

Chapter Four

Research Design

This chapter presents the syllabus design and instruction procedures. Besides the six rules proposed by Bean and Steenwyk (1984), the researcher also gave explicit instruction on basic writing techniques such as brainstorming, getting the main idea and paraphrasing. The pedagogical procedure proposed by Cassaza (1993) -- explanation, modeling and application-- were also closely followed, and the practice materials and subjects' summary samples are presented as follows.

4.1 Syllabus Design

The researcher was responsible for the teaching of the composition courses of the experimental group and these subjects were all twelfth graders. In the second year of their senior high school life, they had one period of composition class; therefore, these subjects had received some basic training regarding how to write a composition. According to the high school curriculum standards, there ought to be two periods of composition classes each week. Fortunately, the composition classes of the experimental group were arranged back to back in the afternoons of every Thursday. This made it possible for the researcher to teach English summative skills to the experimental subjects on Thursday afternoons.

Except for the days when the experimental subjects had mock exams or took part in some special activities, the researcher gave them the instruction of summative skills in a sequenced order almost every week. With two periods of composition classes in hand, the researcher began to look for proper materials from the available textbooks published by Far East Company. Then she devoted the time and effort to training her subjects how to summarize a text.

4.2 Instruction Procedures and Summary Samples of the Experimental Group

As discussed in Chapter 2, direct instruction of summary writing has been found to benefit students in many ways (Enos, 1988; Hill, 1991; Tsai, 1995). Moreover, after Duke & Pearson have conducted their research employing Rule Governed Approach, they state convincingly, “through teacher modeling, group and individual practice, students learn to apply these rules to create brief summaries of text” (p.103). Therefore, the researcher decided to give direct instruction on how to summarize a text to the subjects in the experimental group. The following sections present the teaching activities that the researcher had designed for the summary instruction and two of the summary samples gathered from the experimental subjects. More samples can be found in Appendix XIII.

4.2.1 Brainstorming

The week after the pretest, the researcher engaged herself in the instruction of summary writing, based on the six rules proposed by Bean and Steenwyk (1984). But before she began teaching the first set of rules, she decided to acquaint her subjects with the idea of brainstorming.

In the beginning of the first period of the instruction, she wrote some composition topics on the blackboard, and asked the subjects to brainstorm with the six wh-questions—what, who, why, where, when, and how. The purpose of this practice was to help students to know what was the main concern that subjects needed to keep in mind when they write a composition and, of course, when they read an article.

4.2.2 Getting the Main Idea

Soon after the subjects familiarized themselves with how to brainstorm with wh-questions, the researcher guided them to go through the first text she offered and had them practice getting the main idea step by step.

The researcher was convinced that knowing how to get the gist of a passage would be beneficial to the experimental subjects. When they wrote a summary, they needed to keep in mind what the crucial points were and what was necessary to be

included in their summary.

The researcher offered two passages for the subjects to practice getting the main idea. She asked one of the subjects in each class to read the first text in public and helped the whole class to gain the main idea of the entire text. In the process of attempting to get the main idea, the subjects were constantly reminded to make use of the six wh-questions. Afterwards, the whole class went through each paragraph and tried to get the gist of each paragraph together.

➤ The following is the first text used in class as an example to activate the experimental subjects' discussion of the main idea and practice summarizing the main idea.

Mother's Day

Do you sometimes forget, or not have time, to tell your mother that you love her, and to thank her for all the wonderful things that she has done for you during your life? Many people forget which is why in many countries there is a national holiday to remind everyone to celebrate their mothers. People everywhere try to make their mothers feel special on this day by buying them flowers, writing poems or letters, making cards, serving them breakfast in bed, or doing all the chores around the house for the day to give their mothers a rest.

Some people say that Mother's Day was invented by card shops and flower shops to make more money, but Mother's Day can actually be traced back to ancient Greece, where a spring festival was dedicated to the mother goddesses.

Since the 1600s, England has also celebrated Mother's Day. At that time,

most poor women worked and lived in the homes of the rich people as servants. On this day, employees received the day off and were encouraged to return home to their mothers and spend the day with them.

