CHAPTER V

CONCLUSION, PEDAGOGICAL IMPLICATIONS AND RESEARCH SUMMARY
CHAPTER FIVE

CONCLUSION AND PEDAGOGICAL IMPLICATION

5.1 INTRODUCTION

This study has three main purposes (a) to investigate the value of giving reading task-consciousness raising in different tasks format, (b) to determine how different effective tasks affects achievement of students, and (c) to find out more about the effect of gender and nationality on students’ reading performance. These concluding chapter will begin by commenting on the research questions and hypotheses of the research which were introduced in chapter I. Then, a discussion of the implications of the research findings will be followed. The chapter shall conclude with a brief description of the areas in which further research questions are needed. The findings have implications for teaching, learning, syllabus design, and material development. These implications and their applications are explored in this chapter as well.

5.2 CONCLUSION AND BRIEF OVERVIEW OF THE RESEARCH FINDINGS

Major conclusions drawn from the analyses reported in Sections I, II and III are summarized below:

Results Based on Pre-reading Scores of Students in Relation to Nationality, and Gender in the pre-treatment Phase (2x2) ANOVA

Main Effects:

A. Nationality (Indian vs. Iranian)

- The pre-reading scores of the Indian students (M=25.73) is significantly higher than the Iranian (M=24.64) counterparts’ at the 0.01 level of confidence (p<0.01).
B. Gender (male vs. female)

- The pre-reading scores of the male and female students are not significantly different (p>0.05).

**Two Order Interactions:**

**Interaction Effect (AxB): Nationality and Gender**

- The participants’ nationalities and genders did not interact to yield significantly different reading scores in the pre-reading phase (p>0.05).

Results Based on the Post-reading Scores of Students in Relation to Nationality, and Gender (2x2) ANOVA

**MAIN EFFECTS**

A. **Nationality (Indian vs. Iranian)**

Indian students (M=29.22) achieved significantly higher post-reading scores than Iranian students (M=27.85) at the 0.01 level of confidence (p<0.01).

B. **Gender (male vs. female)**

- The reading scores of the male and female students in the post-reading phase are not significantly different (p>0.05).

**Two Order Interactions**

**Interaction Effect (AxB): Nationality and Gender**

- The participants’ nationalities and genders did not interact to yield significantly different reading scores in the post-reading phase (P>0.05).
Results Based on the Reading Gain Scores of Students in Relation to Nationality, Gender, Language proficiency, and Group (2x2x2x3) ANOVA

Main Effects

A. Nationality (India vs. Iran)
   - The reading gain scores of the Indian and Iranian students are not significantly different ($p>0.05$).

B. Gender (male vs. female)
   - The reading gain scores of the male and female students are not significantly different ($p>0.05$).

C. Language Proficiency (high and low)
   - The reading gain scores of high language proficiency students ($M=4.466$) are significantly higher than that of the low language proficiency students ($M=2.386$) at the 0.01 level of confidence ($p<0.01$).

D. Reading Assessment Group
   - The reading gain scores of the students in the written group ($M=3.732$) is higher than that of the oral group (2.340) at the 0.01 level of confidence ($p<0.01$).
   - The reading gain scores of the students in the oral-written group ($M=4.020$) are higher than those of the oral group (2.340) at the 0.01 level of confidence ($p<0.01$).
   - The reading gain scores of the students in the oral-written and written groups are not significantly different ($p>0.05$).
   - The reading gain scores of the students in the written group ($M=3.330$) is significantly higher than those of the oral group (2.478) at the 0.05 level of confidence ($p<0.05$).
• The reading gain scores of the oral-written group (M=3.560) is significantly higher than those of the oral group (2.478) at the 0.01 level of confidence (p<0.01).

• The reading gain scores of the oral-written and written groups are not significantly different (p>0.05).

• The reading gain scores of the written group (M=3.538) are significantly higher than those of the oral group (2.406) at the 0.01 level of confidence (p<0.01).

