three items. The objective question I.2 (see appendix D) was the one related to the specific interest of this researcher - to check how subjects' familiarising with the source texts had taken place and whether the topic of the source texts signalled

any emotional appeal related to these subjects' personal experiences. That is, whether it was related to a friend, family, their work, or to any other topic familiar to them. It was expected that this would provide clues to the emotional involvement of the subjects with each text's topic. The other two objective questions (I.1 and I.3) served only as safeguards against subjects' overestimation of their emotional involvement with the text. The goal of the subjective questions was to check how subjects had perceived the author's point, how they viewed it, and how they felt about each topic. They were asked to: (1) write down the points in the texts they agreed and those they disagreed with; (2) give a plausible alternative solution to the issue discussed in the text; and (3) decide if the text dealt with a challenge or with a problem. The answers to these questions were expected to be helpful as an alternative source of reference for the qualitative interpretation of the data.

b) Model of analysis of the source texts

The pre-analysis of the source texts was expected to establish the following points: a) The main ideas within the source texts' macrostructure (based on Winograd's experiment 1984); b) the predominance of the organisational patterns in each source text (based on Richgels, Mc Gee, Lomax & Sheard's (1987) experiment); c) the level of complexity of the source texts; and d) the classification of each source text's topic in

terms of its arousal of emotion (Gaskins, 1996). Items b, c, and d were determined based on a scale from 0 to 7, developed by Meyer et al., (1980); and Mc Gee, (1982b), and later adapted by Richgels et al., (1987).

The judges, 3 English Graduate students, who had had some previous formal instruction about text analysis in their Master's program, gently agreed to perform this analysis. Each of the judges received a xerox copy of text 1 and text 2, just like the ones that were going to be given to the students to read and summarise later. The judges were asked to identify the main ideas within the source texts' macrostructure and write *MI* in the margin of the text beside the main ideas identified. They also received an answer sheet, where they had to assign a level on a scale to indicate: (1) the level of frequency of occurrence of each of the organisational patterns (problem-solution, comparison-contrast, collection, and causation) in the source texts (varying from level 0 to level 7); (2) the level of complexity of each source text (varying from very low complexity to very high complexity level); and (3) the level of emotional arousal (emotional appeal) by the topic of each source text (Appendix E).

The pre-analysis of the texts served as an orientation for the researcher's analysis of subjects' summaries. After the compilation of the data, the Model of Analysis was built. It served as a parameter to compare the results of the analysis of subjects' summaries against the Model of Analysis.

The compilation of the data to compose the Model of Analysis was carried out as follows:

First, the researcher numbered the ideas identified by each judge from the source texts and compared the lists of main ideas. Then, the ideas that were common to at least two judges were selected for the Model of Analysis. The procedures were the same for text 1 and for text 2 and the data are displayed in Tables 3.1 and 3.2.

**Table 3.1**

Main ideas of reference for the Model of Analysis of text 1.

MAIN IDEA	KEY WORD/S
"...the pollution that darkens our skies."	Pollution
"...car engines burn gasoline, which adds to the "smog..."	Smog
"... cars that make little or no pollution at all..."green cars""	Green cars
"...a second problem: the "greenhouse effect", or warming of the earth."	Greenhouse effect
"California [ ] passed a new pollution law...new cars must not pollute at all...sold in 1998"	New pollution law in California
"...vehicles nationwide cause 56 percent of cancer-causing air-pollutants."	% of pollution
"[cars] ...that would produce less smog per mile travelled"	Smog /mile travelled
"Burning less fuel is one way to cut pollution. Another way is to tune engines so they can burn cleaner fuels."	Cut pollution (2 ways)
"That goal [of producing less smog per mile travelled] will be costly."	Cost
"Electric cars don't burn fuel, so they put out no exhaust at all."	Electric cars (ZEV)
"Both lawmakers and auto makers agree that there are no easy answers on the road to perhaps the perfect ZEV:... an earth-friendly car..."	Perfect ZEV

**Table 3.2**

Main ideas of reference for the Model of Analysis of text 2.

MAIN IDEAS	KEY WORD/S
"What happens inside your head and heart...the man whom you've learned to depend on...he's driven to leave his job"	Husband quits job
"I had no real preparation for the shock"	Shock
"Now, without the company, all security vanished"	Security
"Disbelief and shock gave way to a sense of loss"	Loss, anger
"Jack may have worked to make his salary, but I have worked to make that salary work for us"	Work - salary
"I've learned...since Jack quit...I and millions of homemakers live in a fantasy world"	Homemakers - fantasy world

After this, the researcher compared the choices of the judges among themselves, registered on a scale from 0 to 7, related to the frequency of occurrence of the organisational patterns (problem-solution, comparison-contrast, collection and causation) in the source texts. Following the legend contained in each judge's analysis sheet (Appendix E) the researcher analysed these data and labelled the frequency of occurrence of each organisational pattern (High, Average, or Low level). The similarities of the levels of frequency of occurrence of each pattern among the judges' analysis determined the level of predominance of the organisational patterns for the Model of Analysis of text 1 as well as of text 2. The data related to the frequency of occurrence of each organisational pattern for the Models of Analysis are displayed in tables 3.3 and 3.4.

In order to establish the level of complexity and of emotional appeal of the source texts for the Model of Analysis (marked on a scale varying from very low to very high level) by

the judges, the procedure was the same for the organisational patterns: the experimenter analysed the data and denominated the level of complexity and emotional appeal of the source texts according to the legend (Appendix E), and chose the levels of complexity and of emotional appeal of the source texts that were common to at least two judges, to compose the Model. The procedure was the same for text 1 and for text 2. The Models of Analysis of each source text are displayed in tables 3.3, and 3.4 respectively.

**Table 3.3**

References for the Model of Analysis of Text 1

MAIN IDEAS (REPRESENTED BY THE KEY WORDS)	LEVELS OF FREQUENCY OF OCCURRENCE OF ORGANISATIONAL PATTERNS				LEVELS OF TEXT COMPLEXITY	LEVELS OF EMOTIONAL APPEAL BY TEXT TOPIC
	P	C	C	C		
-pollution	P	C	C	C	slightly high	slightly low
-green cars	/	/	O	A		
-smog	S	C	L			
-greenhouse effect			L			
-green cars	h	z	m	m		
-smog	i	e	e	e		
-greenhouse effect	g	r	d	d		
-new pollution law (Californ.)	h	o	i	i		
-% of pollution			u	u		
-smog/mile travelled			m	m		
-2 ways to cut pollution			-	-		
-cost			l	h		
-electric cars (ZEV)			o	i		
-perfect ZEV			w	g		
				h		

**Table 3.4**

References for the Model of Analysis of text 2

MAIN IDEAS (REPRESENTED BY THE KEY WORDS)	LEVELS OF FREQUENCY OF OCCURRENCE OF ORGANISATIONAL PATTERNS				LEVELS OF TEXT COMPLEXITY	LEVELS OF EMOTIONAL APPEAL BY TEXT TOPIC
-Husband quits job	P / S	C / C	C O L	C A	medium-high	high
-Shock			L			
-Security	m e d	m e d	m e d	h i g		
-Loss, anger	i u	i u	i u	h		
-Work, salary	m	m	m			
-Homemakers fantasy world		- l o w				

LEGEND: P/S-Problem solution

C/C-Comparison &amp; Contrast

COLL-Collection

CA-Causation

## PROCEDURE

The experiment was conducted during the regular period of the Academic Reading-Writing classes, by the professor of the subject. The professor applied the summarising task as if it were a regular classroom activity. The students received text 1 and the professor read the instructions (Appendix F). Besides mentioning the title of each source text, these instructions contained orientations related to summary conciseness, clarity, objectivity, that a summary should be written in the students' own words and that it should not contain personal opinions.



These instructions were adapted from Kirkland and Saunders (1991:120). The students were told to read text 1 carefully and write the summary, and then, follow the same procedures for text 2.

The students were also told that a questionnaire about each text was going to be handed out after they would have finished the summaries. After each text had been summarised, the students were given the questionnaire to answer. These questionnaires were expected to aid the qualitative analysis of students' summaries. That is, they were expected to provide clues to help explain data that might be difficult to explain quantitatively. As they were small questionnaires, the students took only 10 minutes to answer them. When the subjects had finished summarising the second text and had answered the second questionnaire, they were invited to leave the room.

## DATA ANALYSIS

a) Comparison between the Model of Analysis and each student's summary

In order to establish the percentage of the main ideas of the Model of Analysis included in the subjects' summaries, as

well as the correlation between the number of occurrence of these ideas, the procedures below were followed:

The researcher divided the summaries of the subjects into main ideas and then numbered those ideas in the sequence they appeared in the summaries. These numbered ideas were then compared to the main ideas in the Model of Analysis in order to determine which idea of each summary would match with which idea in the Model of Analysis.

The pairs of ideas (x,y) were entered in an Excell software® file. The ideas of the Model of Analysis were typed as the independent variables (x) and the ideas of each summary were typed as the dependent variables (y), to calculate the correlation between the order of occurrence of these ideas (x,y). The software then displayed a linear graphic, containing the trend lines and the value of  $r$  (coefficient of correlation). These graphics can be seen in Appendices G to U. After this, the percentage of the ideas of the Model of Analysis was calculated. The same procedure was followed for the analysis of the summaries of text 1 and text 2.

The part of the analysis concerned with the organisational patterns was more qualitative than quantitative. The researcher analysed each subject's summary, following the same procedure of analysis as the judges - by assigning a number on a scale from 0 to 7 (Appendix E) to determine the frequency of each organisational pattern - problem-solution, comparison-contrast, collection and causation in each summary.

After this, a general scale was developed by the researcher, which indicated the level of frequency of each organisational pattern, according to the Model of Analysis and the level of frequency of each organisational pattern in the summary according to the researcher's analysis.

The researcher then compared the level of frequency of the organisational patterns in the Model of Analysis and in the summaries. The similarity of the levels of frequency of the organisational patterns in the Model of Analysis and in each summary was classified as high, average and low, for each subject.

The same procedure was followed for the analysis of the summaries of text 1 and text 2.

The qualitative analysis of the summaries was based on the literature about summarising, more specifically about aspects of summary quality to be considered in a summary content evaluation. Among these aspects, the ones chosen as guidelines, or categories of analysis for this study were the following:

- Cohesion and coherence (Winograd, 1984);
- Inclusion of the main ideas of the source text (Winograd, 1984; Kirkland and Saunders, 1991 and Allison, Berry, and Lewkowicz, 1995);
- Conciseness (Brown and Day, 1983, and Hare, 1992);
- Information about the source text (Kirkland and Saunders, 1991);

- Absence of personal opinion (Hare, 1992, and Allison, Berry, and Lewkowicz, 1995).

After the qualitative analysis of the summaries according to the parameters explained above had been carried out, the researcher classified each summary as being of high, average, or low quality.

The procedures of the qualitative analysis of the summaries were the same for the summaries based on text 1 and on text 2.

After this step, the analysis of the constraint by the complexity and emotional appeal of the source texts on the writing of the summaries was carried out. This analysis depended on the analysis of the summaries in terms of quality.

After analysing the summaries, the experimenter compared the classification of the quality of the summaries to the level of complexity of the source text in order to obtain the probable level of constraint of the complexity of the source text on the writing of the summaries. Therefore, if the source text was considered of *high* complexity level by the judges and if the summary of that text was considered of *low* quality, the experimenter marked *high probability* of constraint by the source text on the writing of the summaries. The researcher chose the term *probable* because there are other variables which are not the focus of this study, that may debilitate the production of a summary. The experimenter also consulted the

comments written down about the subjects' summaries in order to check whether the confusing summaries might have been produced by the high level of complexity of the source text.

According to the literature surveyed, the level of the emotional arousal (appeal) of the topic of the source text to be read may influence positively or negatively the reading of this text and, consequently, the writing of summaries, too.

Thus, procedures similar to those used in the previous step were adopted for the analysis of both the effects of emotional appeal evident in the summaries and, the constraint on the students' summaries produced by the level of complexity of the source text. That is, the qualitative analysis of the summaries, described previously, was also the basis for the comparison between the quality of the summary and the level of probable constraint by the level of emotional appeal of the source text on the writing of the summaries.

However, in the case of the probable constraint by the level of emotional appeal of the source texts on the summaries, the distortions - personal and irrelevant comments made by the summarisers about the content of the source texts (Johns and Mayes, 1990) - were also considered. These distortions may reveal the personal opinion of the subjects and probably also reduce the quality of their summaries (Allison et. al, 1995).

In order to establish the probable level of constraint by the emotional appeal of the source texts on the writing of the summaries, the subjects' answers to the questionnaires were

also analysed. As explained previously, if the analysis of subjects' summaries signalled any involvement of the students with the topic of the text, the researcher consulted the questionnaires to verify if, according to the subjects' answers, they had had any previous involvement with the topic that might have interfered in their writing of these summaries.

The following chapter contains the analysis and discussion of the data.

## CHAPTER IV - DATA ANALYSIS AND DISCUSSION

As Discussed in chapter II, review of the relevant literature, this study is inserted in the line of research that deals with the interface between reading and writing.

Thus, the purpose of this study was to determine whether the writing of summaries by Brazilian EFL college students would be affected by the reading of the source texts. Nineteen students participated in the experiment, but four of them had to be excluded from the analysis of the data since they failed to complete some of the tasks required for the experiment.

In order to answer the research questions proposed for this study, the experiment was designed to examine the effects of main ideas, organisational patterns, text complexity and emotional appeal of the topic of the source text on subjects' summarising process.

In this chapter, the results of the experiment are being discussed in light of the research questions.

Research question **Has reading of texts in English influenced the subjects' summary writing?**

Authors in the pertinent literature contend that reading and writing are both composing processes (Squire, 1983) and thus they interact. This interaction has been observed in various experiments (discussed in Chapter II), which focused on main ideas identification (Winograd, 1984), text structure (Tomitch, 1995), text complexity (Kirkland and Saunders, 1991) and emotional appeal by the topic of the source text (Gaskins, 1996).

In the present study, apparently, the reading of the source texts has also influenced subjects' writing of their summaries. This influence was observed in terms of the elements mentioned above: main ideas, organisational patterns, text complexity and emotional arousal of the topic of the source texts. The effect of each of these elements on subjects' summaries will be discussed in detail in view of research questions 2 to 6.

Research question **Have subjects identified the main ideas of the source texts?**

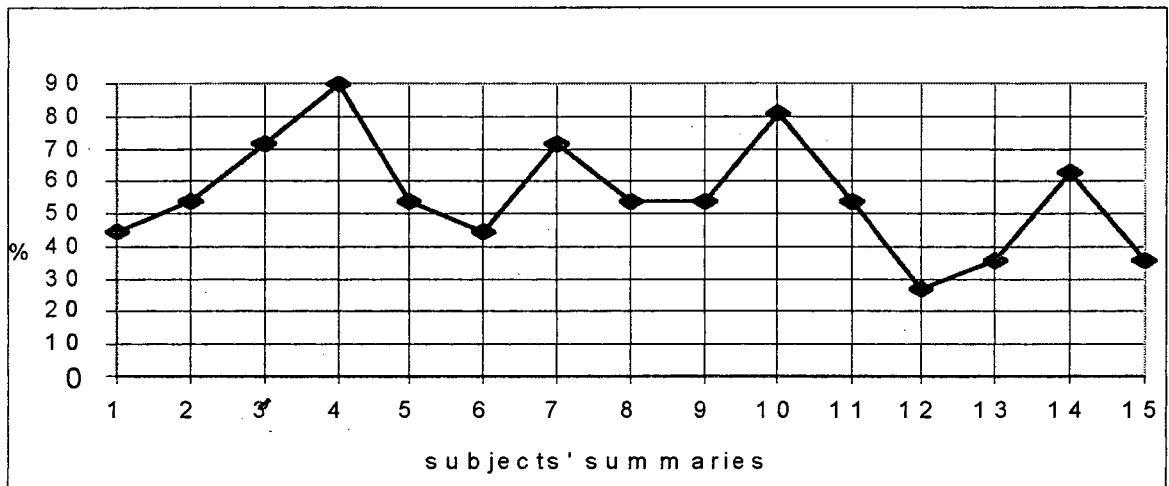
As it can be seen in Figure 4.1 below, the percentage of main ideas of the Model of Analysis included in most of the subjects' summaries of text 1 was above 40%. This means that most of the subjects were able to include some



of the main ideas of the Model of Analysis in their summaries of text 1.

**Figure 4.1**

Percentage of main ideas of the Model of Analysis in summaries - Text 1

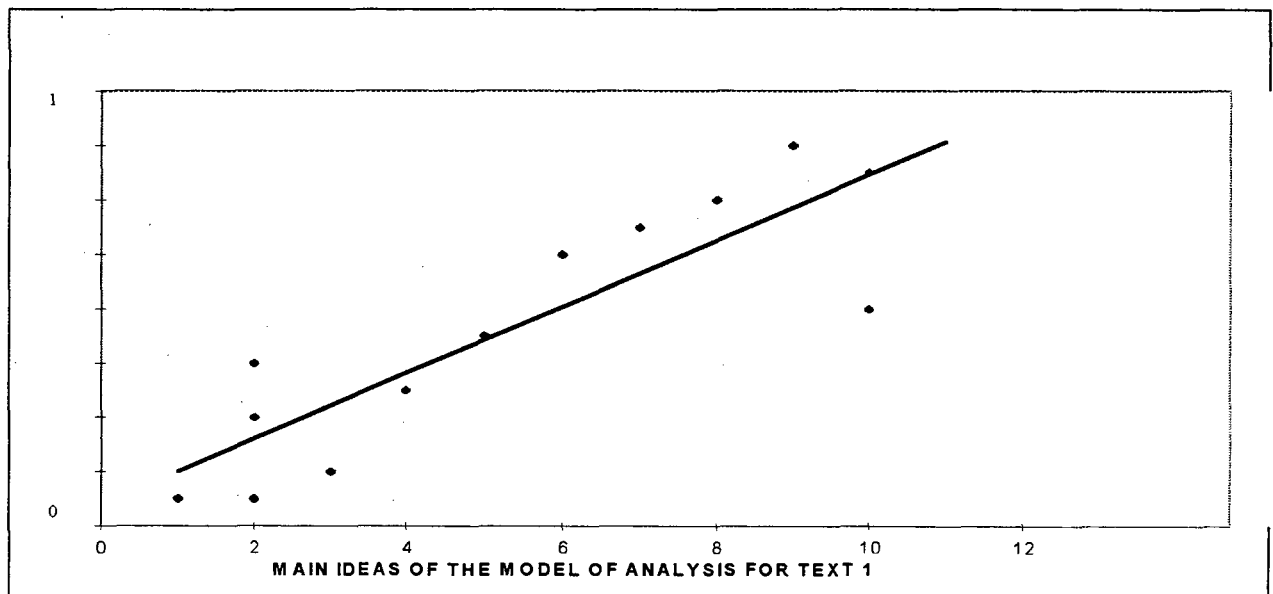


The representative graphics showing the correlation between the *order of main ideas* in the summaries and their order in the Model of Analysis are displayed in the Appendix (see Figures 1 to 15 - Appendices G to N). These graphics show a positive correlation between the order of main ideas in most subjects' summaries and the order of main ideas in the Model of Analysis (see p. 37 in Methods section for description of the Model of Analysis).

If we observe the results in Figure 4.2 below, for instance, we can see that there was a positive correlation between the order of main ideas in the Model of Analysis and the order of main ideas in the summary written by subject 4 on text 1.