In the United States, Mother's Day was started in 1908 by a woman, Anna M. Jarvis, to honor her dead mother. Her mother had said there were too many special days for thanking men, but none for women or mothers. On the first Mothers' Day, Anna handed out her mother's favorite flower, the carnation, to people who came to celebrate the day. Now, the carnation is the Mother's Day flower in the United States. Pink symbolizes a living mother, and white symbolizes a mother who has died.

Mother's Day is a good day to make your mother feel special, but you don't have to wait until that day arrives. There is a chance to do something nice for her every day. You should even give her a card on your own birthday to thank her for another year of life that she has given you. Also, don't forget to thank all the women in your life—for example, your grandmothers, your aunts, and great aunts—on Mother's Day.

- The following are two original samples from the experimental group which incorporate the notions involving getting the main ideas:

☆ Phoebe: Actually, Mother's Day was traced back to many years ago. Many try to many methods to make their mothers feel special on this Mother's Day.

☆ Michelle: Almost people around the world celebrate Mother's Day. The Mother's Day be traced back to ancient Greece; England has also

celebrated it since the 1600s. Anna M. Jarvis gave her mother some carnation in the U.S. This is the first Mother's Day in the world.

After the subjects had practiced how to get the main idea together in class in the first period, the researcher gave the subjects the second passage for practice and required the experimental subjects to get the main idea of the second text alone and handed in their answer before the class was over. They were allowed to exchange their ideas with their classmates.

➤ The following is the second text based on which the subjects practiced how to get the main idea and summarize on their own.

The Do's and Don'ts of Meeting Foreigners in Taiwan

"Hello! Hello!"

This is like saying, "Ni hao!" (你好) in Chinese. Most Chinese people do not say "ni hao" over and over again and then say nothing else. So after saying "hello" in English, you should be ready to start a polite conversation.

"Hey, look it's a foreigner!"

Pointing and staring at a foreigner is also not the best way to start a conversation. Many foreigners in Taiwan can understand at least a little Chinese and will know that you are talking about them. Also, more and more people from western countries are moving to Asia and making Taiwan their home. What this means is that they are not foreigners. In fact, they may have been living in Taiwan longer than you!

You should also be careful when asking people which part of America they

are from. More and more foreigners in Taiwan come from countries other than the United States. In fact, another way to start a conversation with someone who looked like he might not be from Taiwan is to ask him where he is from. You may be surprised by some of the answers.

"Excuse me; do you need help or directions?"

If you see someone in your city that looks lost or confused, whether or not you think he is a foreigner, it's easy to walk up to him and offer your help. Even if he says "no," this could still be a good way to start a conversation. You could ask, "Do you live here?" or "Are you traveling?" Depending on his answer, there are many more things you could then say, such as asking what brought him to Taiwan, how long he has been here, or where he is traveling to next.

If he says "yes," then you have a perfect chance to practice all the direction words you have learned in Lesson Five of your Far East English Textbook!

- The following are two original samples chosen from the experimental group which incorporate the notions involving getting the main ideas:

☆ Lynn: Our environment is like a global village, because more and more foreigners live in Taiwan nowadays. Actually, they at least know some Chinese other than know nothing. Therefore, trying to strike up a sincere greet and conversation instead of running away fast when you run into foreigners the next time.

☆ Cherry: Whenever we meet foreigners in Taiwan, just saying "hello" is not a good way to start a conversation. Instead, we should try to offer some help or ask where they came from.

4.2.3 Paraphrasing

One week after the subjects had learned how to get the main ideas, the subjects received the training on “how to paraphrase a paragraph.” The paraphrasing technique was also crucial to these subjects because in their summaries they were not allowed to copy directly from the original text. They thus needed to be equipped with the ability to use their own words in paraphrasing the passage they read. Therefore, before the experimental group received the instruction on the six summative rules, the researcher gave them instruction on how to get the main ideas and how to paraphrase them.

In class, the researcher used the first text in the worksheet to demonstrate how to paraphrase its main idea. The subjects were asked to read the first text silently and discussed with their partners what its main idea was and how to use their own words to express the same meaning. Then, the researcher asked some groups to share their paraphrases with the whole class. At the end, the whole class discussed and decided on which paraphrases were the better ones.

Immediately after the practice on how to paraphrase in public, the subjects were assigned to paraphrase the following three texts. They were allowed to discuss with their partners what the main ideas of each text are and how to paraphrase these key points, but they were asked to avoid using the same words from the original texts.