• The reading gain scores of the oral-written group (M=3.791) are significantly higher than those of the oral group (2.406) at the 0.01 level of confidence (p<0.01).

• The reading gain scores of the oral-written and written groups are not significantly different (p>0.05).

**TWO ORDER INTERACTIONS**

**Interaction Effect (AxC):** Nationality and language proficiency

• The reading gain scores of students in Iranian and Indian group with low and high language proficiency are not significantly different (p>0.05).

**Interaction Effect (AxB):** Nationality and Gender

• Nationality and gender do not interact to yield significantly different reading gain scores (p>0.05).

**Interaction Effect (AxD):** Nationality and Reading Assessment Group:

• The variables of nationality and reading assessment group do not interact to yield significantly different reading gain scores (p>0.05).

**Interaction Effect (CxB):** Language Proficiency and Gender
• Language proficiency and gender do not interact to yield significantly different reading gain scores \((p>0.05)\).

**Interaction Effect (CxD): Language Proficiency and Reading Assessment Group**

• The interaction of reading assessment group and language proficiency has a significant effect on the participants’ reading gain scores \((p>0.05)\).

• The reading gain scores of students in the written group and the oral group with high level of language proficiency are not significantly different \((p>0.05)\).

• The reading gain scores of students in oral group and oral-written group with high level of language proficiency are not significantly different \((p>0.05)\).

• The reading gain scores of students in the oral group with a high level of language proficiency \((M=3.223)\) are higher than low-proficiency students’ in the oral group \((M=2.207)\) at the 0.01 level of confidence \((p<0.01)\).

• The reading gain scores of the high-proficiency students in the oral group \((M=3.223)\) are higher than the low-proficiency students’ in the written group \((M=2.450)\) at the 0.01 level of confidence \((p<0.01)\).

• The reading gain scores of the high-proficiency students in the oral-written group with \((M=7.780)\) are higher than the low-proficiency students’ in the oral group \((M=3.223)\) at the 0.01 level of confidence \((p<0.01)\).

• The reading gain scores of the high-proficiency students in the written and the oral-written groups are not significantly different \((p>0.05)\).

• The reading gain scores of the high-proficiency participants in the written group and the low-proficiency students’ in the oral group are not significantly different \((p>0.05)\).
• The reading gain scores of the high-proficiency participants in the written group (M=4.428) are significantly higher than the low-proficiency participants’ in the oral-written group (M=2.160) at the 0.01 level of confidence (p<0.01).

• The reading gain scores of the high-proficiency participants in the oral group (M=3.223) are significantly higher than the low-proficiency participants’ in the oral-written group (M=2.450) at the 0.05 level of confidence (p<0.05).

• The reading gain scores of the high-proficiency participants in the oral-written group (M=7.780) are significantly higher than the low-proficiency participants’ in the written group (M=2.450) at the 0.01 level of confidence (p<0.01).

• The reading gain scores of the high-proficiency students in the oral-written group (M=7.780) are significantly higher than the low-proficiency students’ in the oral-written group (M=2.160) at the 0.01 level of confidence (p<0.01).

• The reading gain scores of the low-proficiency students in the oral group (M=2.207) are significantly higher than the low-proficiency students’ in the written group (2.160) at the 0.01 level of confidence (p<0.01).

• The reading gain scores of the low-proficiency students in the oral group (M=2.207) are significantly higher than the low-proficiency students’ in the oral-written group (M=2.160) at the 0.01 level of confidence (p<0.01).

• The reading gain scores of the low-proficiency participants in the oral-written and the written groups are not significantly different.

**Interaction Effect (BxD): Gender and Reading Assessment Group**

• The interaction of gender and reading assessment group variables does not have a significant effect on reading gain scores (p>0.05).
THREE ORDER INTERACTIONS

**Interaction Effect (AxBxC): Nationality, Gender and Language Proficiency**

- The interaction of nationality, gender and language proficiency does not have a significant effect on the participants’ reading gain scores ($p>0.05$).

