

DEVELOPING SUMMARY WRITING SKILL IN ACADEMIC WRITING

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Abstract. Summary writing is an essential skill in academic writing as it helps condense and present key points, ideas, and arguments from a source text in a concise and clear manner. It requires reading comprehension, analytical thinking, and the ability to capture the main ideas while omitting unnecessary details. Effective summary writing helps readers quickly grasp the main points of a text and facilitates critical thinking. To develop summary writing skill in academic writing, it is important to first thoroughly understand the source text. This involves carefully reading and analyzing the text to identify the main points, supporting details, and any underlying arguments or perspectives. By highlighting or annotating important sections, such as topic sentences, the writer can better identify the main ideas and key information to include in the summary.

Key words: academic writing, summary writing, effective summary.

РАЗВИТИЕ НАВЫКОВ СОСТАВЛЕНИЯ РЕЗЮМЕ В АКАДЕМИЧЕСКОМ ПИСЬМЕ

Аннотация. Написание резюме является важным навыком академического письма, поскольку оно помогает кратко и ясно представить ключевые моменты, идеи и аргументы исходного текста. Это требует понимания прочитанного, аналитического мышления и способности улавливать основные идеи, опуская при этом ненужные детали. Эффективное написание резюме помогает читателям быстро понять основные моменты текста и способствует критическому мышлению. Чтобы развить навыки написания резюме в академическом письме, важно сначала полностью понять исходный текст. Это предполагает внимательное чтение и анализ текста, чтобы определить основные моменты, подтверждающие детали, а также любые основные аргументы или точки зрения. Выделяя или комментируя важные разделы, например тематические предложения, автор может лучше определить основные идеи и ключевую информацию для включения в резюме.

Ключевые слова: Научные работы, написание заключение, эффективное резюме.

Introduction

In linguistics, the ability of writing a good summary has its own strategies and EFL learners should include these strategies in academic writing. Summarizing texts is giving a short description and it demonstrates the clearly understanding the text. The main goal of summary writing is providing accurately as full as possible sense of original text but in more condensed forms. Having a good summary writing ability means both reading and writing skills can be well-developed. The utility of summary writing is considered as a key point in an effective academic writing and in an academic arena summarization is believed to enhance reading and writing comprehension. The purpose of this research is to investigate summary strategies and instructions that can improve and develop the summary writing abilities of EFL learners.

According to recent scholarly traditions and the daily observations in the article by Hosseinpur (2015) there is an investigation to find out cognitive developments that are occurred while summery writing instructions are received by Iranian EFL learners. They are asked to write five summaries during their eight week of session and their works are analyzed in term of the selection of topic sentence, sentence combination, paraphrasing, invention, deletion, major verbatim copying and minor verbatim copying. The findings show that topic sentence selection, sentence combination and deletion were not challenging for them rather than generalization, invention and syntactic transformation. Besides, major verbatim copying was decreasing but minor verbatim copying was still appearing. Indeed, Sung (2014) confirmed that summary writing instruction can lead to improvement of summary performance. Moreover, the participants of this survey who were thirty eight university freshmen had six years of compulsory English education.

Process of Summary Writing

Kintsch and Van Dijk (1978) suggested that there are three processes which are involved in a summary writing: comprehending the original text, condense the main ideas and reproduce them in own words and it requires to identify the meaningful prepositions and restate them coherently. Moreover, summary writing skill is considered to be difficult not only for EFL learners but also for native students of English language and for this reason summarization is one of the most challenging and demanding activity in academic learning.

The authors Cindy and Ronald (2000) state that there are some students who use the software summarization tool on specific content which they find it easier to use and identify important information and it seems to enjoy them while having challenges. It is very clear that the summarization tool are helpful for students to solve the specific problems related with their summaries. However, students feel a need for the instructions and strategies to be taught in detail as software tools can not give them specific information instruction of summarizing. Moreover, integrating summarization software into classroom gives an opportunity of discussing planning and writing a summary.

The main aim of this study is to mention that not only written material but also software tools can help to develop summary writing skill.

Teaching Summarization

Summarizing provides with an important contribution to students in transferring and understanding information to long-term memory and researchers show that one who are successful in reading can have a good summary skill. Brown and Day (1983) prove that teaching students summarizing is not asking them to write summaries at all and it is important to teach them how to do and what strategies to use it. The author claims that in developing summarizing skill, analyzing both bad and good summaries of text and also doing exercises in order to complete missed summary texts before to start the process of summarization will provide with a good and concrete summary. The purpose of this research is understanding new information and memorize it for academic success as summarizing is the learning strategy which increases both memory and understanding.