➤ The following are the texts for the subjects to practice summarizing and

paraphrasing.

1. Most modern English family names can be traced back to the early 16th century, when many people having the same names needed additional names to identify themselves. Common sources for English family names were father's names, place names, trade or work names, and names describing physical features.
2. In western countries, traditionally the man was the sole family member responsible for making money for the family, while the woman had no choice other than to stay at home, look after the children, and do the household chores. The man's role in the family was considered to be more important and more valuable, while the woman's role was often unappreciated by her husband and the society.
3. Every night ended with a large campfire. The camp counselors sang songs and took turns telling ghost stories. On the first few nights, the campers hardly sang a word, but by the third day, their voices could be heard all the way to the field. By the end of the week, everyone was singing and swaying to the music. Young boys and girls began to exchange shy glances. People started sitting closer together and, occasionally, a hand would touch another hand for just a little too long.
4. Nancy realized that it wasn't a house or a place that she missed. It was the people that made home special. There were many special people she had met in Africa. She would miss them, too. She hoped that someday she would be able to come back and visit them. They had given her a new home. Now, even though she was going back to her first home, she had two homes full of people she loved.

➤ The following are some original samples from the experimental group which incorporate the notions involving summarizing and paraphrasing:

☆ Grace:

1. English family names had many source. So many people usually have same names.
2. In traditional society, man usually have more important role. Woman usually stay home, so they don't get suitable respect.
3. In campfire, at first people were not similar. Gradually, people start knowing each other.
4. Nancy missed Africa people not missed home special. She would be able to come back and visit them. She loves people in Africa.

☆ Joyce:

1. Many people needed extra names to identify themselves in the early 16th century.
2. Traditionally, the man played a more important role than the woman in the family.
3. After got along for few days, people get more closer than before.
4. Nancy missed the house because people who live it make it special.

4.2.4 Selection of the Topic Sentences

In the following week, the researcher decided to undertake the training of one of the six rules. Among the six rules, the instruction on selecting the topic sentence was chosen as the first one to be implemented in class.

The researcher regarded the selection of the topic sentence as a very important in the instruction procedure, because after the subjects learned how to get the main ideas of a passage, they needed to know how to arrange these key points into a well-organized paragraph. If they could locate the topic sentence of the original text, they were then able to apply the paraphrasing skills they had learned to make the paraphrased topic sentence the beginning part of their summaries.

The researcher presented to the subjects a worksheet which they were required to read silently first and then make a guess on which was the topic sentence of each paragraph. The subjects were also asked to explain the reasons why they chose the answers when they shared their answers with their classmates.

Afterwards, the researcher gave the subjects the second worksheet and asked them to identify the most suitable topic sentence of each paragraph on their own. The subjects were encouraged to share the reasons why they made their choices in public.

➤ Below is the first worksheet that was used for the subjects to practice selecting the topic sentences:

I. In every paragraph there is usually a topic sentence that indicates what the paragraph is about or what it will describe or discuss. Underline the topic sentence in each of the following paragraphs. The first one has been done for you.

1. Introduction can be made in a formal way or an informal way. When making a formal introduction one usually uses a person's title and last name, for example, Mr. Wang or Dr. Lin. For informal introductions, first names are usually used.
2. Why did dinosaurs become extinct? Some scientists believe they were killed by changes in the weather or that they died out from disease. Others believe they were killed by a great meteor that hit the earth and caused a large cloud of dust to cover the sun.
3. My parents don't understand me. My mother won't let me wear makeup, even though I'm seventeen. She makes me dress like a little girl. My father thinks I'm too young to go out on dates. He doesn't see why I'm not happy going to the movies with my mother and him on Saturday night when all the other girls are there with dates. How can I make my parents stop treating me like a child?
4. It is important to know how to accept a compliment graciously. For English-speakers, the best response is often a simple "Thank you," spoken with a cheerful voice. Some comment might also be appropriate, especially if the person who gave the compliment is trying to start up a conversation. For example, if someone compliments you on your clothing, you might mention when or where you bought it or some other bit of information. Another good response is to offer a compliment in return. By learning to respond appropriately to compliment in return, you will not only show a better command of English, but may even make some new friends along the way.
5. You will enjoy your trip more if you know more about the place you are

going to visit. There are many travel books and guidebooks for almost every scenic spot on earth. These books can provide you with information about where to eat, shop and stay. You can either buy one of them for reference or just call a travel agent for pamphlets about the place you are interested in. Remember to take notes on the historic landmarks and tourist attractions you don't want to miss. You may find these notes very useful during your trip. Whether you make your own arrangements for a trip or simply use the services of a travel agency, the above preparations will certainly add more fun to your trip.