**Interaction effect (AxCxD): Nationality, Language Proficiency and Reading Assessment Group**

- The interaction of nationality, gender and reading assessment group does not have any significant effect on the participants’ reading gain scores ($p>0.05$).

**Interaction Effect (AxBxD): Nationality, Gender and Reading Assessment Group:**

- The interaction of nationality, gender and reading assessment group does not yield any significant effect on the students’ reading gain scores ($p>0.05$).

**Interaction Effect (BxCxD): Language Proficiency, Gender and Reading Assessment Group**

- The interaction of language proficiency, gender and reading assessment group does not yield any significant effect on the students’ reading gain scores ($p>0.05$).

FOUR ORDER INTERACTIONS

**Interaction Effect (AxBxCxD)**

- Nationality, language proficiency, gender and reading assessment group do not interact to yield significant differences in the participants’ reading gain scores (See Appendix D).

The first implication drawn upon the findings of this study comes from the incorporation of task based teaching/assessing consciousness in the syllabus and lesson plans in general. The impact of task consciousness raising on teaching and learning processes have been extensively investigated, the results of which have been
mostly positive (Black and William, 1998). The processes that led to the reported positive impacts were found to be as follows:

First, task consciousness raising are found to play a considerable role in motivating the learners to review the taught materials, and not to leave the serious study just to the final summative exam. In fact, many researchers in applied linguistics (Cohen, 1978; Farhady et al., 2001) consider that classroom tasks are helpful in making the students more attentive and prepared for the class. It has also been proven that doing continuous tasks stimulate processes that promote meaningful involvement of the learners with the materials and facilitate retrieval of the learned subjects (Richards, 1985).

The second process is the role that task activities have in providing the “practice effect” that is found to lower the students’ test anxiety to a certain extent. Farhady et al., (2006) believe that assessment in general, and meaningful class activities in particular, can help the students discern the areas of emphasis in a course and consequently pay more attention to those parts which can enhance learning.

Third is the role of formative tests in providing feedback to teachers as well as students. Heaton (1988) stresses that properly developed quizzes can provide teachers with valuable feedback about the effectiveness of their students’ learning and their own teaching. They can get continuous insights about their methodology, the effectiveness of the curriculum, the materials, and the assessment system, and accordingly, take the appropriate remedial actions. The information obtained through students’ responses to individual tasks can have a high diagnostic role in helping the teacher to pinpoint the problematic areas which need more instructional emphasis. The students, too, can get feedback as to the effectiveness of their learning. According to many testing scholars (e.g. Cohen, 1978; Heaton 1988; and Farhady et al., 2006) the feedback gained through formative tests enables the students to identify their strengths and weaknesses, as well as the objectives and the areas of emphasis in the course. Rowntree (1987) seeing feedback as the life blood of learning, maintains that when students take an exam they want to know how they have performed on it, and they need a response fairly rapidly if it is to confirm or modify their present
understandings. Cotteral (1995) too, believes that when not provided feedback on their performance, learners can think they have mastered something while they have not, can fossilize errors, become discouraged, or resent the effort they have put in. Therefore, task-based teaching/assessing have merits enough to compel the teachers to include them in their instructional plans.

The major finding of this study was the effective outperformance of the oral-written group in increasing gain scores in Indian and Iranian students. It provides further support for the promotion of learner centered approaches in which the learners’ autonomy and collaboration are the two major premises. The finding of this study provide support for Rea-Dickins & Germaine (1992, p. 233) who sees good learners as the ones who have the following characteristics: (a) know how to seek help from peers, (b) give credit to them, (c) discern what others need, (d) view things from their peers perspectives, and (e) discover mutually beneficial resolutions. The obtained results also correspond with the identified goals of collaborative learning such as fostering cooperation among students, encouraging positive group interactions, increasing achievement, and developing self-esteem (Johnson, 1982; Brown and Yule, 1983).