**Figure 4.2**

Correlations between order of main ideas in the Model of Analysis and in the summary written by S4 - text 1.



This result corroborates the results shown in Figure 4.1 above. That is, the percentage of inclusion of main ideas of the Model of Analysis in subject 4's summary (Fig. 4.1) was high (90%) and the order of these main ideas correlates with the order of main ideas in the Model of Analysis (shown in Figure 4.2 above). Similarly, most of the other subjects were able to include the main ideas in their summaries in the same order they appeared in the Model of Analysis (see appendices G to N) and most of them also had a high percentage of inclusion of main ideas of the Model of Analysis in their summaries (Fig 4.1).

The high percentage of inclusion of the main ideas in subjects' summaries of text 1 and the high correlation between the order of these ideas, indicate that the subjects' reading influenced their summary writing. According to the pertinent literature (Winograd, 1984; Allison, Berry and Lewcowicz, 1995), main ideas are the most important elements of the source text to be included in a summary, and thus indicate the success or failure of the summary writing task.

The value of the coefficient of correlation  $r$  was also calculated by the Microsoft Excel ®. The results displayed in Table 4.1 below show that for most subjects the value of  $r$  was close to 1, which is a *high* correlation level.

**Table 4.1**

Correlations between main ideas in Model of Analysis and summaries - text 1.

SUBJECT No.	PERCENTAGE OF IDEAS	CORRELATION (ORDER)	$r$
1	45%	HIGH	.82
2	54%	HIGH	.93
3	72%	HIGH	.52
4	90%	HIGH	.87
5	54%	HIGH	.95
6	45%	HIGH	.88
7	72%	HIGH	.84
8	54%	HIGH	.58
9	54%	AVERAGE	.14
10	81%	HIGH	.92
11	54%	HIGH	.96
12	27%	LOW	.5
13	36%	HIGH	.99
14	63%	HIGH	.87
15	36%	HIGH	.96

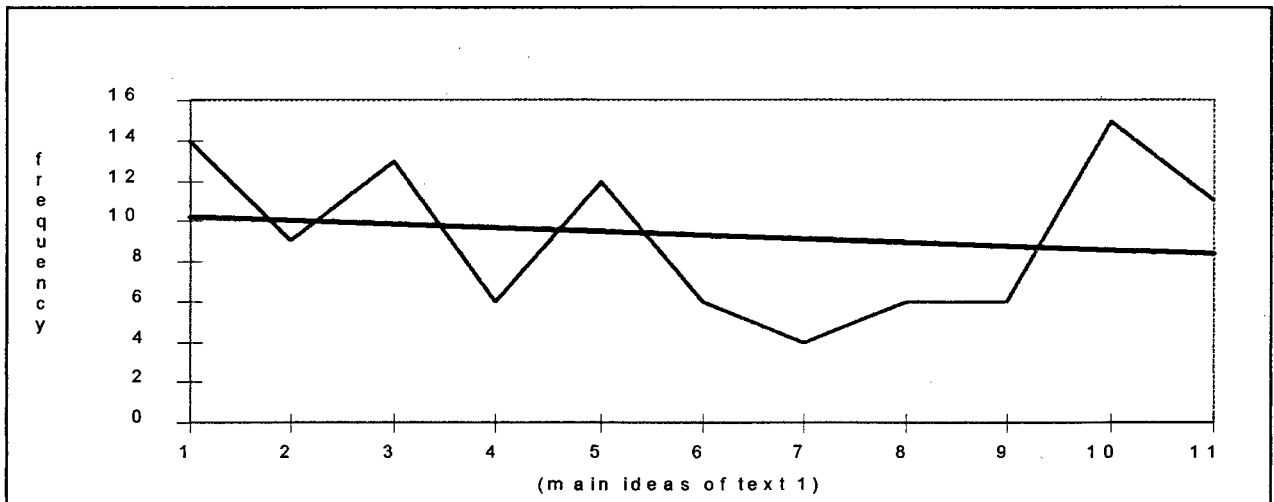
This means that the ideas in the summaries correlate with the ideas in the Model of Analysis. As we can see in Table 4.1, this result also corroborates the results presented previously

(percentage of inclusion and order of main ideas). Additionally, the value of the coefficient of correlation  $r$  for subject 4, who had a high level of correlation of order of main ideas and whose percentage of inclusion of main ideas was the highest among the summaries on text 1 (90%), was also high (.87).

Figure 4.3 below shows the frequency of occurrence of the main ideas listed in the Model of Analysis in the subjects' summaries on text 1.

**Figure 4.3**

Frequencies of main ideas in summaries - text 1



The results above (Figure 4.3) show that main ideas 1, 3, 5, 10 and 11 had a high level of occurrence in the summaries, whereas the others, specially main ideas 2, 4, 6, 7, 8, and 9 had a rather low frequency of occurrence. This may be due to lack of comprehension of the source text by the subjects, caused, perhaps, by deficits in

vocabulary knowledge (Winograd, 1984), or even difficulties in the identification of these ideas within the source text (Carriedo and Alonso-Tapia, 1996). Speculation about these results, related to main ideas which had a low level of inclusion in the summaries, for instance main idea 4 - "the Greenhouse effect", should also take into account the specificity of the expression "greenhouse" used exclusively in the content area of environmental protection. Or even that the subjects failed to access the meaning of the word since it was not included in the glossary given to them together with source text 1.

Figure 4.4 below shows the percentage of main ideas of the Model of Analysis included in *all* summaries written by subjects on text 2 was above 30%. This means that all the subjects were able to include *some* of the main ideas of the Model of Analysis in their summaries on text 2.

Figure 4.4

Percentage of main ideas in Model of Analysis and summaries - Text 2

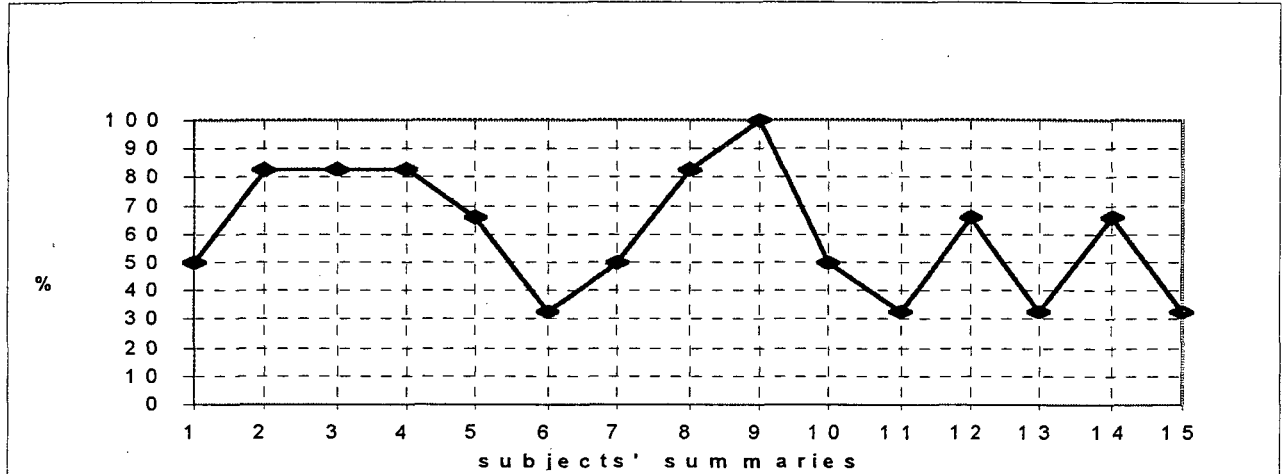
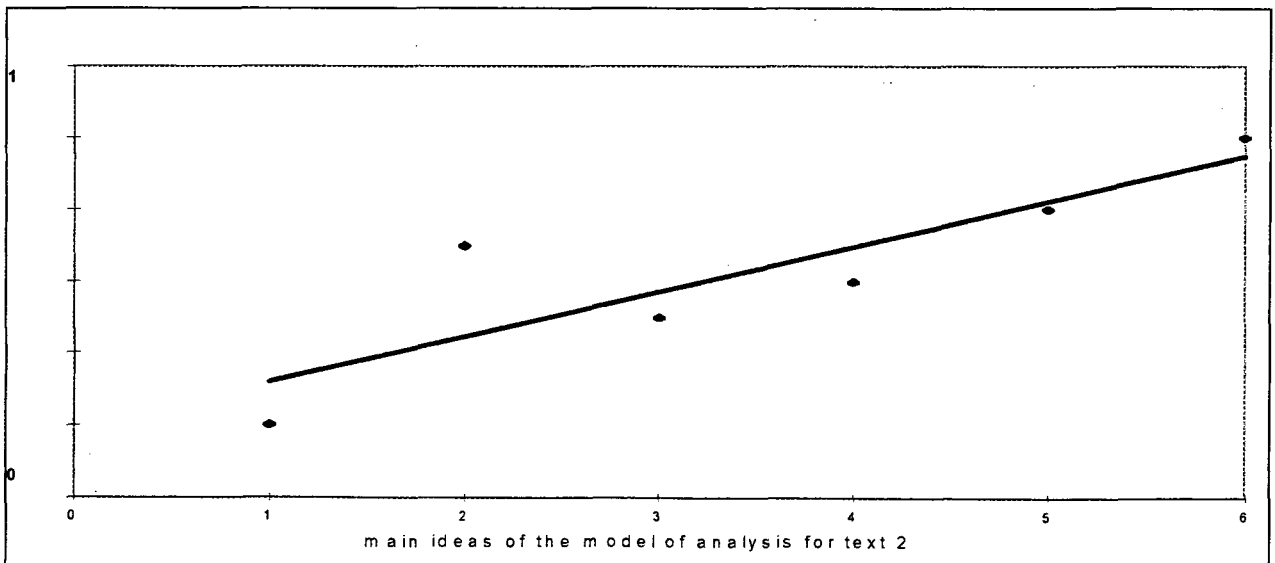


Figure 4.5 below displays the results of the correlation between the *order of main ideas* in subject 9's summary on text 2 and the order of main ideas in the Model of Analysis.

Figure 4.5

Correlations between order of main ideas in the Model of Analysis and the summary performed by subject 9 - Text 2.



Subject 9 had a 100% inclusion of main ideas of the Model of Analysis in his summary on text 2. Thus, he was able to include *all* main ideas listed in the Model of Analysis for text 2 in his summary, and in the same order as in the Model of Analysis, as it is shown in the graphic above.

The graphics representing the correlation between the order of main ideas in the Model of Analysis and in the summaries performed by the other subjects are displayed in the Appendix (Figures 1 to 15 - Appendices N to U). These graphics show a positive correlation between the order of main ideas in most subjects' summaries and the order of main ideas in the Model of Analysis. The order of the main ideas in the summaries on text 2 correlate with their order in the Model of Analysis and thus show that most subjects were able to include these ideas in their summaries in the same order they appeared in the Model of Analysis, as it happened With text 1. These results corroborate the results observed in Figure 4.4, related to the percentage of inclusion of main ideas in the summaries of the subjects on text 2.

Table 4.2 shows the percentage of main ideas listed in the Model of Analysis included in the summaries of text 2, the correlation between the order of these main ideas, and the values for the coefficient of correlation  $r$ .

Table 4.2

Correlations between main ideas in the Model of Analysis and summaries - text 2.

SUBJECT No.	PERCENTAGE OF IDEAS	CORRELATION (ORDER) *	r
1	50%	HIGH	.5
2	83%	AVERAGE	.45
3	83%	HIGH	.7
4	83%	AVERAGE	.28
5	66%	HIGH	.6
6	33%	HIGH	1
7	50%	HIGH	.96
8	83%	HIGH	.91
9	100%	HIGH	.86
10	50%	HIGH	.99
11	33%	AVERAGE	.77
12	66%	HIGH	.27
13	33%	HIGH	1
14	66%	AVERAGE	.41
15	33%	HIGH	1

The results of the correlation between the frequency of main ideas of the summaries and the main ideas in the Model of Analysis show that the value of  $r$  was close to 1 for some subjects (see column 4 in Table 4.2 above) and *equal* to 1 for subjects 6, 13, and 15. Thus, most subjects had *high* correlation values. Subject 9, for instance, who had 100% of inclusion of the main ideas listed in the Model of Analysis in his summary, also had a high level of correlation of order of main ideas and a high value for the coefficient of correlation  $r = .86$  (see table 4.2 above).

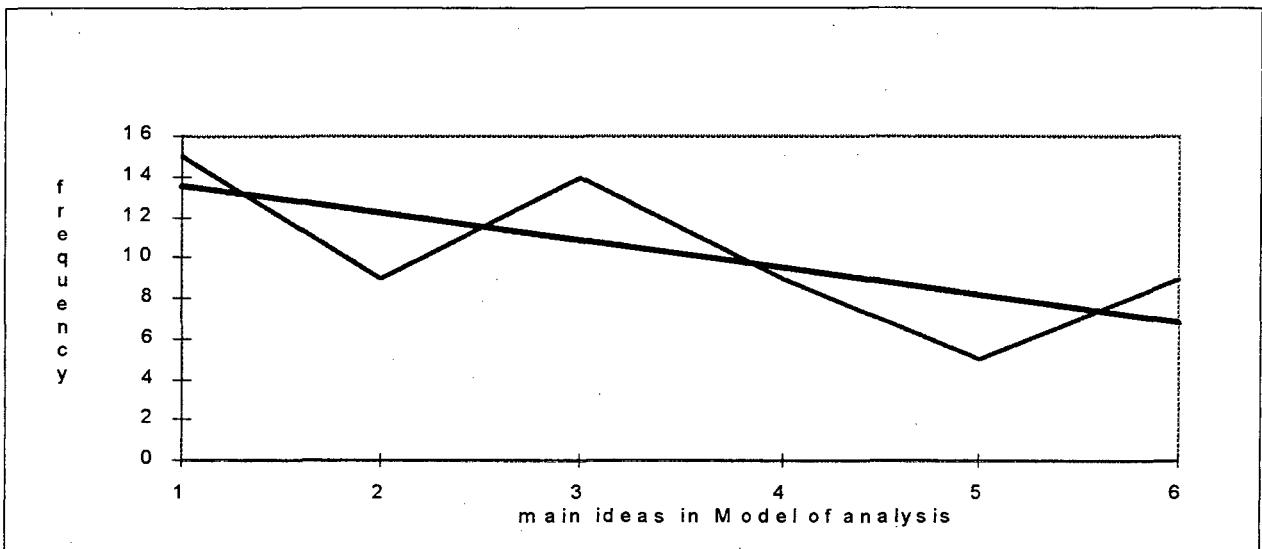
The results obtained in terms of the percentage and the order of main ideas for text 2 corroborate the results obtained for text 1. If Winograd's (1984) statement that the main ideas are a fundamental component of the summary writing task is correct, these results indicate that the subjects performed their summaries successfully in terms of main idea identification.



Figure 4.6 below shows the frequency of the occurrence of the main ideas listed in the Model of Analysis in all the summaries written by subjects on text 2.

**Figure 4.6**

Frequencies of main ideas in summaries - text 2



The results above show that main idea 5 - "Jack may have worked to make his salary, but I have worked to make that salary work for us" had the lowest frequency of occurrence in the summaries, that is, it occurred only five times (once in each of five summaries). The low frequency of occurrence of this idea in the summaries of text 2 may be due to the fact that main idea 5 represents a frank expression of the housewife about her feelings related to the situation in the text, an idea that may have seemed unimportant to subjects in the selection of main ideas. Speculation about the exclusion of this main

idea should also take into consideration the possibility that the students were emotionally *involved with the topic* and decided not to include this main idea because they *did not agree* with the comment made by the housewife in the text.

Table 4.3 below shows the results of the *Chi-square test*. For  $p=.05$  there was not a significant difference between the main ideas of the summaries on both texts and the main ideas of the Model of Analysis. This means that, statistically, the number of ideas included in the summaries of both texts was close to the number of ideas established by the Model of Analysis, and thus close to the ideal number.

**Table 4.3**

Chi-square test between main ideas in the Model of Analysis and summaries - Text 1 and Text 2.

																	differences
Subjects		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	$p = .05$
main	Model																
ideas		11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	not
Text	Summaries																significant
1		5	6	8	10	6	5	8	6	6	9	6	3	4	7	4	$\chi^2_{(o)} = 21.41$ $\chi^2_{(e)} = 23.7$
main	Model																
ideas		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	not
text	Summaries																significant
2		3	5	5	5	4	2	3	5	6	3	2	4	2	4	2	$\chi^2_{(o)} = 1,12$ $\chi^2_{(e)} = 23,7$

The results of the first part of this analysis, which examined the issue of the influence of the main ideas of the source text on the subjects' summaries, related to research question number 2, for texts 1 and 2 respectively, were investigated in the following order: (1) the percentages of the main ideas of the Model of Analysis included in the summaries, (2) the correlation between the order of the main ideas in the Model of Analysis and the order of these main ideas in the subjects' summaries and (3) the values of the coefficient of correlation  $r$ . They show that there was a *high* proportion of the main ideas of the Model of Analysis included in the summaries of both texts in terms of number and order. Most values of the coefficient of correlation  $r$  were close to 1. This means that there was a positive correlation. In the case of the percentages, most of the values of percentage of inclusion were above 50% for both texts; the same happens to the levels related to the order of main ideas in the summaries compared to the order of main ideas in the Model of Analysis: most students had a high correlation level (see graphics in appendices G to U). The value of the coefficient of correlation  $r$ , was also close to 1 for most subjects' summaries on both texts. In this case, the higher the value of  $r$ , the more the ideas of the summaries approximate to the ideas included in the Model of Analysis. This is true for both texts and the results corroborate each other.

Results of previous studies (Winograd, 1984; Johns, 1985; Tavares, 1991; Torija de Bendito, 1992; Allison, Berry, and Lewcowicz, 1995; Rekut, 1997), have shown that the summaries considered satisfactory by the

experimenters included a high proportion of the pre-established main ideas. Although the experiments mentioned above were carried out under different conditions, the results obtained in terms of main idea identification and high percentage of inclusion of main ideas in the summaries of their subjects corroborate each other and corroborate the results of the present experiment. Additionally, based on her experiment, Torija de Bendito (1992) concludes that summarising is an activity that involves reading as well as writing.

In light of the above, for the present study, we may assume that the higher the percentage of inclusion of main ideas of the Model of Analysis in the summaries, and the higher the correlation between the order of these main ideas and their values for the coefficient correlation  $r$ , the stronger the influence that reading exerted upon writing. That is, in terms of main ideas, reading seems to have influenced these subjects' summary writing process.

In comparing the results of the present experiment to the results of previous studies mentioned in this chapter and in Chapter II, we may say that research question **Have subjects identified the main ideas of the source texts?** had a positive answer. That is, the subjects *did identify* the main ideas of the source texts.

The results of the comparison between the frequency of the organisational patterns in the Model of Analysis and in the subjects' summaries, related to research questions 3 and 4, will be discussed as follows.