On the other hand, Khoshnevis (2015) investigates teaching effective summarization of text as a cognitive strategy on achievement of students' writing comprehension. English undergraduates of University of Tonekabon are involved in this study and they are divided into control and experimental groups. Both two groups are observed their summary writing ability and

the results show that the instruction of summary strategies has a significant role on the participants writing comprehension. Furthermore, the author suggests that teaching strategies of summarization empowers students' writing comprehension ability.

In this term Khazaal (2019) indicates two months implementation which is applied to twenty Iraqi postgraduate English as a foreign language learners. The group of participants are carried out in a pre-post-test model of summarizing and participants are conducted in a pre-test on summary writing a week before it applied and they are given five different passages. The same selected passages are given to post-test and they are asked to summarize given passages in 45 minutes and overall, the results report that summarizing strategy has an important effect on learners in academic writing skills.

Al-Badi (2015) demonstrates that ESL learners can find to organize their information and ideas challenging to summarize because of the lack of knowledge. It is a responsible task to teach students how to write summaries so some teachers find it boring to explain summarizing and they try to avoid as far as possible. In an academic setting summary skills are identified as crucial factors because students are often asked to produce summary assignments. Summarizing strategy in writing encourages students to develop their steps in academic writing starting with a pen ending with an updating social media. It is a way of informing to reader what is the book about. Spack (1988) mentioned that as summarizing one of the effective strategy of writing it requires learners to concentrate on the main ideas of the text and choose specific information without deleting the key points. Additionally, it is a complex activity which has a major part on academic experience. Summarizing skill helps English language learners to develop their critical thinking skills and improves the ability to evaluate details in text by resorting important details from unimportant ones. According to Jones (2007), there are twelve most important benefits of learning and developing summarizing strategies: to built comprehension to reduce confusion, to find the main key points, to save time, to construct personal meaning, to discern essential ideas, to improve memory, discovering understanding and remembering and so on.

What makes summary writing more effective? Bacinschii (2018) listed six main methods that makes one a successful summary writer and they are: gathering the data from the title, identify the place of essay as it can be literary, scholarly or argumentative. Then the next step is to take notes from the tone of the pieces and at the end to identify certain notion which seem to be repeated throughout. The author claims that after finished writing a summary students should reread their summaries and make sure that they accurately represented the author's main points and ideas.

Summarizing without plagiarizing

In an academic writing not only EFL learners can find summarizing difficult without plagiarism. Bacinschii (2018) points out that the main requirements to any summarizing is it's paper originality and the easiest way to find what to write is to use someone's experience. In order to make the work complete students are supposed to make up a plan and a clue of thinking and the author responds the question how to summarize without plagiarizing by four key point or steps:

Step 1. At the beginning the writer have to read the reference attentively and comprehend what the work is about and understand the information to be able to put in own words.

Step 2. Students have to write an introduction of the paper and decide what to share and make it clear to readers. No matter from what book or website they use the date they must give the source with quotation marks.

Step 3. To write a plot not looking into the reference material. In this way they can avoid plagiarism in text. To remember something more important they can read the entire reference again then write their own version one more time.

Step 4. After the last sentence they should place a citation and point out the author's name and the source to avoid plagiarism.

The most significant role of summarizing is to understanding and memorize the information to long-term and distinguish main ideas then express the data by using own words.

Conclusion

To sum up, from all four skills, writing is one of the significant skill especially in an academic writing such in colleges, schools and institution. Mainly for ESN and EFL learners summary writing is the most important and developing this skill is needed to enhance their comprehension skill. Though it is considered as a complex academic activity it should be understood and realized but not plagiarized. Finally, all researches on developing summary writing skill were conducted on university students and therefore results were different according to different kind of universities which had absolutely different English pronunciation. Enser (2020) reports that a considerable amount of time is required to write a successful summary because to find important key points and deleting unimportant information compared to other strategies examine students to engage all cognitive processes. Despite the difference of findings was not so significant there is an evidence that experimental teaching summarizing groups were able to help learners to use effective strategies in the summary writing process in text.

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