

Using the Word – Sentence – Paragraph (WSP) approach to develop Year 8 students' summary writing through reading analysis

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Introduction

Summary writing requires students to recall all major conclusions in a clearly and logically structured way (Huang, 2014).

Summary writing makes the reading process more meaningful as students can check and review how well they have understood the text and prepare for important writing and speaking assignments (Cho, 2012).

Problem

Lack of students' higher order thinking

Limited vocabulary and reasoning skills

Research purpose

- To teach students to analyze authentic texts by identifying the main idea of each paragraph
- To teach students to synthesize authentic texts through summary writing

Research questions

- What skills should be explicitly taught to develop students' summary writing through authentic texts?
- What are the effects of summary writing on students' reading competence?

Literature review

- Summary writing has significant positive effects on learners' reading performance. (Shokrpour, Sadeghi & Seddigh, 2013; Huang, 2014).
- Summary writing both boosts and measures reading comprehension. (Mokeddem & Houcine, 2016).
- Summary writing is a prerequisite of other types of writing such as research reports and persuasive essays (Frey, Fisher, & Hernandez, 2003).

Literature review

Microprocessing (constructing meaningful paragraphs based on grouping words into sentences)
vs. **Macroprocessing** (developing a paragraph by excluding irrelevant sentences, generalising key ideas (van Dijk and Kintsch, 1983)).

Translanguaging is an effective strategy for summary writing. It allows students to better negotiate meaning until the main ideas are understood (Mbirimi-Hungwe, 2016).

Methodology

Research design: Qualitative

Research sample: 24 Year 8 students

Data collection tools: document analysis
observations
focus group discussions

Word-Sentence-Paragraph strategy

	Key words	Main idea
Paragraph 1		
Paragraph 2		
Paragraph 3		
Summary		

Results and discussion

- improved analytical reading skills
- improved lexical competence
- better academic performance
- language shift during group discussions

Results and discussion

Improved analytical reading

Identifying key words

Main idea vs. supporting detail

using key words to write a sentence (main idea) for each paragraph

gluing main ideas into a coherent paragraph

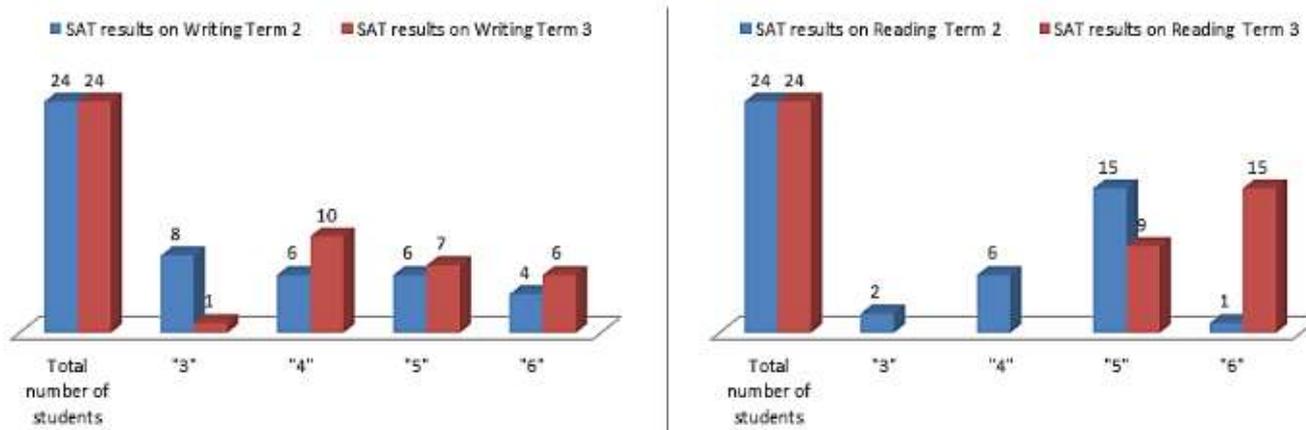
It is important to move from simple to complex (van Dijk and Kintsch, 1983) taking into account students' preparedness level (Yang, 2014; Plakans, 2009).

Improved lexical competence

- less frequent topic-related vocabulary
- providing contextual meaning without relying on dictionaries.
- applying specific topic-related words in well- structured sentences

I always struggled to select appropriate words to express my thoughts and confidently use them while speaking and writing. Now I realised that it isn't as hard as I used to think.

Better academic performance



Picture 1. SAT Reading and Writing results for Terms 2 and 3

Summary writing supports students in analyzing the text, evaluate the implied ideas beyond its content and relate those ideas to their own everyday life experiences (Cho, 2012; Choy & Lee, 2012; Huang, 2014) and boosts students' reading performance (Sholikah, Anwar, Sa'diyah, Hidayati & Permadi, 2019).

Language shift

- unconscious transition to native language during group discussions
- Translanguaging allows students to recognize the main idea of a text faster and more effectively and improves summary writing in L2 (Mbirimi-Hungwe, 2016; Kato, 2018)

Conclusion

The WSP approach should be deliberately used in regular teaching classes to:

- enhance students' ability to select relevant key words;
- develop a well-structured sentence reflecting the main idea of a paragraph;
- organize single-sentence main ideas into a meaningful paragraph;
- enhance students' vocabulary competence;
- boost their reading competence and academic performance.

Reference

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