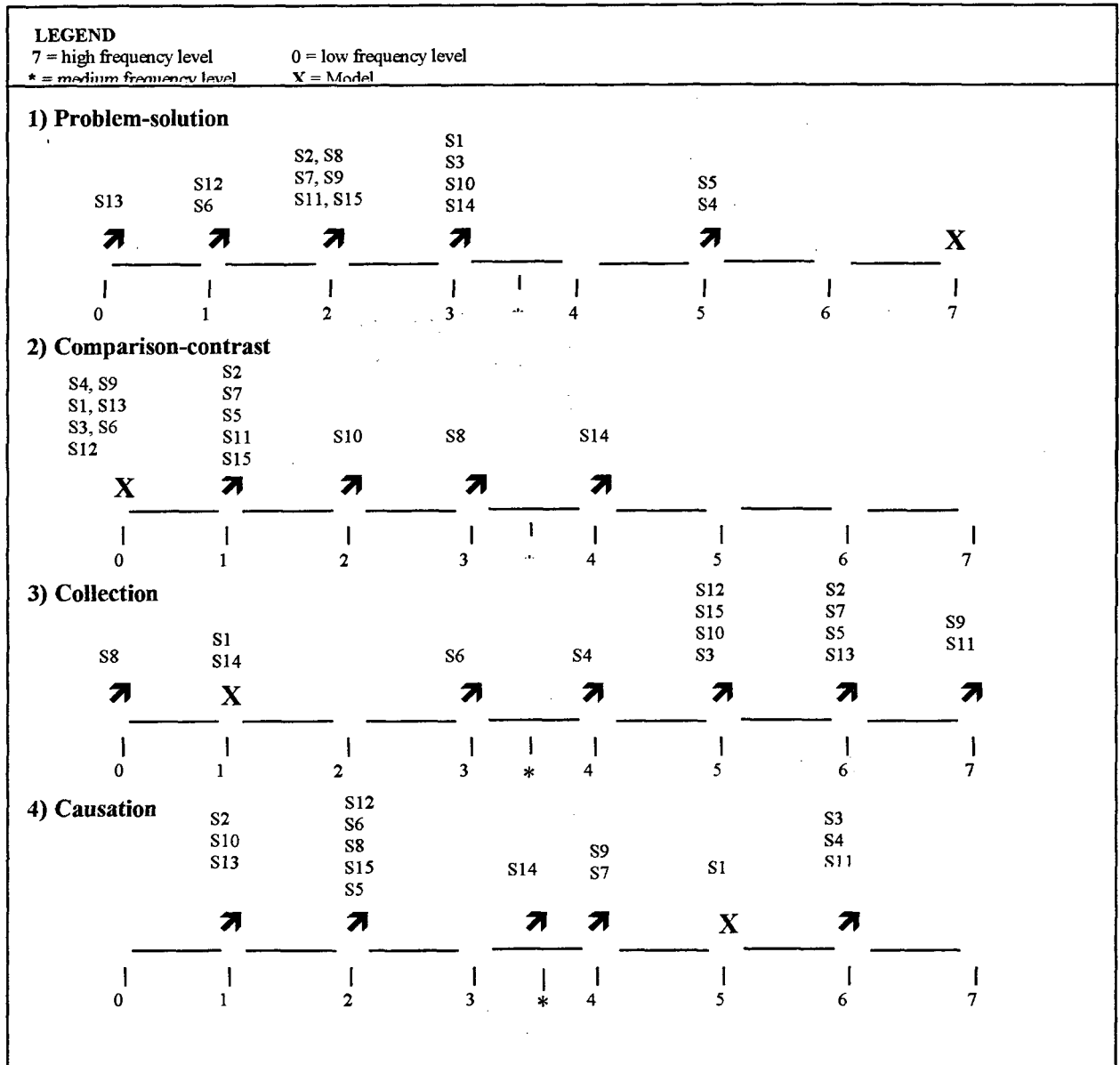
Research question **Do subjects' summaries follow a pattern of text organisation?**

The answer to this question, according to the results of the analysis of the summaries, is yes. With regard to the organisational patterns analysed - *problem-solution, comparison-contrast, collection and causation*, considered by the pertinent literature as the most common ones (Richgels, Mc Gee, Lomax, & Sheard, 1987) we may state that, in this study, all summaries subjects wrote on text 1 as well as all those they wrote on text 2 *did follow a pattern of text organisation*. For instance, the markers found in the summaries written by subjects 7, 9, 11 and 14 - *besides, another; because, in addition; also, this problem; and but, also*, respectively, characterise the patterns *problem-solution (this problem) comparison-contrast (but), collection (besides, in addition, also, another) and causation (because)*.

Research question **Do all summaries written by subjects follow one or more pattern/s of text organisation used in the source texts?**

Fig. 4.7

Frequencies of organisational patterns in the Model of Analysis and summaries - text 1.



The frequency of occurrence of the organisational patterns in the summaries were compared to the frequency of occurrence of the organisational patterns established by the Model of Analysis.

As it was explained in the Methods section (p. 37), the analysis of subjects' summaries was performed following a scale, adapted from Richgels, Mc Gee, Lomax, & Sheard (1987), also used by the judges to classify the source texts. The same scale was used in this chapter to represent the level of frequency of occurrence of each organisational pattern according to the Model of Analysis, represented by an **X**, and the level of frequency of the organisational patterns in each summary, represented by an arrow (see Figs. 4.7 and 4.9). The number of the subjects (S1, S2, S3...S15) is marked above the arrow. The scale, as it is displayed, allows a visual comparison between the frequency of the patterns of text organisation in the summaries and the frequency of these patterns in the Model of Analysis. The discussion begins with text 1, moves to text 2, and then to the general results of both texts, relating them to the pertinent literature.

As it can be observed in fig. 4.7, there was a similarity between the frequencies of the organisational patterns in the Model of Analysis and those frequencies in the summaries written by the subjects on text 1. More specifically, there was a *medium-low* to *low* frequency of occurrence of the *problem-solution* pattern in the subjects' summaries, which, according to the Model, had a *high* level of frequency in source text 1. The subjects whose summaries were closer to the level of this pattern of text organisation in the Model of Analysis were

subjects 4 and 5. Since very few subjects wrote their summaries according to the problem-solution pattern, the level of similarity between the occurrence of this pattern in the whole group of subjects' summaries and in the Model of Analysis was *low*.

There was a similarity in the level of frequency of the pattern of *comparison and contrast* in most subjects' summaries when compared to the Model of Analysis. That is, according to the judges, the frequency of this pattern is 0 = low level, and in most summaries its level is also low (see Fig. 4.7 above). However, subjects 8 and 14 had a *medium* and *medium-high* level of frequency of occurrence of this pattern in their summaries, which does not coincide with the level established by the Model of Analysis. In spite of this, the level of similarity between the occurrence of this pattern in the subjects' summaries and in the Model of Analysis was *high*.

Concerning the *collection* pattern, it seems that some subjects performed a collection of ideas, thus leading to a *higher* frequency of this pattern in the summaries than in the source text. As it can be seen in Fig. 4.7 above, the level of frequency of this pattern established by the Model of Analysis was 1, which is a *low* level. Only the summaries of subjects 1, 8 and 14 were close to this level. Thus, the level of similarity of occurrence of this pattern between the subjects' summaries and the Model of Analysis was *low*.

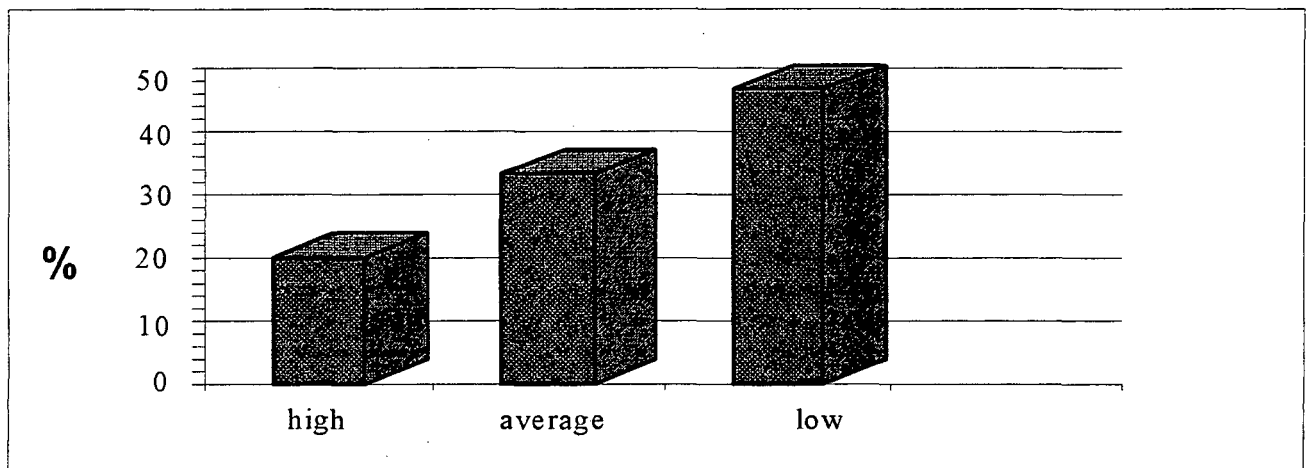
Finally, the *causation* pattern had a variation between *high*, *medium*, *medium-high* and *medium-low* frequency in the summaries, which coincides in part with the *medium-high* level established by the Model of Analysis of the



judges. Half of the subjects (subjects 1, 3, 4, 7, 9, 11 and 14) were close to the level of frequency established by the Model of Analysis; the other 8 subjects tended to include this pattern less frequently in their summaries. Thus, only a *medium* level of similarity of frequency of occurrence of this pattern was observed when compared to the Model of Analysis.

**Figure 4.8**

Levels of similarity of organisational patterns between summaries and the Model of Analysis - Text 1

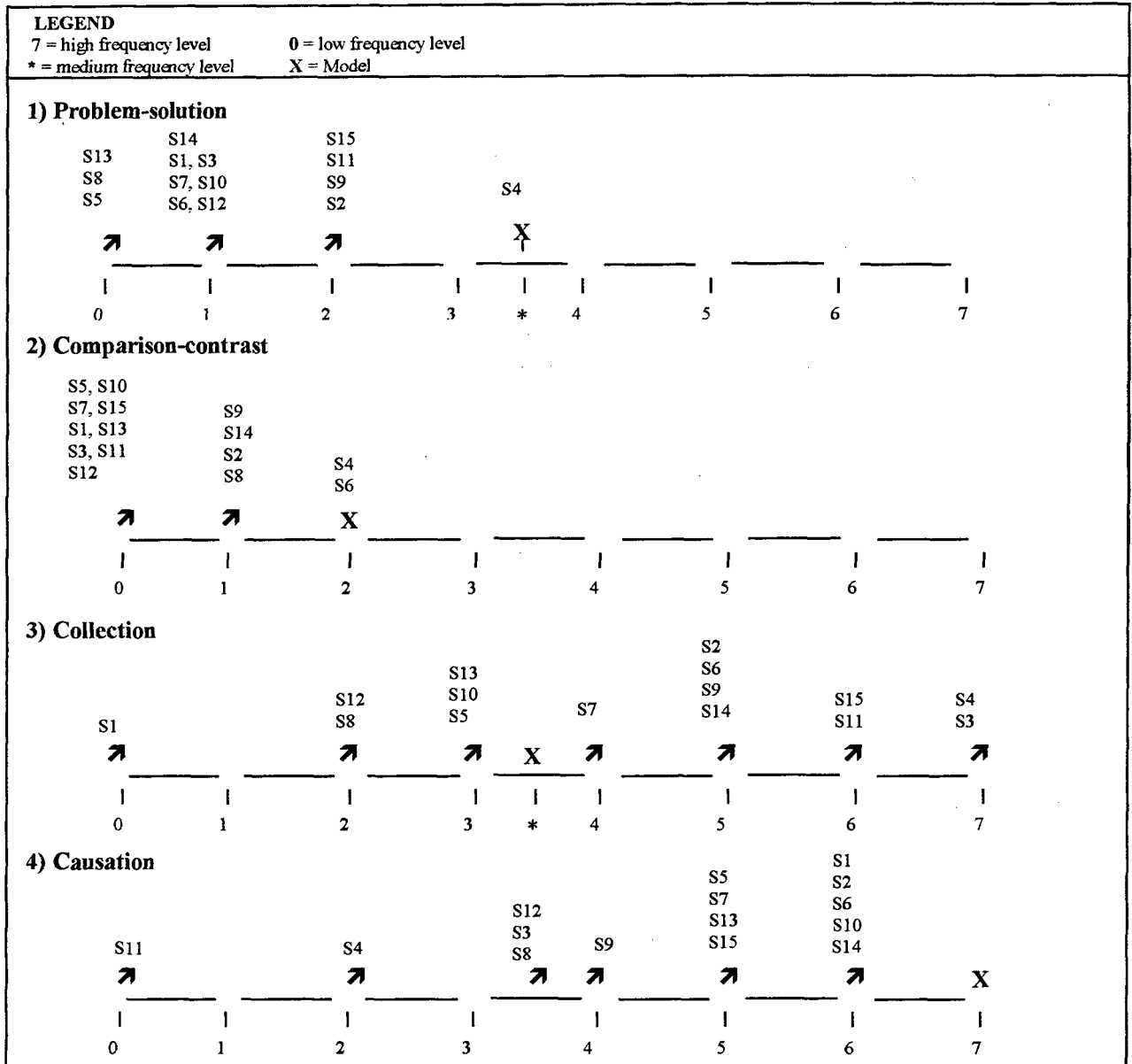


The results of the analysis of Fig. 4.7 are synthesised in Figure 4.8 above. They show that 20% of the subjects had a high level of similarity between the frequency of occurrence of the organisational patterns in their summaries and that established by the Model of Analysis for source text 1; 33% had an average level of similarity, and 47% had a low level. We may then assume that the general level of similarity between the frequency of occurrence of the organisational patterns in the Model of Analysis and in the summaries was *medium-low*.

The procedure of analysis and discussion was the same for text 2 and the results are presented in Fig. 4.9 below.

Fig. 4.9

Frequencies of organisational patterns in the Model of Analysis and summaries - text 2.



As for text 2, some similarity was also observed between the frequencies of occurrence of the organisational patterns in the Model of Analysis and that in the summaries of text 2.

Specifically, there was a *medium-low* to *low* frequency of the *problem-solution* pattern in the subjects' summaries, which, according to the Model of Analysis, was *medium* in frequency; only subject 4's summary shows this level of frequency. The other subjects failed to include this pattern in their summaries, or included it with *less* frequency than expected according to the Model of Analysis. Thus, the level of similarity of occurrence of this pattern in students' summaries and the Model of Analysis was *low*.

There was a *medium-high* similarity between the frequency of occurrence of the pattern *comparison and contrast* in the subjects' summaries and its frequency in the Model of Analysis. The level established by the Model of Analysis, according to the scale, was 2 - *medium-low* (see Model of Analysis in Chapter 3). All subjects included this pattern in their summaries at this level of frequency or below.

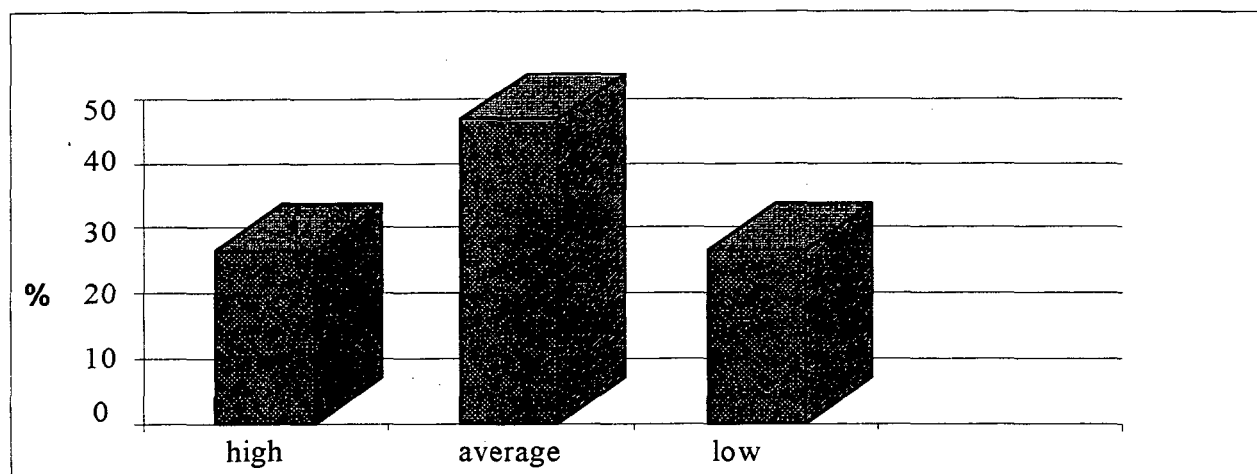
Concerning the *collection* pattern, it seems that some subjects used a collection of ideas, as it happened with text 1, thus leading to a *medium* to *medium-high* frequency of occurrence of this pattern. According to the Model of Analysis, its level in the source text was *medium*. Subjects 1, 8, and 12 tended toward a

*medium* to a *low* level of frequency of this pattern in their summaries, whereas subjects 2, 3, 4, 6, 9, 11, 14, and 15, tended toward a *medium* to a *high* level of frequency of this pattern in their summaries (see Fig. 4.9 above). This means that the level of similarity between the frequency of occurrence of this pattern in subjects' summaries and in the Model of Analysis was *high*. That is, most subjects used the pattern of collection in their summaries, thus coinciding with the Model of Analysis and with the source text on which they based their summaries.

Finally, the *causation* pattern had a variation of *high*, *medium*, and *medium-high* frequencies, which does not coincide with the *high* level established by the Model of Analysis. That is, almost half of the subjects (subjects 3, 4, 8, 9, 11, 12, 4, and 11) included this pattern at *medium* and *low* levels, different from the level established by the Model of Analysis (see Fig. 4.9 above). The similarity between the frequency of occurrence of this pattern with the Model of Analysis was *low*. This means that the subjects did not include the *causation* pattern in their summaries, whose occurrence in the source text was high according to the Model of Analysis. Thus, the subjects did not follow this pattern of text organisation present in the text on which they wrote their summaries, confirming the assumption of some authors concerning the students' difficulty with the *causation* pattern (Carrel, 1992).

**Figure 4.10**

Levels of similarity of organisational patterns between summaries and the Model of Analysis - Text 2



The results of the analysis of the data in Fig. 4.9 are synthesised in Figure 4.10 above. Similarly to source text 1, the level of frequency of occurrence of the organisational patterns in subjects' summaries on text 2 show a great variability when compared to the frequency of occurrence of these organisational patterns in their summaries and that in the Model of Analysis. For example, 27% show a high level, 46% show an average level, and 26% show a low level of coincidence of the frequency of occurrence of the organisational patterns in their summaries and that in the Model of Analysis. Thus, we may assume that the general level of similarity between the organisational patterns of the source texts and the subjects' summaries was average. This means that, despite being a little different from the source text's organisation, the summaries composed by the subjects maintained some of the levels of frequency of the organisational patterns

used by the authors in the source texts. Thus, the answer to research question **Do all summaries written by subjects follow the same pattern/s of text organisation used in the source texts?** is that all subjects who took part in the experiment included, in their summaries, *more than one of the patterns* of text organisation investigated, but not all patterns of text organisation present in the source texts. Only a few of them maintained *some* of the patterns of organisation of the source texts.

Relating these results to the pertinent literature, authors like Richgels, Mc Gee, Lomax, & Sheard, (1987), based on their findings, suggest that the inclusion of the organisational patterns of the source text in students' recall or composition, is due to students' awareness of a determined organisational pattern. With regard to the investigation being performed in this experiment, it seems that the higher the inclusion of organisational patterns of the source texts in subjects' summaries, the stronger the influence of reading upon writing, and this might be an indication that reading had *some* influence upon these EFL students' writing of summaries.