➤ What follows is the second worksheet that was used for the subjects to practice selecting the topic sentences.

II. Choose the most appropriate topic sentences for each of the following paragraphs and write it down on the blank line.

1. _____

At home, we use small, simple computers to control the washing machine or the microwave oven. At the supermarket, computers read the labels on products and work out the bills for customers. In the library, a computer can tell you, in a second, if a book is available. Modern schools use computers to teach students. People even use computers to make friends on the BBS.

- (1) Computers are used in many situations today.
- (2) Computers are much smarter than human beings.
- (3) Computers are products of modern technology.

2. _____

In the past, many people worked on farms or in factories making simple goods like shoes and umbrellas. Today, they are more likely to be working in high-tech fields such as electronics or telecommunications, or they may be part of the fast-growing service industry.

- (1) The new communications technology will bring far-reaching changes to many people's lives.
- (2) The job market in Taiwan has changed tremendously in recent decades.
- (3) The way of living today is different from that in the past.

3. _____

Like every good scientist, Newton had a curious mind. He was interested in finding out why things happen, He was also very observant. He paid attention to everything around him and he used his observations to support his ideas. He was also very skeptical. He would not say something was true until he had tested it and proved it. And he conducted his experiments very carefully.

- (1) Newton was recognized as the leader of English science.
- (2) Newton, one of the world's greatest scientists, developed the theory of gravity.
- (3) Newton's success was due to his scientific attitude.

4. _____

For example, they are not afraid of making mistakes in front of others. They enjoy talking with people, even in broken English. They enjoy singing English songs or watching English movies, even though they may

not understand the meaning completely. They set goals and try any means to achieve them. They worked hard and never quit. They believe that there is no short cut to learning a foreign language.

(1) Successful English learners make good use of their time.

(2) Successful English learners usually have a positive attitude toward their studies.

5. _____

Some of them have just arrived by plane and are waiting for a car or a bus or a train to take them home. Some are departing passengers waiting to board planes that will take them to other cities or other countries. Many other people at the airport are not passengers. They have come to meet passengers who are arriving or to say goodbye to friends or relatives who are leaving.

(1) An airport is usually full of people.

(2) An airport is usually full of passengers.

4.2.5 Invention of the Topic Sentences

One week after the subjects had received instruction on how to select the topic sentence from the passage they read, the researcher began the instruction of a more challenging task—topic invention. Inventing a topic sentence posed a greater challenge to the subjects because in completing the task, they had to make every effort to understand the text in order to come up with their own topic sentences.

The subjects were given a worksheet with seven short paragraphs. They were asked to discuss with their partners what the paragraph was about and then write up the most appropriate topic sentence based on the given text. Below we cite the seventh paragraph as an example because it was extracted from an article in the textbook that they had studied when they were eleven graders, and the whole class worked together to brainstorm for the proper topic sentence. The other six paragraphs were assigned to the subjects and they were allowed to discuss with their partners, if necessary, before they came up with the topic sentences of their own choice.

➤ The following is the worksheet that the subjects use to practice inventing the topic sentences:

<p>A topic sentence in a paragraph indicates what the paragraph is about or what it will describe or discuss. Give a topic sentence for each of the following paragraphs.</p> <p>1. _____</p> <p>You can find almost anything you want to know through the Internet. You can use it to reach any library around the world. You can choose from thousands of on-line books, magazines, and newspapers. You can even listen to news broadcasts.</p> <p>2. _____ In</p> <p>China, for example, yellow is the color of the emperor, but in the West, when people see yellow baby chickens or yellow flowers, they often think of spring. For the Chinese, the color red suggests the wish for good things to happen. For Americans, red means love. The Chinese wear white at funerals, but for most Western people, white is for weddings.</p>

3. _____

After all, poor directions are useless. They can even get someone lost! Try to offer as many details as you can. If you are telling someone how to get somewhere by bus, for example, you could tell him or her exactly where to catch the bus, how often the bus arrives, and if you know, even what the bus looks like.