In order to answer research questions **Has the complexity of the source texts worked as a constraint to summarising?** and **Has the topic of the source texts influenced subjects' summaries positively or negatively?**, an analysis in terms of quality of the subjects' summaries, and their answers to the questionnaires was performed, following the orientations in the literature surveyed in Chapter II and the parameters established in Chapter III (p.45). The levels of text complexity constraint and of

emotional appeal of the source texts and the results of the analysis of the questionnaires are displayed in Tables 4.4, 4.5, and 4.6.

**Table 4.4**

Levels of constraint of text complexity and of topic in the summaries - text 1.

Subject. No	Levels of emotional involvement	Quality of summary	Constraint by source text:	
			complexity	topic
1	average	High	Low	Low
2	low	Average	Average	Low
3	average	Average	Average	Average
4	high	Average	Average	Low
5	average	Low	High	Average
6	low	Average	Average	Low
7	low	High	Low	Low
8	average	Low	High	Average
9	average	Average	Average	Low
10	low	Average	Average	Low
11	high	Average	Average	Low
12	average	Low	High	Average
13	average	Low	High	Average
14	low	High	Low	Low
15	average	Low	High	Average

**Table 4.5**

Levels of constraint of text complexity and of topic in the summaries- text 2.

Subject No.	Levels of emotional involvement	Quality of summary	Constraint by source text:	
			complexity	topic
1	Low	Average	Average	Average
2	High	Low	High	High
3	Average	Average	Average	Average
4	High	Low	High	High
5	Low	Average	Average	Average
6	Average	Low	High	Average
7	Low	High	Low	Low
8	Low	High	Low	Low
9	Average	High	Low	Average
10	High	Low	High	High
11	High	Low	High	High
12	High	Low	High	High
13	Low	Low	High	High
14	High	High	Low	Low
15	Low	Low	High	High

Tables 4.4 and 4.5 above show the results of the qualitative analysis of the effect, in terms of constraint of complexity and emotional appeal of source texts 1 and 2, respectively, on subjects' summaries. The levels of emotional involvement (column 2) were established based on the clues found in the summaries by the researcher, such as distortions - evaluations and personal comments - which showed that the students might have been influenced by the topic (see Chapter III, p.46 for explanations of the measuring instrument used to obtain those values). The quality level of the summaries is displayed in column 3. The experimenter analysed each summary and determined its quality according to the parameters established previously. Finally, the levels of complexity topic constraint of source texts 1 and 2 was determined. The result of this analysis was triangulated with the answers\* each student gave to the questionnaires and with the results of the analysis of subjects' summaries in terms of quality.

The results of the analysis of the summaries in terms of quality are displayed in Figure 4.11 and show that 20% of the summaries of text 1 and 26% of those of text 2 were considered of high quality level by the experimenter; and 46.6% of summaries of text 1 and 20% of those of text 2 were considered of average quality level and, finally, 33.3% of the \* summaries of text 1

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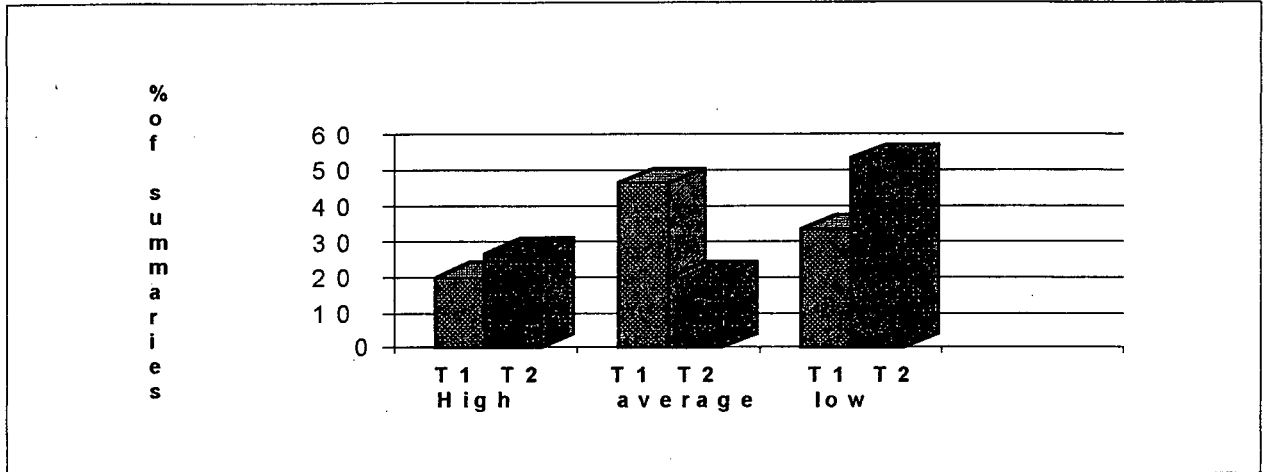
\* The answers to the questionnaires can be seen in table 4.6, on p. 83, in this chapter.



and 53.3% of those of text 2 were considered of low quality level.

**Figure 4.11**

Comparison between the quality of the summaries of texts 1 and 2



This means that, in spite of having had the highest percentage of summaries of good quality, text 2 also had the highest percentage of summaries of low-level quality. Text 1 showed more equality in the quality of the summaries, thus showing an average level of quality in the summaries.

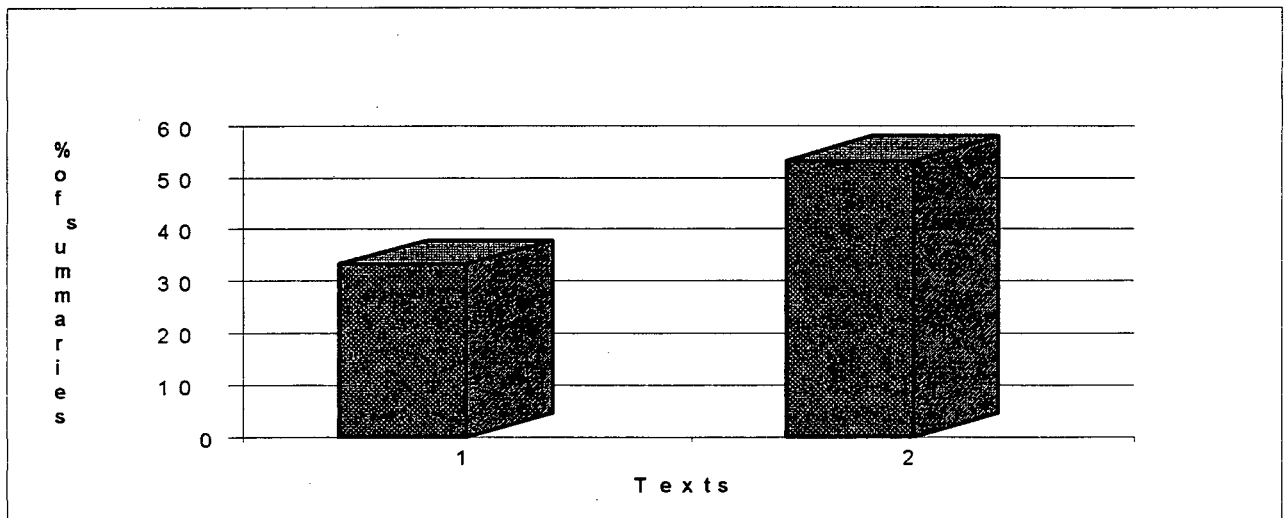
**Research question Has the complexity of the source texts worked as a constraint to summarising?**

According to the Model of Analysis, source text 1 had a lower level of complexity than source text 2. Thus, it would be expected that the quality of the summaries based on text 2 would be more highly influenced by the level of complexity of this text.

From the results displayed in Figure 4.12 below it appears that 53.3% of the summaries of the subjects suffered a high influence of the complexity of source text 2. Contrasted to the 33.3% of summaries of source text 1 which suffered high influence of its complexity, we can assume that it is possible that the summaries written about text 2 were more constrained by text complexity than the summaries written on text 1.

**Figure 4.12**

Constraint of source text complexity on subjects' summaries - Texts 1 and 2



Thus, we may state that research question **Has the complexity of the source texts worked as a constraint to summarising?** has different answers for each source text: for text 2, we may answer yes, the complexity of the source text seems to have constrained the writing of the summaries; and for text 1, the answer is no, the

complexity of the source text does not seem to have constrained the summary writing. For instance, the summary written by subject number 2 (transcribed below) seemed confusing. In the second sentence of her summary "Diane was a homemaker with four children, she said before what happened she used to live in a fantasy world, she never thought Jack could have done such thing like that" the subject wrote a collection of disconnected ideas, which makes the sentence almost incomprehensible. An analysis of the whole summary written by this subject may confirm this confusion, which may be related to the source text complexity:

The text " A career woman looks out at the future by Diane Markan is a narrative essay, where Diane tells readers one of the hardest events of her life, that was when her husband Jack took the decision of quitting his job, without previous warning. Diane was a homemaker with four children, she said before what happened she used to live in a fantasy world, she never thought Jack could have done such thing like that. Then her life completely changed, all security they had with the company was gone. She had to work to make the salary be enough to them, to their new life style. Her feelings were controversial, she was angry, however, at the same time she thought Jack had the right to choose what to do, she couldn't find a target for her anger, actually. Only now she realised that the homemaker situation is unfair, you depend on someone else, and besides you can't negotiate your working conditions and hours at work. She thinks that nowadays, entrusting your economic future to someone else is something women should never do.

To Kirkland and Saunders (1991), text complexity is a factor that is related to the clarity and readability of a text, determined by information density (frequency and nature of vocabulary, the extent of explanation contained in the text and the number of interrelationships between concepts). Besides these, the writing style and ability of the writer perceived by the reader of the source text are also important elements that may determine the source text complexity, but that may be controlled by teachers as they choose materials to assign students to summarise. Hare (1992) contends that the complexity of the source text is an element which influences the reading comprehension, and summarising of texts. Thus, summaries performed based on more complex texts, are more subject to be constrained by the source text complexity. This probably was the case of text 2, which was considered by the Model of Analysis as more complex than text 1.

In the case of the summary performed by subject 2 on source text 2, the low quality of her summary was confirmed by the previous steps of this analysis: in spite of having had a high level of similarity to the organisational patterns of the Model of Analysis and a high percentage of inclusion of main ideas of the Model of Analysis in her summary on text 2 (83%), this subject

had an average level of correlation of order of ideas in relation to the Model of Analysis and a low level for the coefficient of correlation  $r$  (.45). Her summary was considered of low quality, and highly constrained by the complexity of source text 2. The complexity of the source text, due to textual elements such as nature of vocabulary, interrelationships between concepts and writing style perceived by the reader may have been one of the main causes for this subject's confusion and bad quality of her summary.

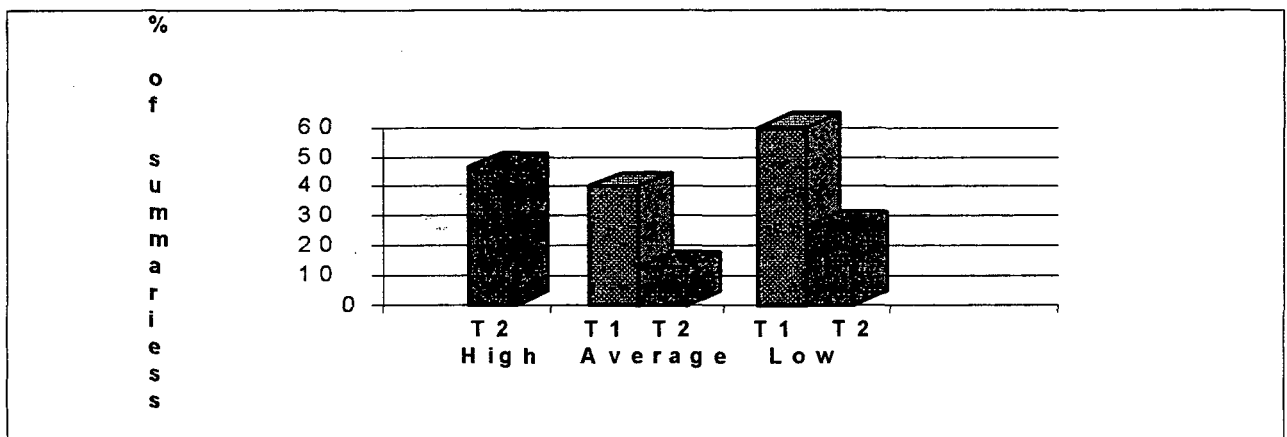
In terms of the influence of reading upon writing in these EFL students' summarising process and based on the results of the qualitative analysis of the subjects' summaries, it may be stated that the complexity of source text 2 influenced the reading and, consequently, also influenced the summary writing of some of the subjects who have participated in the present experiment.

Research question **Has the topic of the source texts influenced subjects' summaries positively or negatively?** *Positively* here means *enhancement* of the summary quality whereas *negatively* means *constraint* of the summary quality according to the parameters on which the analysis in terms of quality was based (see p.45).

Based on the data in tables 4.4, 4.5 (p.72), and table 4.6 (p.83) a comparison between source texts 1 and 2 in terms of topic constraint was performed. The results of this comparison are displayed in Figure 4.13 below. They show only average and low levels of topic constraint of source text 1 (40% and 60%, respectively) whereas for text 2 they show high (46.6%), average (13.3%) and low (26.6%) levels of constraint by the topic of the text.

**Figure 4.13**

Comparison between the levels of constraint of the topics of source texts 1 and 2.



Similar to the prediction about the source text complexity, the Model of Analysis predicted a lower level of emotional appeal for text 1 than for text 2. Thus, a lower level of constraint of the topic of source text 1 - *The Growing of Green cars* than by the topic of source text 2 - *A Career woman looks at the future* - was expected on subjects' summaries.

In the experiment conducted by Gaskins (1996), the results of the emotional involvement expected were confirmed by the questionnaires. The present study also relied on questionnaires, to compare the answers given by the subjects and the signs of emotional involvement with the topic of the source text observed in the summaries through clues here referred to as distortions. Through the analysis of the information in some students' questionnaires, the experimenter was able to confirm this emotional involvement with the topic previously observed in the analysis of the summaries. For instance, the pieces of the summaries written by subjects 11 and 15, transcribed below, led the researcher to the conclusion that these subjects were highly involved with the topic of source text 2:

"...the *matter* of a carrer woman...this *matter* shows...the *hard* situation she *had* to *face*..."  
"(italics added); (S11)

"...because of this all her family was passing by a *terrible* situation...the *main* *losers*...if some *catastrophe* *striked* ..." (S15)

Furthermore, the distortions included in the summaries of these subjects (transcribed below) are also

clues indicating their emotional involvement with the topic of source text 2:

"After 15 years she felt very well to be a housewife."  
(S11)

"Her situation is an example for other men and women."  
(S15)

These statements are subjects' personal comments and evaluations, since there were no statements similar to them in the source text, which revealed their opinions about the facts and events narrated in the text, and consequently reduced the quality of their summaries.

Through the analysis of the questionnaires answered by these subjects, the researcher could draw more evidence to strengthen her hypothesis of subjects' emotional involvement with the topic of source text 2. For example, subject 11 claims that he is familiar with the topic of source text 2 - *A Career Woman Looks at the Future*. He has experienced something similar, and he has read and heard about it; a relative and a friend of his have also experienced something similar, and he has seen it on TV. He associates the topic of this text to other topics or areas such as *friendship, marriage, home environment, money matters, and family problems*. He



considers this text a "great challenge", which "we can't face", and also a "great problem". He agrees that this woman "should look after her family" and disagrees with the fact that she "didn't understand her husband at the beginning". The solution he presents to this problem is that "she just do what she did, and continue to be a housewife".

Subject 15 also states that he is familiar with the topic of text 2; he has heard about it. He associates the topic to *friendship, marriage, home environment, and family problems*. In his view the text presents a "great problem", "faced by people nowadays", and that this is a good example for women and men as well. He agrees that women should not "leave their feelings and thoughts due to marriage", and disagrees with the part of the text in which it says (according to his interpretation) that "marriage is a fantasy". The solution he presents is that "women shall go on living their lives, and that, even married, they must continue to study and to work".

Looking at this, one is tempted to say that the topic of source text 2 caused more constraint on the writing of the summaries than the topic of source text 1, as it was predicted by the Model of Analysis. But, in order to confirm this influence in general terms, it is important

to observe the analysis of the answers to the questionnaires, displayed in table 4.6.

**Table 4.6**

Summary of the results of the answers for the questionnaires

QUESTIONS		Text 1	Text 2
I.1	-		
Familiarity with	the topic	86%	100%
	heard about	80%	73%
I.2	seen on TV	80%	-
Subjects	read	66%	66%
relate the	been told	26%	13%
topic to	friend's experience	-	33%
something	relative's experience	-	26%
they have ...	experienced themselves	-	20%
	worked with	-	13%
	experienced with their family	-	6%
	health	93%	13%
I.3	technology	93%	-
Subjects	world environment	86%	-
associate	traffic problems	80%	-
the topic	money matters	6%	86%
to ...	marriage	-	100
	family problems	-	86%
	home environment	-	46%
	friendship	-	33%
	gender *	-	6%
	feminism *	-	6%
II.1	a problem	40%	40%
Subjects	a challenge	26%	40%
consider the	both	26%	26%
text as...	none	6%	6%

- The items "gender" and "feminism" were voluntarily included by the subjects; they were not included in the original list in the questionnaire.

At this point, it is important to make some relevant comments about the answers to the questionnaires: in order to provide a better understanding of the results, the responses given by more than one subject were identified and were rank ordered according to the proportion of subjects who produced them. Questions II.2 and II.3 were subjective and they were used

by the researcher to check subjects' comprehension and evaluation of the topic of the source text, which, in turn, should help to confirm or disconfirm the distortions found in the analysis of the quality of subjects' summaries.

The data drawn from the analysis of the questionnaires show that, for question I.1, more subjects were familiar with the topic of text 2 than with that of text 1, but with a slight difference (14%). The subjects relate the topic of text 1 - "the growing of green cars" (question I.2) to more impersonal experiences, such as something they have heard, read about, or seen on TV. The topic of text 2 - "a career woman looks at the future", in turn, the subjects related to friends', family's, or their own experiences, that is, to *more personal experiences*.

For question I.3, the subjects associated the topics of both texts with areas that are really related to them. For instance, "The Growing of Green Cars"- T1 was associated to "world environment" whereas the topic of text 2 was associated to "family problems". It is important to notice that some subjects added the topics "gender" and "feminism" to the list of options provided for this question. It seems that the subjects were concerned about the relationship between some aspects of *feminism* and the problem presented in source text 2. This may be interpreted as a high level of involvement of the subjects with the topic of source text 2 because they show that this issue

really matters to them. In question II.1, which asked if they considered the topic of the texts a problem or a challenge, the subjects gave almost the same answers for both texts. However, more subjects consider text 2 a challenge, corresponding to almost half of the answers for text 1. The issue of considering the text as a challenge, may also be interpreted as a deeper involvement of these subjects with the topic of source text 2, since problems almost always demand a solution, whereas "challenges" have a stronger connotation and demand greater efforts from the person who is challenged.

These results suggest that the subjects may have become more involved with the topic of text 2 than with the topic of text 1. This confirms the expectations generated by the Model of Analysis, that text 2 would produce more emotional appeal than text 1. In some cases, the results were also consistent with the analysis of quality of the summaries, in terms of the involvement of the subjects with the topic of the source text. This can be illustrated through the examples of Ss 11 and 15, transcribed on pages 89-91.