4. _____ The

government releases important policies through the Internet. Students use computers to browse and collect data for their reports. Big businesses use computers to manage their factories and stores. Even some housewives make use of the computer to keep their homes running smoothly. We may well say that computers now help us to do almost everything.

5. _____ If

we want to visit another country, for example, we need to fill out a visa application form. When we arrive in that country, we must fill out a customs declaration form. If we want to order something from a foreign company, we may have to fill out an order form. If we apply for a job at a foreign firm, we will need to fill out an employment application form. When going to study or live in an English-speaking country, we may have to fill out forms to apply for a credit card, to open up a bank account, or to deposit money in an accountant. Because all of these need to be written in English, it is clear that having some English writing ability is increasing important in our modern global village.

6. _____

In France, you cannot even live in a house of that number, because they simply don't exist. After No.12 comes No.12 $\frac{1}{2}$ and then No. 14. Italian lotteries never use the number, either. In America, many tall buildings "skip" the 13th floor. To

make their passengers feel safe, most airlines omit the seats of that number on their planes. More than a few sailors have also refused to leave port on the 13th day of the month.

7. _____

When driving, we read the road signs to figure out where we are going. When studying, we read textbooks to explore the world of knowledge. Knowledge is power. When relaxing, we read stories and novels to take us to an imaginary world. Some of us may make all these reading trips in one day. Traveling is really fun.

➤ The following are two sample summaries chosen from the experimental group which incorporate the notions involving the invention of topic sentences:

☆ William:

1. Internet is very convenient.
2. The color have different means in different country.
3. How to help someone for right directions exactly.
4. Computer is more and more important in our life.
5. English writing is an important technique when we fill out a application.
6. There are many superstitions in the world.
7. Reading is a fun and we can get much knowledge form it.

☆ Tracy:

1. It is very convenient for you to use the Internet.
2. The same color stands for different meanings in distinct cultures.
3. To give the directions as more precise as you can.

4. All walks of life use computer to complete their projects.
5. In many situations that we have to use English to fill out a variety of forms.
6. In different countries, they have distinct superstitions of numbers.
7. Reading is like a journey.

4.2.6 Super-ordination of Nouns

After the subjects completed the training on the techniques of selecting a topic sentence from a passage and inventing a topic sentence for a passage, the researcher began the instruction of another important technique—the super-ordination of nouns in the subsequent week.

Super-ordination of nouns was believed to be easier to the subjects because in their learning process they were acquainted with the notions of nouns. Therefore, if the subjects were asked to identify the nouns that appeared in a passage, it would not cause too much trouble for them. After the subjects identified the nouns in the passage, they were asked to classify these nouns and find a proper super-ordinate for these nouns.

In the worksheet that the researcher gave the experimental group, there were four passages. She used the fourth passage as an example and asked her subjects to read the whole text first and look for some nouns that belong to the same category in class. After they identified the nouns in the passage, they were asked to work in

groups to categorize them and find proper super-ordinates for these nouns. In addition, the whole class was told to summarize the text with the application of this rule. Afterwards, the subjects were asked to complete the remaining three paragraphs on their own. If necessary, they were allowed to discuss among themselves.

➤ Here is the worksheet that was used for the subjects to practice identifying the super-ordinate of nouns.

1. God told Noah to go into the boat with his wife, his sons, and their wives. He told him to take a male and female of every kind of animal and every kind of bird in order to keep them alive. He told him to take along all kinds of food to feed everyone on the boat. Noah did everything that God commanded.
2. Every year, major events are planned to encourage everyone in the community, young and old alike, to become involved. Many people go swimming in large groups to raise awareness about the condition of the Earth's oceans, lakes, and streams. Many others attended rallies, fairs, and marches, all in honor of Earth Day.
3. Early in the afternoon, the first guests started to arrive. Aunt Helen and Uncle Frank's three children arrived first with all the grandchildren. Their oldest daughter brought sweet potatoes, the youngest brought three jars of cranberry sauce, and their son brought two bottles of wine. Then Aunt Helen's brother came with his family. They brought homemade bread. Finally, Uncle Frank's two sisters arrived with their families and more food.
4. There were once two brothers named Cain and Abel. Abel was a shepherd and had many sheep and some cows. Cain was a farmer. He had many fields

of wheat and some vegetables. Unfortunately, the brothers were not very good friends. Cain was always jealous of his younger brother, Abel. He was mean to Abel and would never give him any extra wheat or vegetables. However, Abel was very nice, and still loved his brother. He hoped that one day they would become friends.