Thus, the answer to research question **Has the topic of the source texts influenced subjects' summaries positively or negatively?** is that the topic of source text 2 seems to have influenced negatively the writing of summaries by these subjects,

whereas the topic of text 1 seems to have influenced the writing of summaries neither positively nor negatively.

In sum, the findings obtained in this experiment show that the subjects had a high percentage of inclusion of main ideas of the Model of Analysis in their summaries, and that these main ideas correlate with the ideas of the Model of analysis; in terms of frequency of the organisational patterns investigated, there was an average similarity between the subjects' summaries and the Model of Analysis. Finally, the complexity and the topic of source text 2 seem to have constrained most subjects' summary writing. However, text 1 does not seem to have constrained the subjects' summaries in terms of complexity and topic.

The conclusions, limitations, and pedagogical implications of the results of this study will be the focus of the next chapter.

CHAPTER V - CONCLUSIONS, LIMITATIONS, PEDAGOGICAL IMPLICATIONS,  
AND SUGGESTIONS FOR FURTHER RESEARCH.

This study certainly has its limitations and much further research is still needed before any definitive conclusions can be drawn. The general findings obtained in terms of the objectives and research questions addressed by this study allow us however to venture some summary statements:

The general findings of this study suggest that reading influences summary writing. Four aspects of reading were chosen from a larger list of aspects that are said to influence writing when the two skills - reading and writing - are used in an integrated way in language classes (Petrosky, 1982; Stotsky, 1982).

First, the identification of main ideas. A reasonable number of the main ideas of the source texts were found in subjects' summaries, which is consistent with the outcomes of previous studies in this area (Winograd, 1984; Tavares, 1991; Allison, Berry, and Lewcowicz, 1995).

Second, organisational patterns of text. In this experiment the effects of the following text organisational patterns on summary writing was investigated: problem-solution, comparison-contrast, collection, and causation. With regard to the effect of these text organisational patterns, in terms of their identification in the source texts and their transfer to the subjects' own writing - the summaries - the effects were

somewhat below the expected ones according to results of similar studies (Carrell, 1984; Richgels, Mc Gee, lomax, and Sheard, 1987).

Third, text complexity. As predicted by previous research, apparently, the greater complexity of source text 2 affected the summaries negatively. In other words, students produced summaries of lower quality than for text 1, which was not as complex. Thus, the complexity of the source text may determine the quality of a written summary.

Fourth, emotional appeal of the topic of a text. The emotional appeal of the topic of a text, an aspect of text that according to previous research (Gaskins, 1996; Johns, 1988), strongly influences the writing of summaries, negatively or positively. In this study the findings suggest that the emotional appeal of the topic in source text 2 had some negative effect on subjects' summaries, i.e., it constrained the writing of the summaries to a certain extent, whereas the emotional appeal of the topic in source text 1, apparently, had no effect at all on students' summaries.

#### LIMITATIONS

A number of limitations must be kept in mind when interpreting the results of this study. No definitive conclusions can be drawn and no generalisations to the whole group of Brazilian EFL College students can be made from the

results, due to various problems in the design of the study: some due to factors out of control of the researcher, such as the smallness of the sample, the lack of a randomly chosen sample, the lack of reliability of the measuring instruments - questionnaire and Model of Analysis; and others that could have been controlled, such as the lack of an English proficiency test in order to classify subjects according to levels of proficiency in reading and writing in English.

The summaries were evaluated only by the researcher, also due to lack of time and personnel. If the result of the researcher's evaluation could have been checked against that of one or two other evaluators, probably the overall results of the study would have been more reliable.

#### PEDAGOGICAL IMPLICATIONS

With the shifting from methods of teaching reading and writing as separate skills towards an emphasis on the integration of reading and writing activities in language learning classrooms, the findings of studies like this may have important applications in the field of foreign language teaching, most specifically in what concerns the development of reading and writing. Syllabuses should be designed to favour activities that stimulate students' awareness, recognition and use of the various existing organisational patterns, both in



expository and in narrative texts, previously to the summary assignment (Hare, 1992).

The issue of text complexity as well as the topic of the texts, also demand time and dedication of EFL teachers when choosing the materials to assign students to read and summarise (Kirkland and Saunders, 1991 and Hare, 1992). The findings obtained in this experiment indicate that texts that are more related to personal matters such as feminism, family problems, social prejudice and other polemic topics may arouse the readers' emotional involvement and thus constrain their reading comprehension, and writing tasks. It seems important that teachers perform a detailed analysis of the material at hand, before selecting the texts that they want students to read and summarise. Hunt Jr. (1997), suggests that teachers provide the opportunity for students themselves to select the materials to read, according to their habits, needs, familiarity with topics, and their personal reading interest. However, it is also important to this author that the teachers themselves be aware of their role in guiding these students' choice of materials, in order to avoid distortions of the main objectives of the reading and/or writing classes.

#### SUGGESTIONS FOR FUTURE RESEARCH

The following suggestions seem appropriate as an outgrowth of the present study:

1. Future studies could be developed in order to investigate the influence of reading upon writing on the summarising process of EFL students of different schools and levels;
2. A study similar to the present one, selected randomly from a bigger sample of students, but with a larger population could be very interesting;
3. The effects of other common text structures on summary writing should be investigated;
4. A larger number of complex source texts should be compared to 'non-complex' ones as an attempt to clarify the findings about the effects of source text complexity on summary writing.
5. A greater variety of topics of source texts should be investigated as an attempt to clarify the findings about the effects of emotional appeal of text topics on summary writing.
6. Further research should be performed through oral interviews as one more source of data to triangulate with other types of data about the effects of emotional appeal of text topic on summary writing.
7. A survey in terms of gender among students could reveal different results in terms of the effects of the topic of the source texts on the reading and writing tasks performed by women and men.

8. Further researchers should also consider longitudinal studies focusing on EFL students' acquisition of summarising skills through reading and writing.

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## Appendix A

Subjects	Midterm exam	Final exam	Final grades
1	9,5	8,8	8,9
2	9,3	9,3	9,5
3	9,0	7,0	8,3
4	8,8	8,4	8,7
5	0	6,2	4,9
6	7,5	7,5	7,7
7	9,0	9,5	9,6
8	9,0	9,8	9,5
9	7,0	6,9	7,5
11	8,0	6,7	7,7
12	9,0	8,7	8,6
13	9,0	9,2	9,2
14	8,7	9,0	8,9
15	8,0	8,8	8,3

## THE GROWING OF GREEN CARS

Every year, more than a million new cars and trucks hit U.S. highways. They join the countless vehicles already on the road. And each one adds to the pollution that darkens our skies.

But that soon may change: On the horizon are cars that make little or no pollution at all. They are called "green cars," because they are friendly to our green earth.

Most car engines burn gasoline, which adds to the "smog" that dirties our cities. This air pollution—nitrogen oxide, carbon monoxide and more—hurts humans. It also rises high in the sky where it soaks up heat from the sun. Some scientists say this causes a second problem: the "greenhouse effect," or warming of the earth. The air has become so bad in California that the state passed a new pollution law. It tells auto makers that some of their new cars must not pollute at all. They will be zero emission vehicles, or ZEV. Five years from now, in 1998, two of every 100 new cars sold in California must be ZEV. The requirement shoots to one in just 10 after the turn of the century.

California does not suffer smog alone. According to the U.S. Environmental Protection Agency (EPA), vehicles nationwide cause 56 percent of cancer-causing air pollutants. "While today's cars are 80 percent cleaner than 20 years ago," says the EPA's Martha Casey, "we have more cars today."

Today, the average family minivan gets only 23 miles per gallon. Some lawmakers in the U.S. Congress want cars nationwide to do better—averaging 40 miles per gallon. That would produce less smog per mile traveled.

But reaching that goal will be costly. The Honda Civic VX, for example, gets an astounding 48 miles per gallon. But the equipment making that possible adds almost \$2,500 to the car's price. Few customers want

to pay the extra cost. Honda sells far more of a cheaper Civic model that burns more gasoline.

Burning less fuel is one way to cut pollution. Another way is to tune engines so they can burn cleaner fuels. These cars, called Flexible Fuel Vehicles, may run on gasoline, hydrogen, methanol, ethanol, natural gas, propane gas, or various other fuels. Still, these fuels must be burned. And burning causes pollution.

Electric cars don't burn fuel, so they put out no exhaust at all. They are the cars that companies will build to comply with the stiff, new ZEV laws.

Already, companies from Chrysler to Mercedes-Benz put electric motors in some of their current models, with all new designs to follow.

But some people argue that even electric cars aren't perfect. Why? Because the batteries that run them get their energy from power plants. And power plants often belch their own pollutants into the air.

Both lawmakers and auto makers agree that there are no easy answers on the road to perhaps the perfect ZEV: an electric car powered by the sun. Much more work is needed to make such an earth-friendly car practical.

But with each step—such as models free of chlorofluorocarbon—cars get better.

They will have to. Almost a dozen Northeastern states and Washington D.C., are adopting California's tough auto standards. That, by one manufacturer's estimate, means nearly 300,000 electric cars in the United States by 2001—proof that green cars are taking root.

From: *Boy's Life*, May 1993



## A Career Woman Looks at the future

by Diane Markam

What happens inside your head and your heart when the man whom you've learned to depend on finds his job so unbearable that he's driven to leave it, suddenly and without preparation?

We are, by today standards, an old-fashioned family: four children, a mortgaged house, one of two cars paid for. Like many women with children, I chose to raise my offspring in person. I do photography, and make some money to complement the salary of my husband, Jack, but my checks are sometime things. I like this arrangement. Not long ago, however, I was forced to take a new and unsettling look at the way I've lived my married life.

I had no real preparation for the shock. Of course, I knew that Jack was under too much pressure at work. I knew that he couldn't enjoy what little time he had at home. I also knew that he was tense, unhappy and probably courting a coronary. But I didn't know he'd take such a drastic step with so little warning. I could hardly believe it when he came home that day and told me, ever so gently, that he'd simply had enough. He had quit.

At first, I felt a fluttering sense of having stepped into fantasyland. Then I thought that this, after all, was Jack's job. It was his decision to make. He had made it hastily, although he wasn't ordinarily a rash person. Having felt desperate enough to quit, he should be free to do it. Besides, I thought, he might change his mind.

But Jack didn't change his mind—even though he'd been with his company for more than 10 years. He had risen through union ranks into management. With time, we'd gained a small measure of security. Now, without the company, all security vanished.

The profit-sharing plan, the regular bonus checks, the medical, dental and life insurance, the long paid vacations, the knowledge that when one paycheck went another would replace it—all these things were now gone, things on which we'd both depended. They were our livelihood, everything we'd planned on. Now, without any voice in the matter, I was cut off from my future, too. What had been our income was gone. It had never been ours, really, it had been Jack's. If I said that before, Jack always corrected me. "Ours," he said. But time proved him wrong.

Disbelief and shock gave way to a sense of loss. Then anger boiled up in me. For my time had been invested as irretrievably as his. My life had been defined by the limits of our freedom and income. As family purchasing agent, I'd spent countless hours computing prices per ounce in crowded grocery stores and examining labels in boys'-wear departments. I'd shepherded, governed, stifled and substituted even my thoughts to fit the life-style that we could afford. Jack may have worked to make his salary, but I worked to make that salary work for us.

But my fringe benefits, my insurance, vacations and retirement benefits were all secondhand. I was subject to their limitations, yet I had no claim or control over them. Why had this never bothered me before? Perhaps because I'd never been forced to think about it before.

No job comes with guarantees. Jack could have lost his job, and we'd have suffered an equal loss of investment. If I'd chosen to work outside the home, my job too would have been subject to the turns of circumstance. But, with my own job, I would never have found myself in that maddening limbo as the

accidental victim of a falling between Jack and "our" company.

I should point out that selfishness is hardly a motivating factor here. For, though I haven't brought the children into this examination of my own feelings, they do reside at the center of my concern. They're the reason I chose to remain at home. They, in fact, would be the losers if some catastrophe should strike while Jack's between jobs. And they're the reason that I worry about security.

I can't, however, find a target for my anger—an anger that shouldn't be focused on Jack. He, after all, is a human being, with a breaking point, like any other—a human being entitled to a freedom of choice. If I were in his position, I'd also feel that I must have the right to make a similar decision.

Perhaps I should be angry with myself. But clearly I'm not. No outside job could have given me the joys that my children have offered me.

In time my anger will no doubt dissipate. And our life will take on another style, and fall again into a routine. It may even turn out that everything has changed for the better.

But I don't think that I'll ever forget what I've learned in the days since Jack quit: that, in many ways, I and millions of other homemakers live in a fantasy world. Our working conditions and hours on the job are non-negotiable. We always take our work home with us. And if we look closely at our economic compensations, we see only reflections.

After 15 years as a career home-maker, I've come to this realization late. Yet I better understand my younger sisters who question the wisdom of entrusting their economic future to someone else. It's a generous, romantic, idealistic and fundamentally unsound thing to do.

*Diane Markan (a pseudonym) lives in California.*

From: Reading on Purpose — Building Cognitive Skills for Intermediate Learners. By Fraida Dubin and Elite Olshtain, Addison - Wesley Pub., 1987.

## Appendix D

## QUESTIONNAIRE

I - CHOOSE ONE OR MORE ANSWERS FOR THE FOLLOWING QUESTIONS:

1. Is the topic of the text familiar to you?  
 Yes  No
2. To what do you relate the topic of the text?  
 I have experienced something similar.  
 I have read about it.  
 I have heard about it.  
 A relative has experienced something similar.  
 A friend has experienced something similar.  
 Someone told me about this topic.  
 I have seen it on TV.  
 I took part in a study about it.  
 My family deals with a similar matter.  
 I work with similar topics.  
 \_\_\_\_\_
3. Associate the topic of the text to other topics or areas that are familiar to you:  
 Traffic problems     Health     Home environment  
 Friendship     Technology     Money matters  
 World environment     Marriage     Family problems  
 Greenhouse effect     \_\_\_\_\_     \_\_\_\_\_

II - ANSWER THE FOLLOWING QUESTIONS:

1. Do you think the text presents a great problem or a great challenge?

1.1. Why? \_\_\_\_\_  
 \_\_\_\_\_

2. List some points in which you agree or disagree with the author:

AGREE

DISAGREE

_____	_____
_____	_____
_____	_____
_____	_____

3. Can you present a plausible alternative solution to the issue discussed in the text? Write it below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix E

## INSTRUCTIONS TO THE JUDGES:

First of all, we would like to thank you in advance for your contribution. Your cooperation is fundamental for the application and for the final analysis of the results of this experiment.

The experimenter and the advisor.

I. Please identify the *frequency of occurrence* of **each** organisational pattern in the text previously read, by assigning "X" on one of the numbers in the following scales according to the legend presented below:

LEGEND	
7 = high;	
6	
5	
4	
* = medium;	
3	
2	
1	
0 = low.	

## 1)problem-solution:

0	1	2	3	*	4	5	6	7

## 2)comparison-contrast:

0	1	2	3	*	4	5	6	7

## 3)collection:

0	1	2	3	*	4	5	6	7

## 4)causation:

0	1	2	3	*	4	5	6	7

II. Please classify the text in terms of its **complexity** level, by assigning one of the numbers in the following scale:

LEGEND

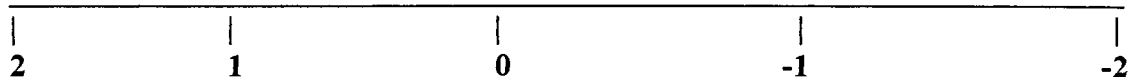
2 = high

1 = slightly high

0 = medium

-1 = slightly low

-2 = low



III. Please classify the **topic** of the text in terms of its level of emotional appeal, by assigning one of the numbers in the following scale, according to the legend below:

LEGEND

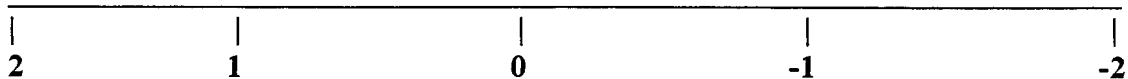
2 = high

1 = slightly high

0 = medium

-1 = slightly low

-2 = low



IV. Please identify the **main ideas (MI)** in the text macrostructure, by (1) underlining the main ideas, and (2) assigning the initials MI (for Main Ideas) *beside the sentences you underlined, in the text.*



## Appendix F

**INSTRUCTIONS TO THE STUDENTS:**

Enclosed you find two texts - Text One: The Growing of Green Cars, and Text Two: A Career Woman Looks at the Future. Read text one carefully for comprehension of the main points. Then, write a summary of the text. You may keep the text and reread it while you write the summary. When you have finished writing the summary for Text One follow the same procedures for Text Two.