The boy's father, Adam, turned fifty and the family had a large birthday party. Abel prepared a large, young cow to give his father as a gift. Cain didn't want to take anything, but when he heard that Abel was bringing a prize cow, he quickly put some vegetables and bread into several large baskets. He wanted his gift to seem bigger and nicer than his brother's.

When everyone arrived at the birthday, both boys gave their gifts to their father. Adam first thanked Abel, "I can see that you have spent a long time fattening this cow. Thank you for thinking so much of me. This is a very nice gift."

- The following are two sample summaries from the experimental group which incorporate the notions involving the super-ordination of nouns:

☆ Lynn:

1. God told Noah to go into the boat with his family and every kind of animal, bird to keep them alive. He also took all kinds of food for everyone and Noah did it.
2. Every year, major plans some activity to communicate everyone. They joined some activity to raise awareness about the condition of the Earth's for Earth Day.

3. Aunt Helen and Uncle Frank hold a party for their family and their family took lots of food for this party.

4. Abel was a nice guy and he loved his brother, Cain. But Cain didn't love him anymore. Cain also didn't love his father.

☆Jess:

1. God told Noah to go into the boat with his family and different gender animal to keep them alive.

2. Every year, many people are encouraged to attend activities in honor of Earth Day.

3. When the first guests arrive there in afternoon, then Aunt Helen and Uncle Frank brought different food with their family continually.

4. In the family birthday party, the two brothers's father regards Abel's gift is good because he treats his brother very nice.

4.2.7 Super-ordination of Action

After the subjects became familiar with how to identify the super-ordinate of nouns, the researcher went on with the instruction of "super-ordination of action" in the following week.

The procedure for teaching super-ordination of action was similar to that of super-ordination of nouns. That is, the subjects were asked to identify the verbs or verbal phrases in the passage, explore the relationships among them and then look for the appropriate super-ordinate for these related verbs.

The researcher used the first text below as an illustration and asked one of the subjects to read the whole text first. The whole class was encouraged to discuss the relationships among the verbs as they appeared in the text. They were also asked to brainstorm what word or words were suitable to replace these related verbs. Then they were asked to write a brief summary incorporating the notion of super-ordination of action. The other two texts below were given as further practice materials and the subjects were told to complete the task collaboratively.

➤ Here is the worksheet that the subjects used for practice in identifying the super-ordinate of action:

1. I once spent two months traveling in Spain during my summer vacation from university. I saw many exciting places and took many special pictures. I didn't buy any postcards or souvenirs because I thought that pictures would be the best kind of souvenirs.

My face turned white. I leaned against the wall, and my hands started to shake. I couldn't say a word. I remembered that I had left all my film with all of my precious pictures on a table at the airport in Spain. I started to cry; I thought I would never see my special pictures again.

I couldn't believe the good news! Jack's family didn't even know my mother or me, but they went to the airport, looked for my film, and mailed it by express mail so that I could have my pictures from Spain. This was the best ending to a wonderful vacation: more new friends.

2. It was reported that at the end of 1999, one-third of all Americans had cell

phones. The number is even higher in East Asian countries such as Taiwan, Hong Kong, Korea, and Japan. The reason for this high number of users is simple: small cell phones are very convenient. People can use cell phones to keep in touch with others wherever they go and whenever they need to. Cell phones are especially handy during emergencies. People can call for help when they are involved in accidents or when they get stuck in a bad traffic jam and can't get to meetings on time.

3. After work, I have to buy groceries and make dinner, and then wash the dishes. I'll have to do the laundry and then dust and vacuum. If I have time, I ought to wash the kitchen floor.

➤ The following are two sample summaries from the experimental group which incorporate the notions involving the super-ordination of action:

☆ Betty:

1. I had a terrible experience during my summer vacation. At Spain I took a lot of special pictures. But it was lost when I at the airport in Spain. Fortunately, Jack's family found it for me.
2. When the cell phone are use by every person, they can use it to keep in touch with others. They can also use it during emergencies.
3. When I finish my work, I have to do a lot of housework. Sometimes I would wash the kitchen floor.

☆ Carlos:

1. I've took a trip to Spain during summer vacation. And took some pictures,

but I lost it accidentally. Fortunately, Jack's family help me to find the pictures back.

2. The reports show that not only Americans but also East Asian peoples had cell phone. It's because that cell phone is convenient and have many usages.
3. I have to do the housework after work.

4.2.8 Deletion of Unimportant or Trivial Materials

One week after the subjects had learned the super-ordination of action, the researcher began the instruction on the rules of deletion.

At this stage of the experiment, the subjects had already learned how to get the main ideas of a passage, and they had some general ideas about what was important and what was trivial in a passage. To go a step further, they needed to learn to include only the important details but exclude those unimportant one in the passage so that their summaries would be short but precise. However, it took great efforts for them to learn to differentiate what was important from what was not. Therefore, the researcher used the following three passages as examples for the subjects to practice deleting unimportant sentences of a passage.

Among the three passages in the worksheet, the second one, which happens to be the longest one, was selected for illustration purposes to activate discussion and practice among the subjects. They were allowed to discuss with their classmates about

what they thought as the important and unimportant materials of the passage. After they finished their discussion, the researcher explained to her subjects which materials were trivial and how to write a summary excluding those materials. After the researcher's demonstration, the subjects were asked to practice the application of deletion rules on the other passages. After they deleted the unimportant materials, the subjects were required to write a short summary based on the shortened passage.

➤ Here is the worksheet that the subjects used to practice deleting the unimportant or trivial materials:

1. We all have to make many decisions in our lifetime; we have to decide what to eat at every meal, whether to go out with friends or stay at home and do our homework. We have to decide what we want to study at university and whom we want to marry. However, one of the most important decisions we can make is whether we want to live a meaningful life filled with happiness and love, or to lead a meaningless, lonely, and sad life.
2. Learning a new language often means you need to learn something about the culture of the people who speak the language. Different people use words in different ways to mean different things. For example, to say "maybe" in some cultures might really mean "no," and to other people it might mean "yes." Also, there are many slang words that are part of common speech. Slang words are expressions that are new or used in an informal way; for example, "24-7" means 24 hours a day, 7 days a week; or "cool" means good and popular.

There is also a lot of slang that can be used to describe relationships. “Pal.” “mate,” and “bud” are all very casual words and are often used to describe people who aren’t close friends—for example, people you might see every weekend at a favorite pub. Men often call groups like this “the boys,” and women might say “the girls” or “the ladies.” A woman getting ready to go shopping for the day with some female friends could say, “I’m going out with the ladies.” If you are going to see a group of friends—male, female or both—you could say, “I’m going out with the gang tonight.”

3. Corporate image has become very important in recent years. Corporate image is how a company’s office or store looks and feels. The messages a company says on its signs, cards, and advertisements also help create corporate image. Many businesses believe that having the right look for their office or building will increase their company’s business. If a customer walks into a store and feels at home, maybe he will be more willing to buy something. If a company thinks that an office looks old or boring, he might not want to do business with the company. For example, would you like to buy new furniture from a store with ugly furniture in their office or from a business that looks modern and clean?

➤ The following are two sample summaries from the experimental group which incorporate the notions involving the deletion of unimportant or trivial materials:

☆ Betty:

1. In our lifetime, we have to make many decisions. Some is good, some is bad. It can change our life with happiness life or sad life.

2. There are many words we say in our life. But some words are have different meanings in other countries.

3. Corporate is very important because it will increase their company's business. And it can make the store more beautiful and the customer will be more willing to buy things.

☆ Cherry:

1. We have to make decisions all the tim; however, the most significant one is to choose what kind of life we want to lead.

2. A language is often related to its culture background. To know it better, we should understand its people as well.

3. Appropriate corporate image can help increase a company's business. More and more companies are laying emphasis on it recently.