Some important points to keep in mind:

1. Your reader should perceive clearly that your summaries are reports of someone else's work. Thus, remember to use your own words, and not to emit your opinions or judgments.
  2. Do not use a dictionary. There is a glossary enclosed for each text, however, if you meet an unfamiliar word that is not listed in the glossary, you may ask the teacher for clarification.
-

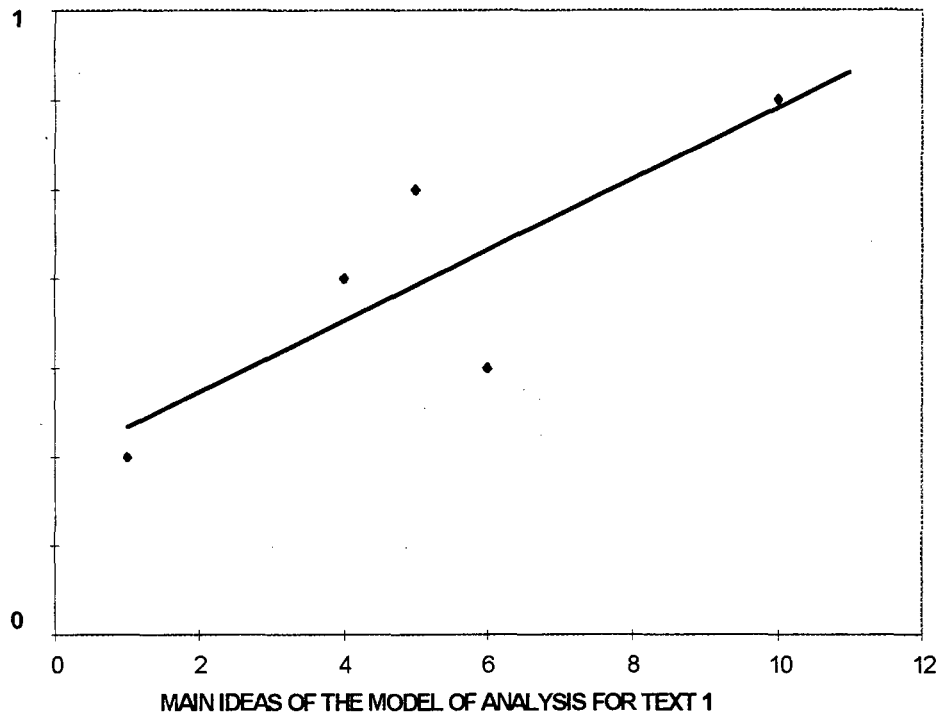




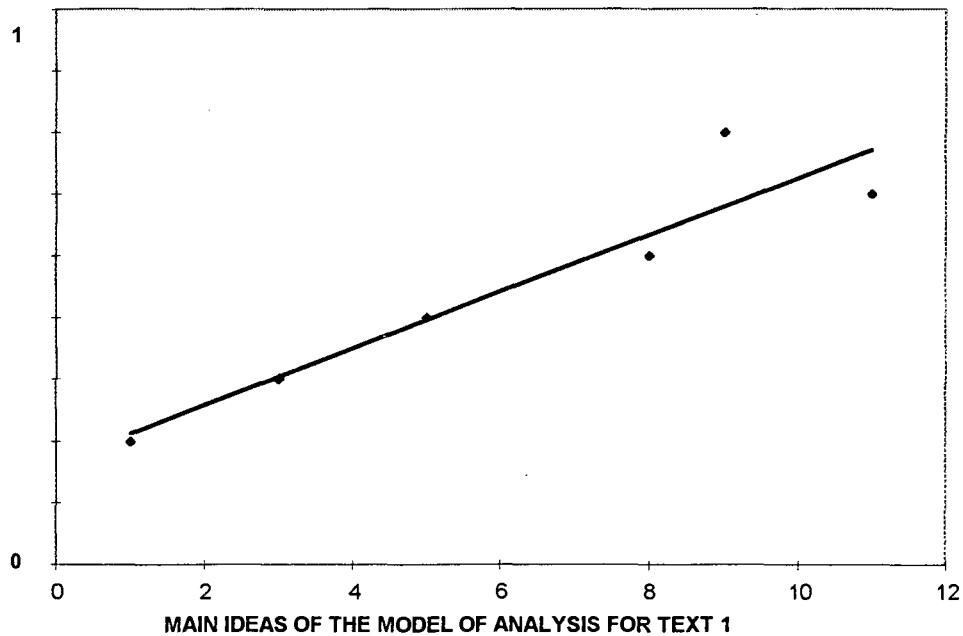
## Appendix G

## TEXT 1

SUBJECT 1 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 1

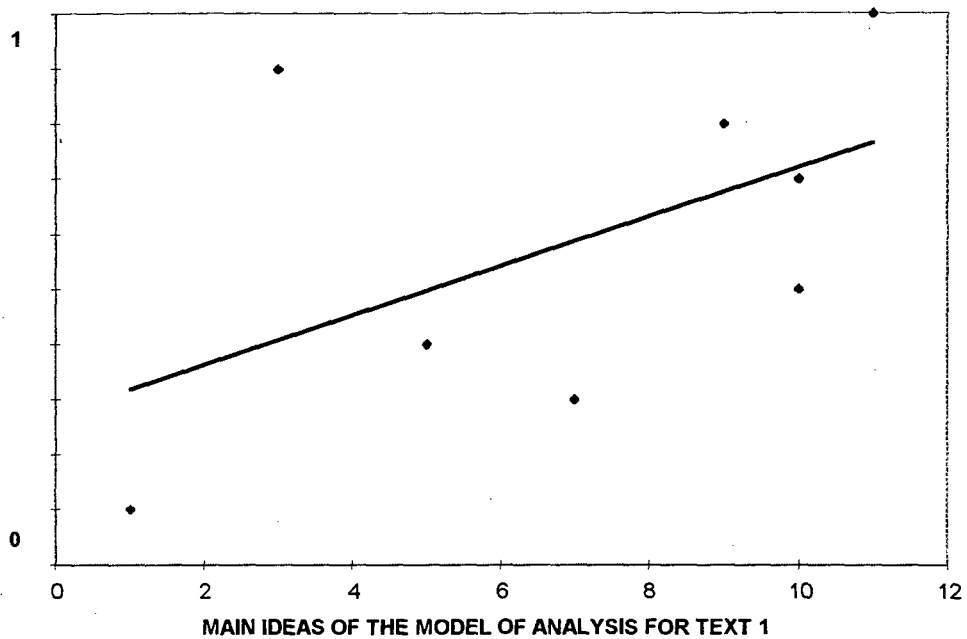


SUBJECT 2 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 1

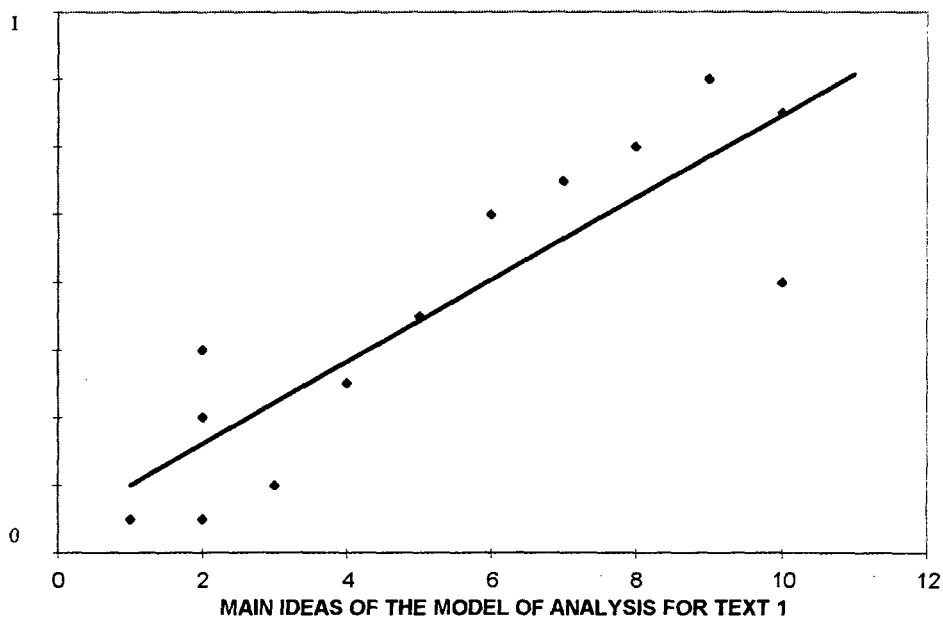


Appendix H

**SUBJECT 3 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 1**

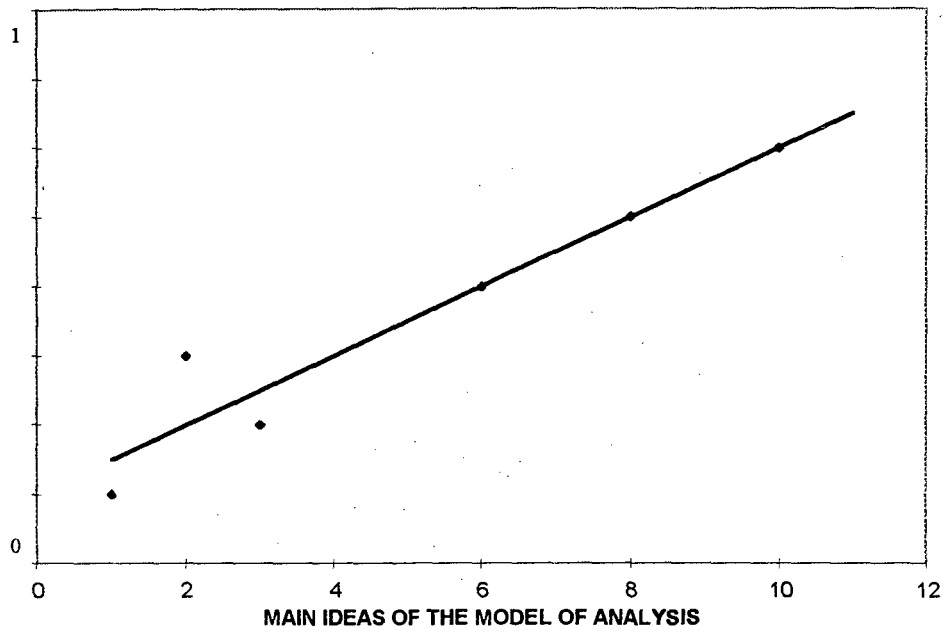


**SUBJECT 4 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 1**

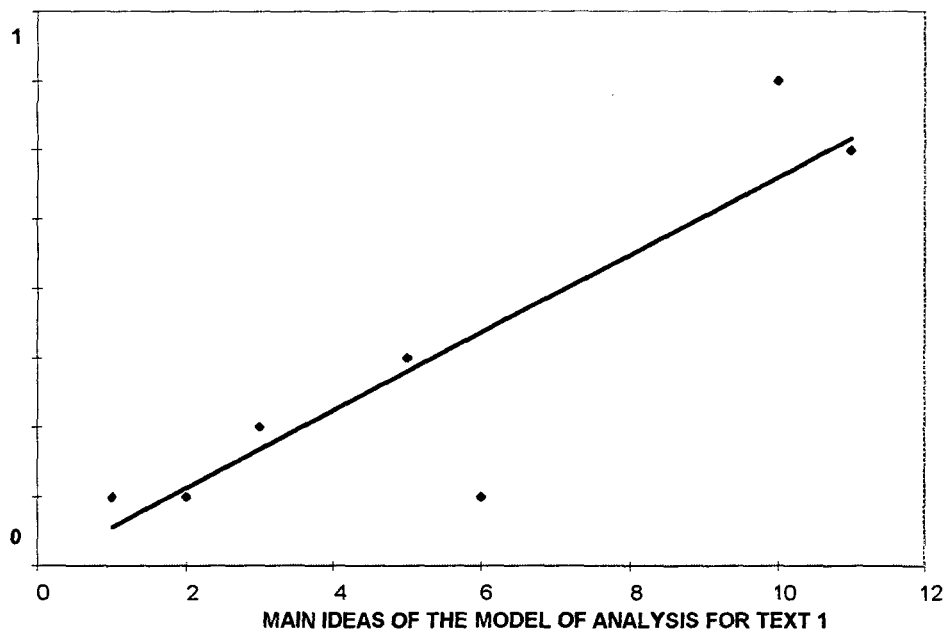


## Appendix I

SUBJECT 5 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 1

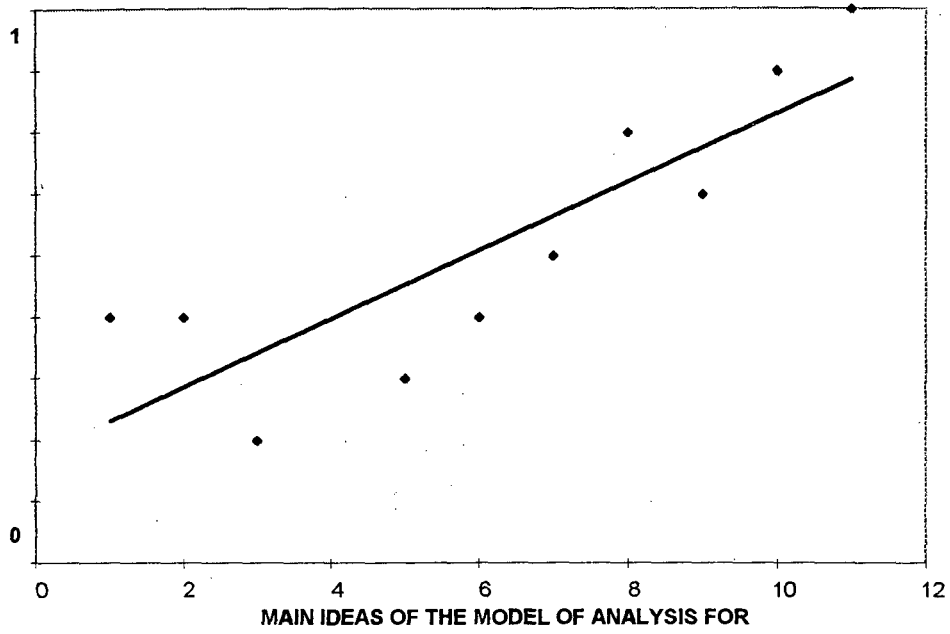


SUBJECT 6 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 1

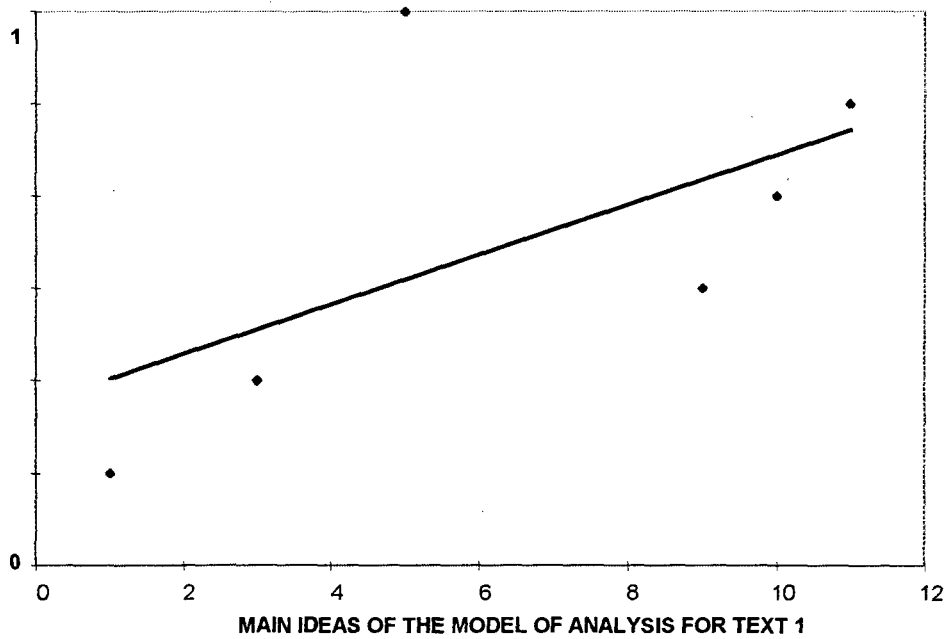


Appendix J

SUBJECT 7 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 1

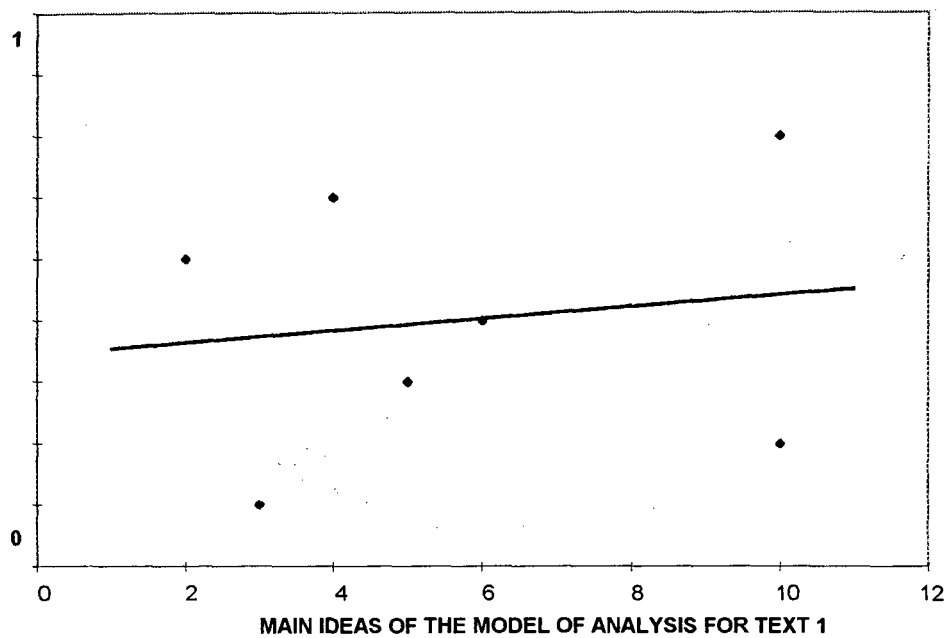


SUBJECT 8 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 1

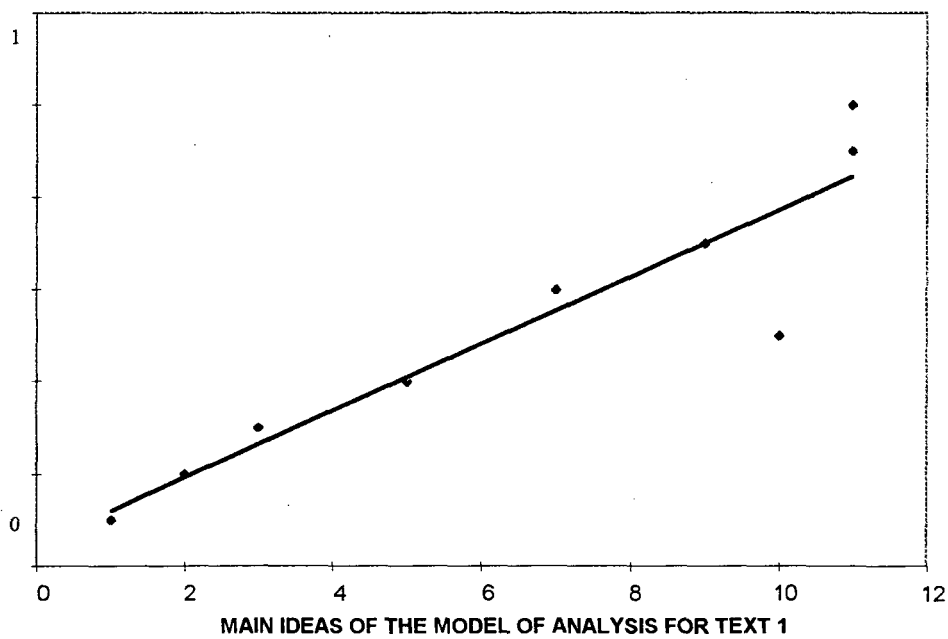


## Appendix K

SUBJECT 9 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 1

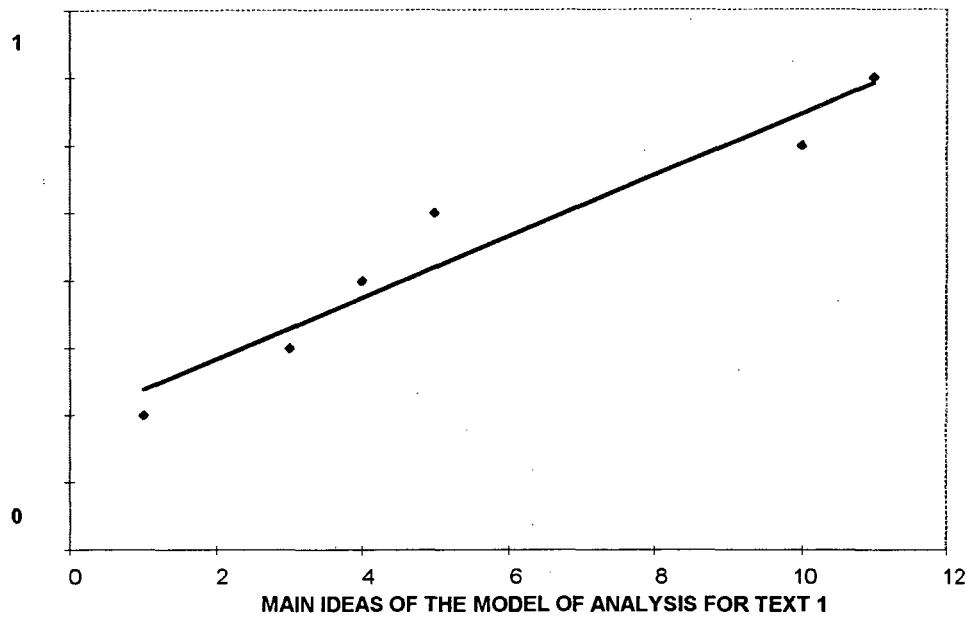


SUBJECT 10 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 1

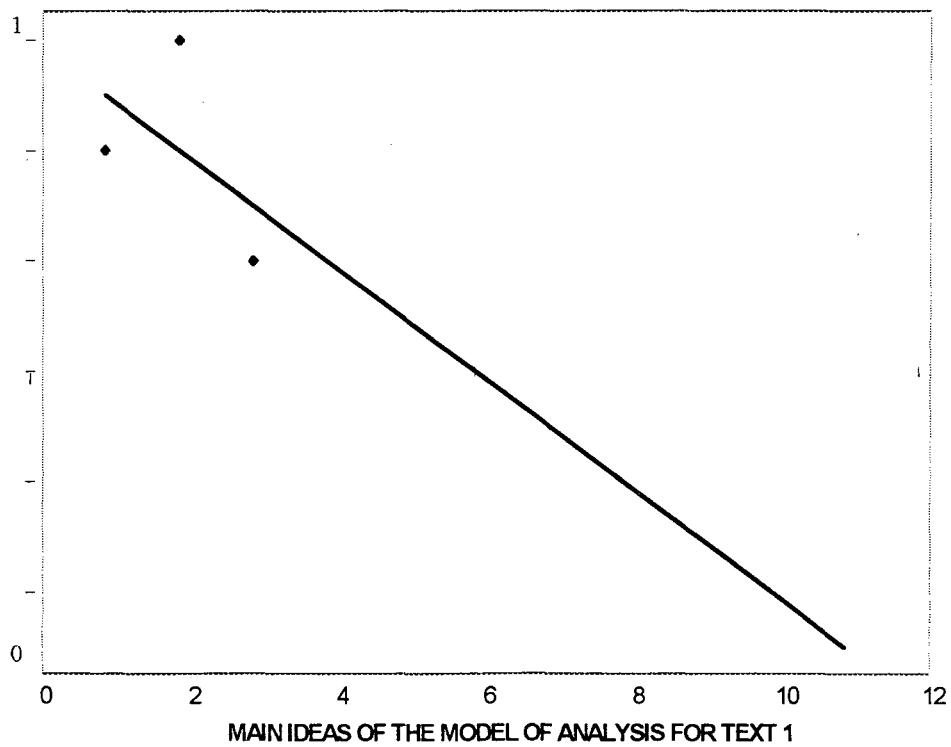


## Appendix L

SUBJECT 11 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 1

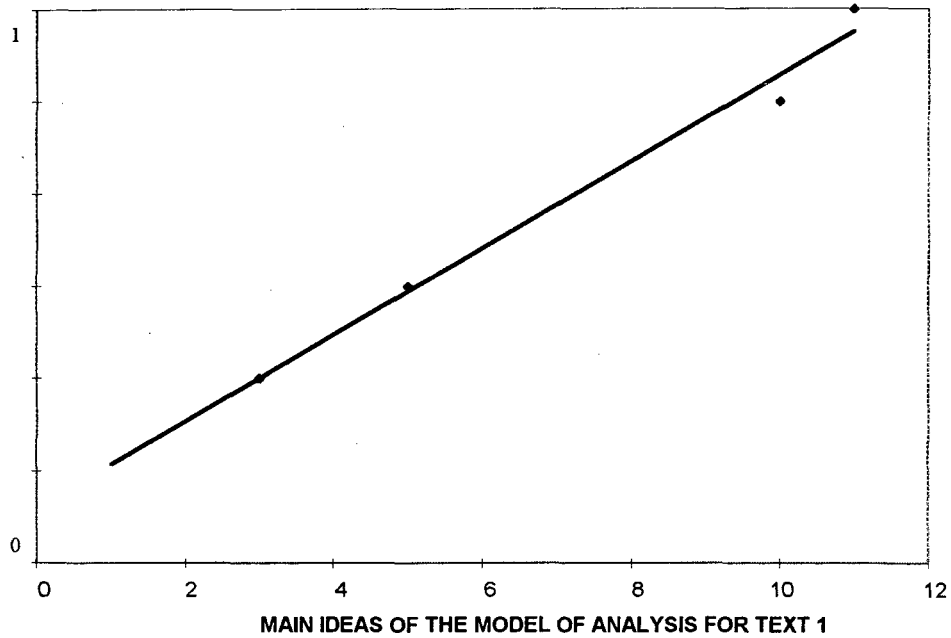


SUBJECT 12- CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 1

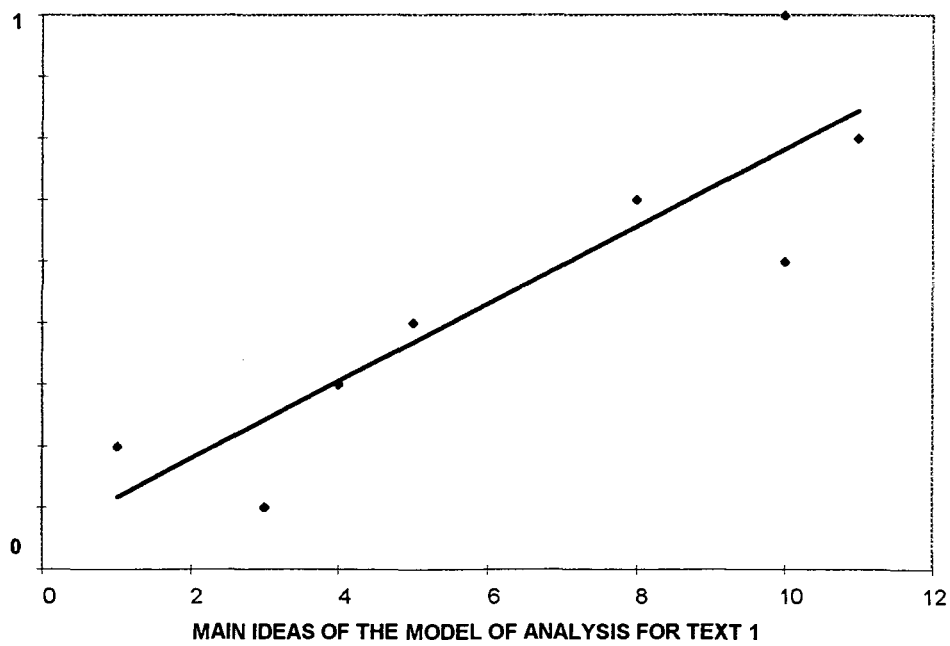


## Appendix M

SUBJECT 13 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 1

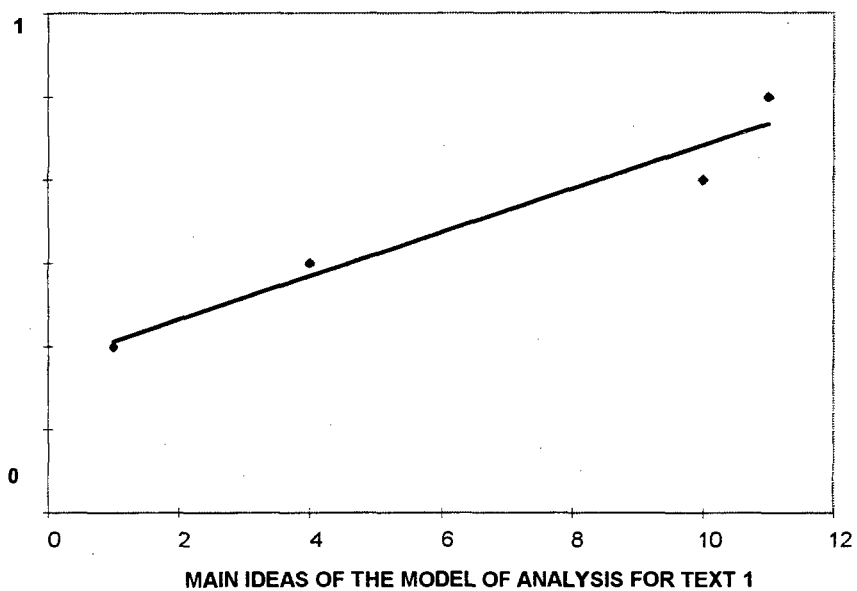


SUBJECT 14 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 1



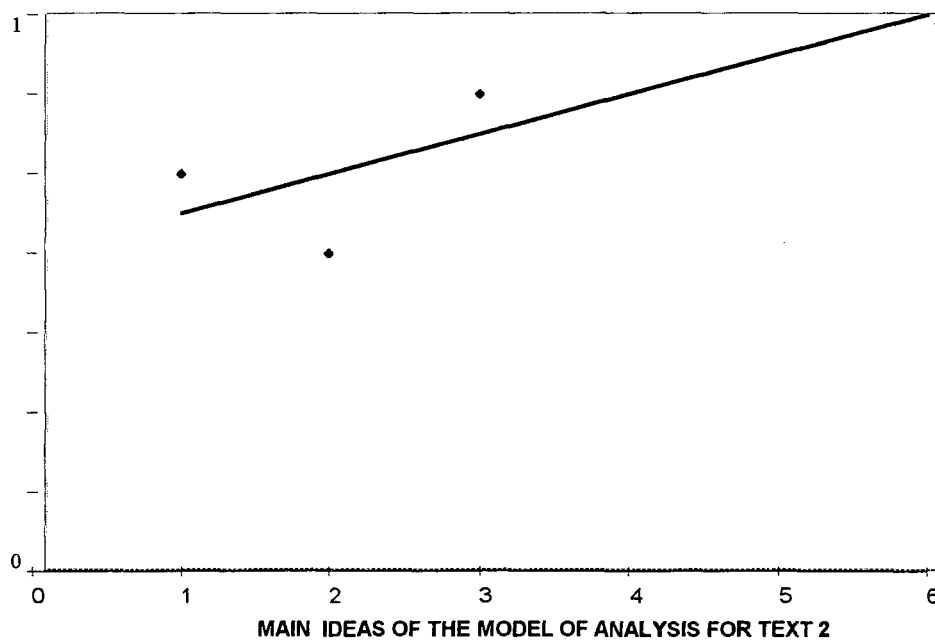
## Appendix N

SUBJECT 15 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 1



## TEXT 2

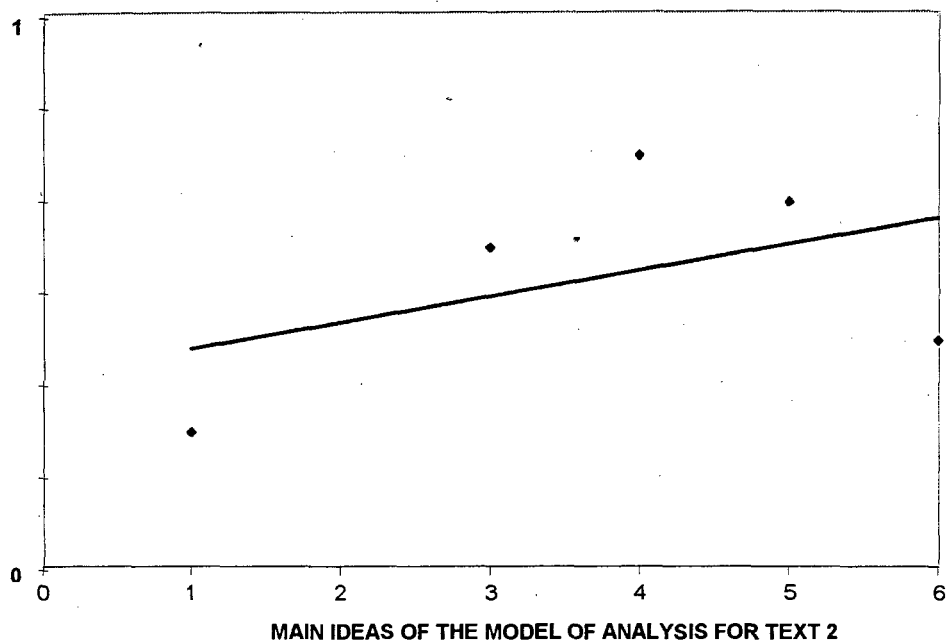
SUBJECT 1 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 2