4.2.9 Deletion of Important but Repeated Materials

One week after the subjects had learned to delete the unimportant materials of a passage, the researcher began the last phase of the instruction—teaching of the deletion of important but repeated materials.

In a passage, some materials are important but repeated. Although they are important, the repeated occurrences of some materials with much the same idea or notion would be highly undesirable in a good summary. In order to for the subjects to learn to make the summary succinct, they needed to be taught how to delete redundant materials repeating the same ideas.

There were four passages included in the worksheet and the fourth text was selected as an illustration for the subjects to discuss and practice deletion in class. The subjects were required to find out which materials repeated the same idea(s) in the passage they read and were asked to delete them so that they could come up with a concise summary. Then, the subjects were asked to go on with their practice using the other three passages.

➤ Here is the worksheet for the subjects to practice deleting the important but repeated materials.

1. Martin Bryckner spends almost half of every year traveling. In the early spring, he goes through East Asia; during the summer, he travels around North America; and during winter, he heads to India. Martin buys and sells rare and antique jewelry. His customers know that he can find almost anything they ask for, and that he always brings with him interesting pieces that he has found during his travels.
2. Next week is Monica and Peter's five-year anniversary. Peter wanted to give something special to Monica. She loves antiques, that is, furniture or other things that are at least 100 years old. They need a new lamp. Monica had already looked at all the stores that sold antiques in the city and did not find anything she liked. Peter decided to go to the flea market, an outdoor market where people can buy used things, to find something unique and really special.
3. For high school, my parents sent me to a boarding school in Sydney. I have been here for four years. Because we live 1,500 km away from Sydney, I

only go home three times a year: at Christmas, Easter, and during the September school holidays. I miss home a lot, especially the open spaces, my brothers, and my pet dog, Max. Now that we have Internet, I can talk to Mom and Dad every few days. I don't miss home as much because of that, but I still wait eagerly all semester until it is time to go back.

4. It was the end of August and the last session of camp was about to end. For two long weeks, the kids awoke every morning at 8 a.m. and walked into the open yard for the morning greetings and the raising of the flag. Then they were divided into their groups and they'd head for one of the many daily activities: canoe trips, forest walks, swimming in the lake, or lessons on building a bonfire. For two weeks, everyone complained about the food and the mosquitoes, but none of that mattered anymore. This was the last night. Tomorrow morning, parents would arrive to whisk everyone home and away from the world that had suddenly become so familiar.

➤ The following are two sample summaries chosen from the experimental group which incorporate the notions involving the deletion of important but repeated materials:

☆ Megan:

1. Martin Bryckner, has been traveling around the world to collect some jewels and interesting things to his customers.
2. Peter will go to the flea market to get some special antiques to Monica on their five-year anniversary.
3. I am in a boarding school in Sydney; I usually miss my home. Now we have

Internet, I can talk to my parents very often.

4. It is the last day of our camp, retrospect the two weeks everything seem fresh and unfamiliar. When tomorrow comes, our parents will pick us up to our familiar home.

☆ Cherry:

1. Martin Bryckner is a traveling jeweler; he travels all around the world every year to trade people with various things.
2. Monica and Peter's anniversary is drawing near, so Peter want to find a antique lamp for present.
3. My parent sent me to a boarding school in Sydney when I was in my teens. Although I could chat to my family every few days, I was still eager to go back home.
4. In the past two weeks, those children had participated in many funny activities. Next morning their parents would pick them up and they were very unwilling to leave each other.

4.3 Summary

In this chapter, we gave a quite detailed account of how the instruction on summative skills was implemented. The researcher followed the pedagogical procedure began proposed by Cassaza (1993) to explain first, then demonstrate in class, and offer the experimental subjects other passages to practice the techniques that they have learned in class. She started the instruction with the teaching of basic techniques including brainstorming, getting the main idea of an article or of a short paragraph, as

well as the paraphrasing skills required of the subjects. Then the first set of rules regarding the selection and invention of topic sentences were taught to the subjects, who practiced the rules using materials provided by the instructor. After the subjects became familiar with the first set of rules, the researcher, through careful guidance, presented them with the second set of rules involving the notion of super-ordination and provided them with samples to practice using the rules. Finally, the subjects were taught the third set of rules which were concerned with deletion and were given sufficient practice before they began to write their summaries.