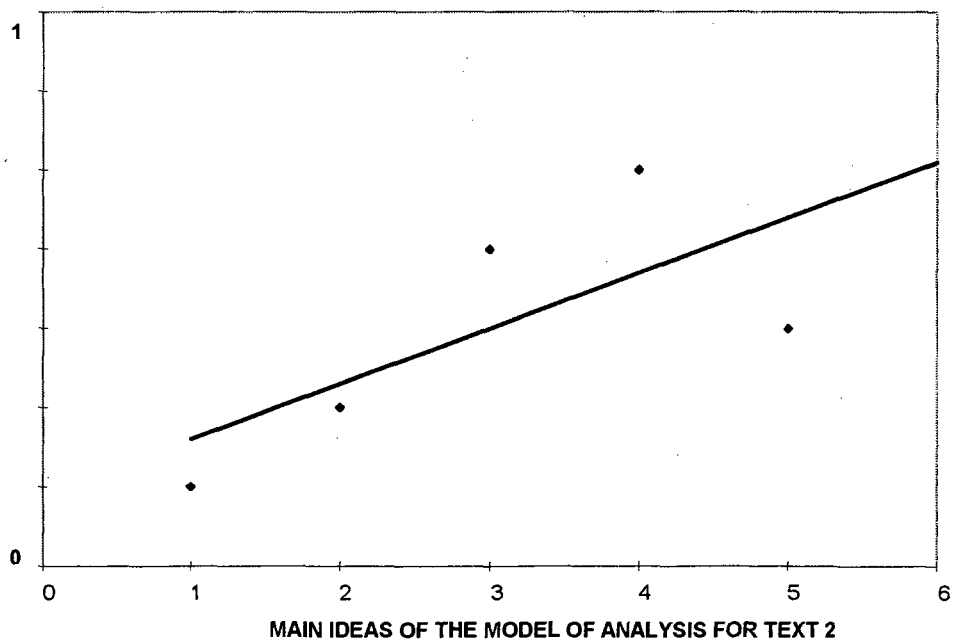


## Appendix O

SUBJECT 2 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 2

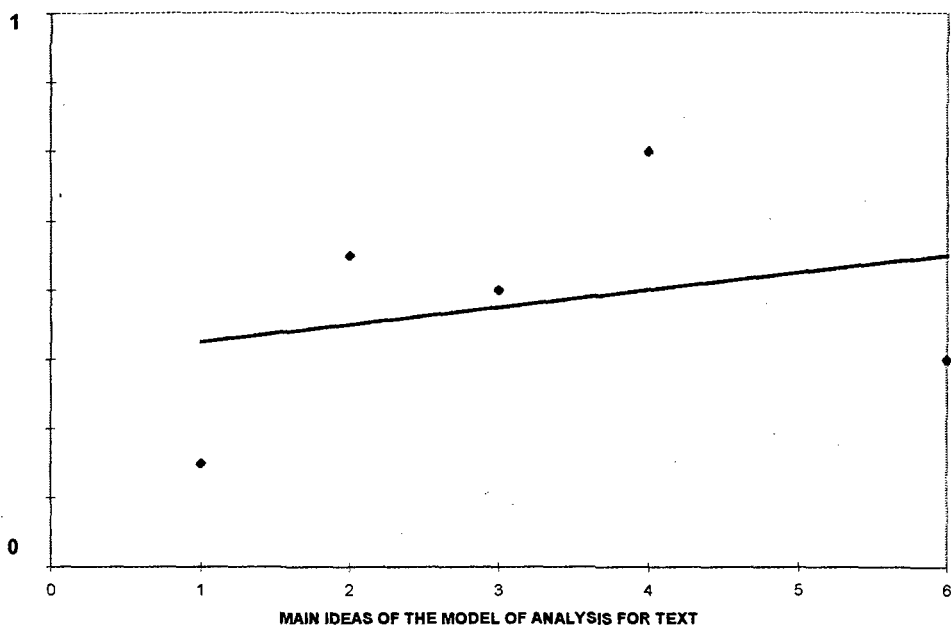


SUBJECT 3 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 1

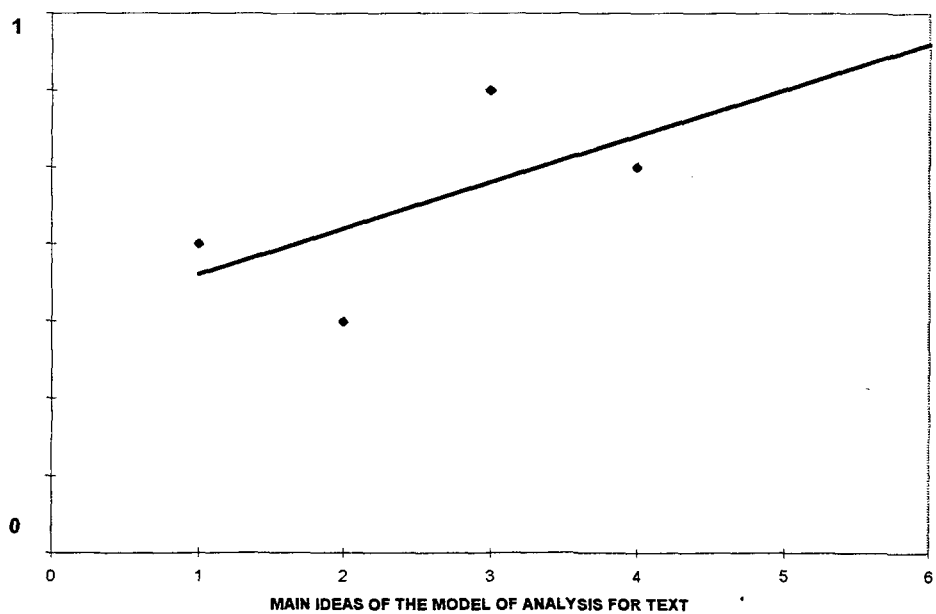


## Appendix P

SUBJECT 4 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 2

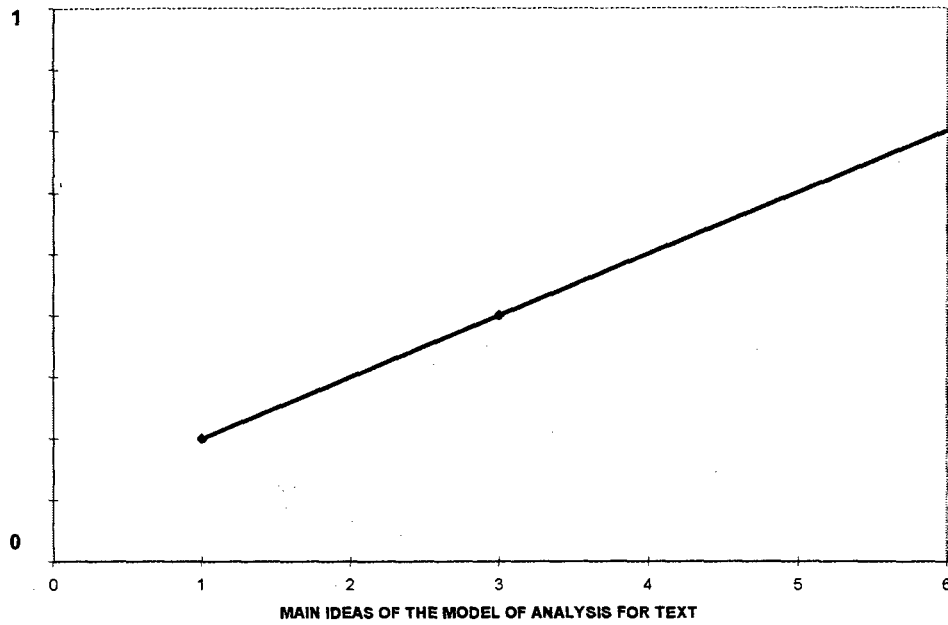


SUBJECT 5 - CORRELATION OF THE ORDER OF MAIN IDEA - TEXT 2

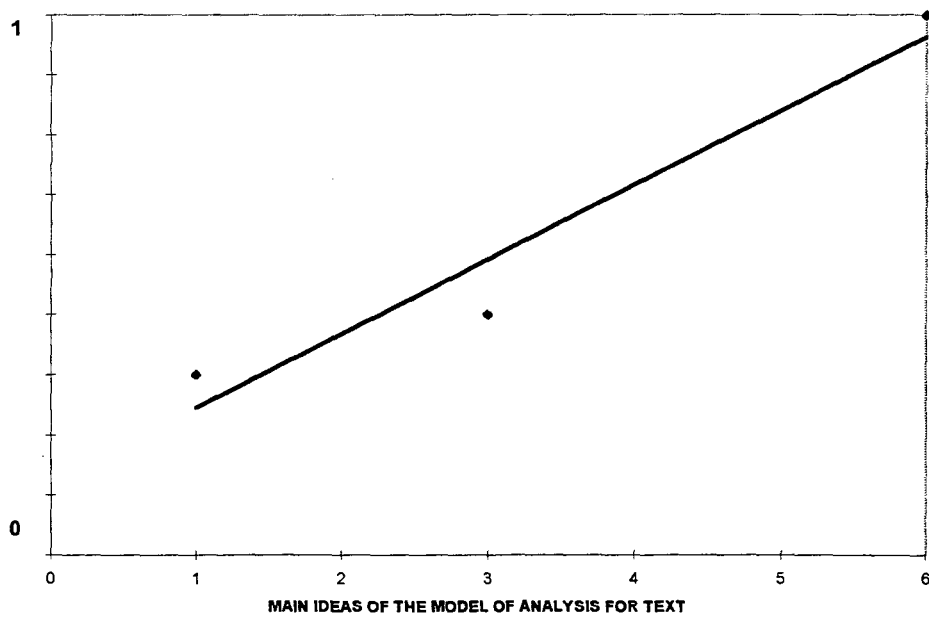


## Appendix Q

SUBJECT 6 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 2

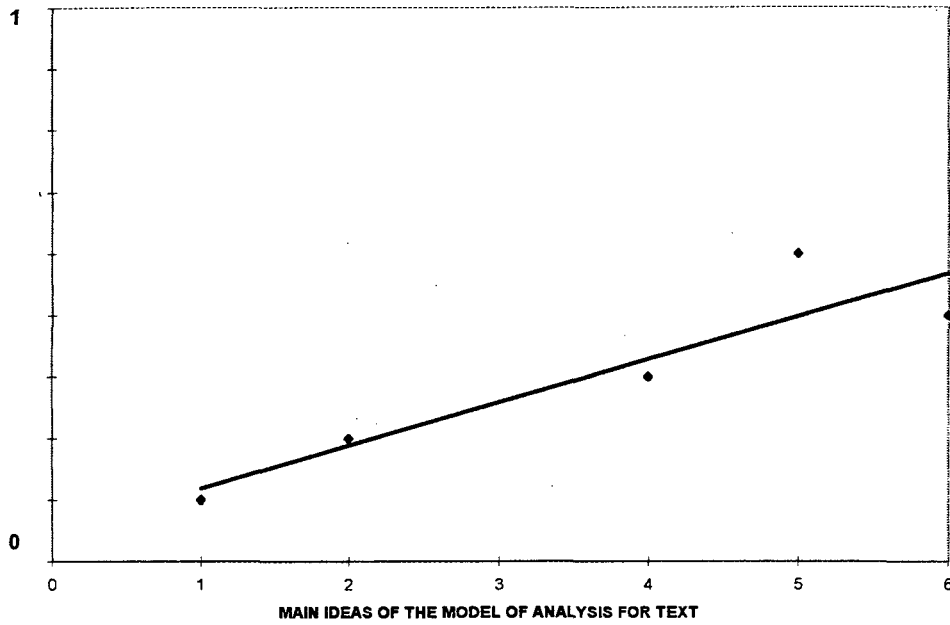


SUBJECT 7 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 2

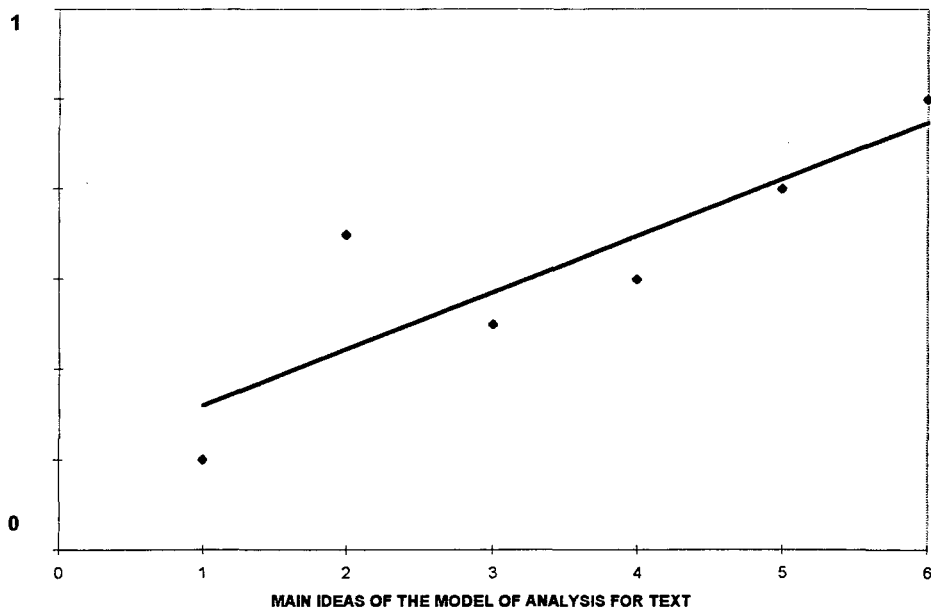


## Appendix R

SUBJECT 8 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 2

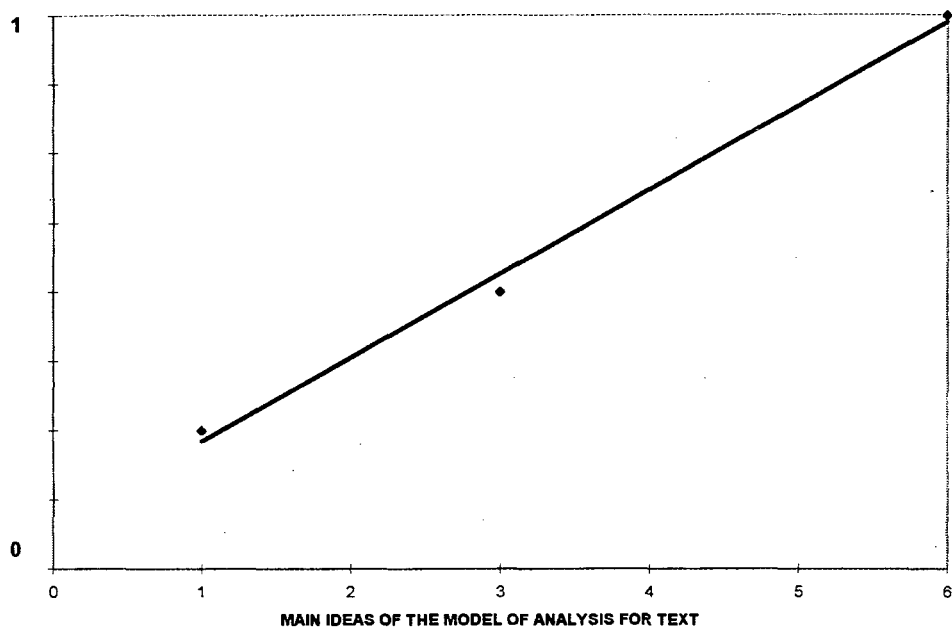


SUBJECT 9 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 2

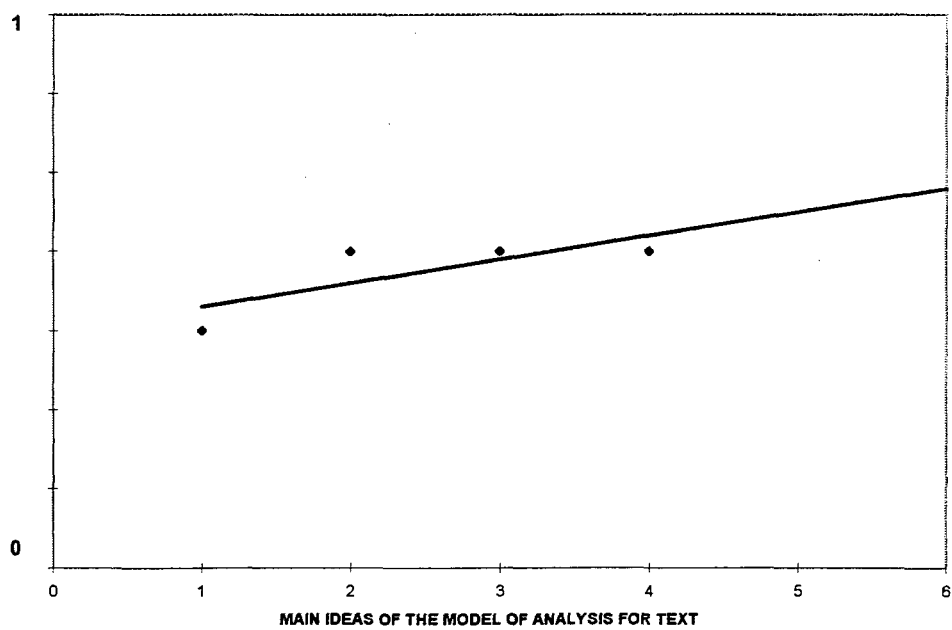


## Appendix S

SUBJECT 10 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 2

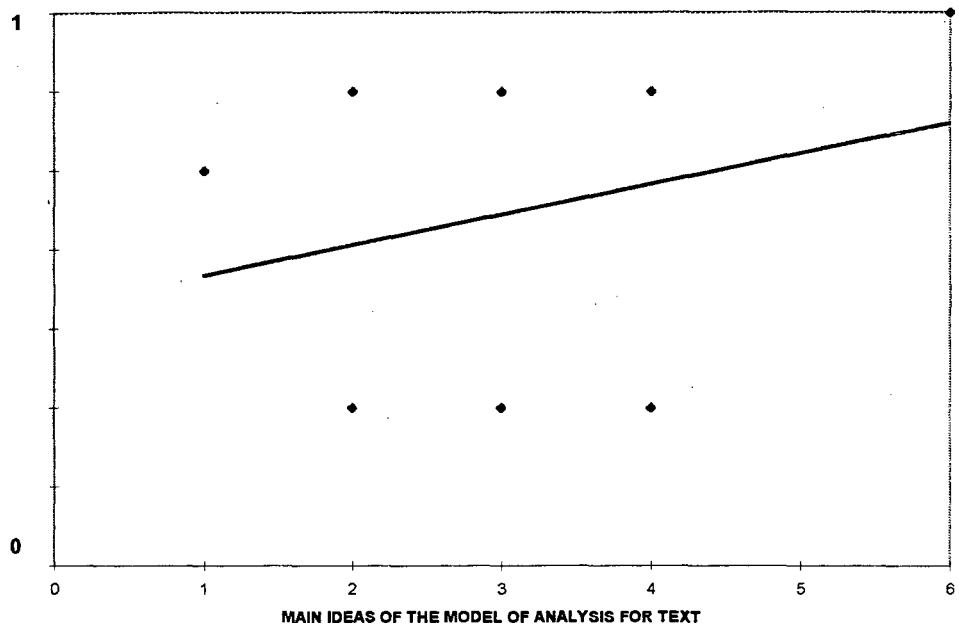


SUBJECT 11 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 2

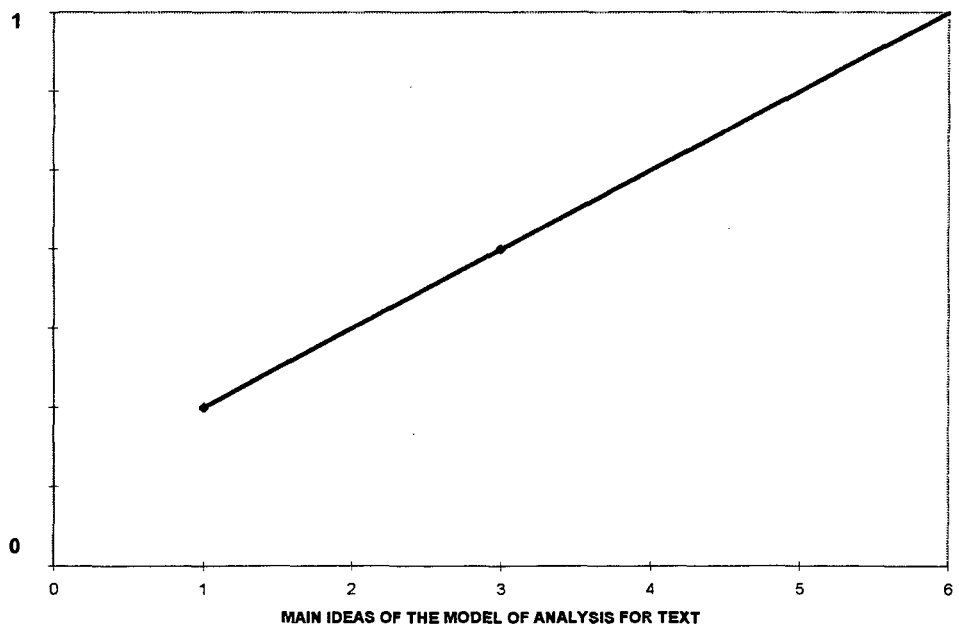


Appendix T

SUBJECT 12 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 2

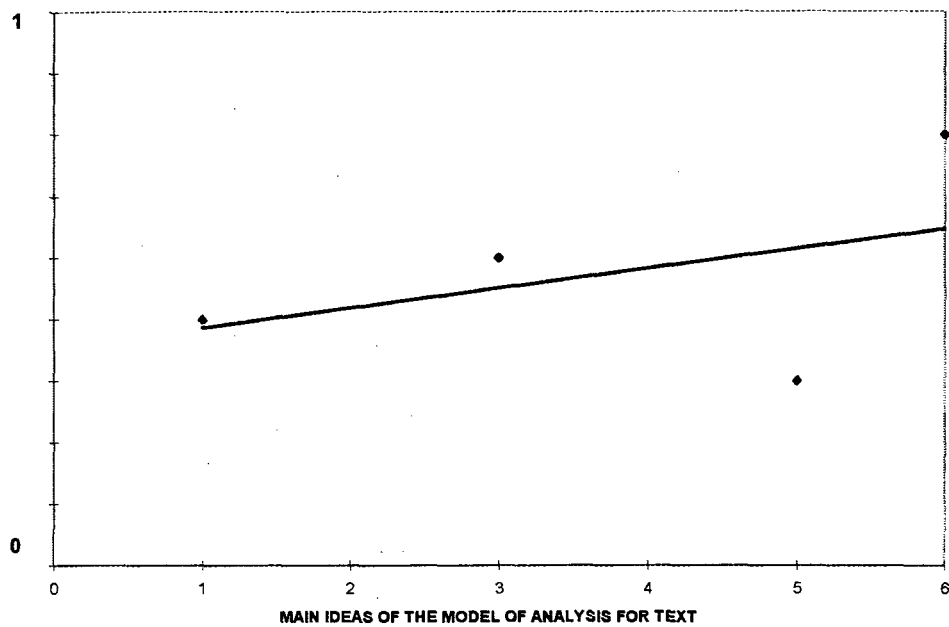


SUBJECT 13 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 2

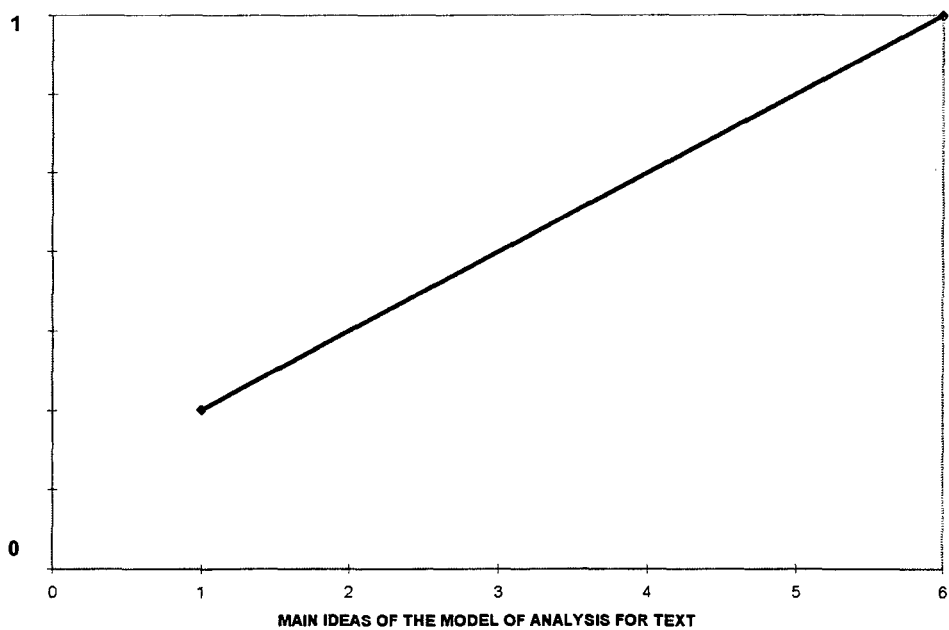


## Appendix U

SUBJECT 14 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 2



SUBJECT 15 - CORRELATION OF THE ORDER OF MAIN IDEAS - TEXT 2



## Appendix V

### The pilot test

A pilot test was conducted in an English-Reading class of the extra-curricular course at UFSC. Seven students, from a total of 13, took part in this test. These students were native speakers of Portuguese, with a basic level of English knowledge and vocabulary. The test was applied during their 15th / 16th classes, the end of the first half of the semester. They were average EFL readers, according to the observations of their regular teacher and their answers to the questionnaires given to them in the beginning and in the middle of their reading course. These students had had some previous experience in summarising texts.

The pilot test was conducted on September 30th, and on October 6th, 1997, during their regular class period. The instructions were given to the students through a recorded tape and a transcript. The students were allowed to use a dictionary and ask the teacher some vocabulary questions about the texts. While the students were taking the pilot test, the experimenter wrote down important observations about students' behaviour, in order to provide accurate information for the analysis of the pilot test.

The reading and summarising tasks of text 1 took the students about 45 minutes to complete. Text 2 took 55 minutes.



The questionnaires proved to be less comprehensible and less efficient than it was expected, so they had to be reformulated.

As for text complexity, considering the experimenter's observation, the students' oral reports and due to the fact that they even discussed text 1 orally during reading and summarising, the experimenter's predictions were confirmed: text 2 was more complex than text 1. The topic of text 1 was also "lighter" in terms of emotional arousal for students.