Furthermore, since providing the opportunity for the learners to assess their performances proved effective, teachers are recommended to increase students’ interaction through creating a cooperative atmosphere in their classes and allowing the students to take active roles in the assessment of the students they take in a teacher-student approach. As also recommended by Brown et al., (1994), teachers should encourage students’ engagement in giving and receiving feedback through providing the appropriate opportunities which make the students reflect upon the processes of their learning, and ultimately improve their achievement.

5.3. IMPLICATIONS AND APPLICATIONS FOR TEACHING AND LEARNING

The implication drawn upon the findings of this study comes from the incorporation of formative tests in the syllabus and lesson plans in general, and the
interaction of oral-written task in particular. The impact of formative tests on teaching and learning processes have been extensively investigated, the results of which have been mostly positive (Black & William, 1998). The processes that led to the reported positive impacts were found to be as follows:

First, formative tests are found to play a considerable role in motivating the learners to review the taught materials, and not to leave the serious study just to the final summative exam. In fact, many researchers in applied linguistics (Cohen, 2004; and Farhady et al., 2001) state that classroom tests or quizzes are helpful in making the students more attentive and prepared for the class. It has also been proven that formative tests stimulate processes that promote meaningful involvement of the learners with the materials and facilitate retrieval of the learned subjects (Cohen, 1978; Resnick, 1991; Richards, 2001). Using task-based instruction will help to consult the basic goal of EFL /ESL communication classes: a ‘golden mean’ between accuracy, fluency and restructuring to enable students to gain greater language complexity. The key to this balance depends on student understanding of this. Furthermore, such instructions are likely to prove useful for testers, course directors and for researchers, as they provide a continuous record of the language used and highlighted in teaching and learning over the course of a term or a year.

5.4. IMPLICATIONS FOR SYLLABUS DESIGN AND MATERIAL DEVELOPMENT

In recent years, some applied linguists have shifted focus from the products of instruction to the processes through which knowledge and skills might be gained (Nunan, 1988). As used in syllabus development, process refers to how instruction is carried out and learning is achieved. According to Greer (2001), to describe process within the learning context, is to describe the learner’s behavior and the activities in which they are involved while learning is going on in the process oriented syllabuses, students are expected to take an active part in the learning process in these syllabuses students are put into situations in which they must share responsibilities, make decisions, assess their own progress, and develop individual preferences. According
to Candlin (1987, pp. 37-49), a good process oriented syllabus should meet the following criteria:

- provide opportunities for language practice
- provide opportunities for meta-communication and meta-cognition
- promote learning training for problem-sensing and problem-solving
- promote sharing of information and expertise
- provide monitoring and feedback
- heighten learners’ consciousness of the process and encourage reflection
- allow for co-evaluation by the learner and the teacher

Considering the above-mentioned trends and criteria, students’ assessment through formative tests can be considered as a contributing element in the evolution of process-oriented curricula. Due to its considerable role in providing ongoing feedback about the processes involved in an instructional course, syllabus designers are called for the specification of particular rooms in the course syllabuses so that teacher can have enough systematically planned time at their disposal to administer the tests and gain and give the appropriate feedback.

The findings of this study call the material developers to include formative tests – developed and validated by language testers – in the textbooks developed for classroom use. As Resnick and Resnick (1996) point out, every test or assessment exert direct or indirect control over the syllabus and teaching practice at all levels. Meanwhile, Stiggins (1991, 1992) indicates that sound assessments describe our understanding of the teaching and learning process and promote learning on the part of the students. Linn (1993, p.13) considers assessment as an integral part of instruction, recommends syllabus designers and material developers to consider the link between the two, and to develop assessment tasks that are valued learning activities in their own right. Klenowski (1995), considering effective formative
assessment as such learning activities, recommends their applications in the classrooms.

Thus, it can be concluded that those in and around ELT should be aware of the fluctuating viewpoints held by applied linguists toward language, researchers toward language learning, teaching, and testing, along with the principles and beliefs currently held in education.

5.5. SUGGESTIONS FOR FURTHER RESEARCH

Some pedagogical implications for teaching English as a second or foreign language can be derived from this study. First, this small-scale research suggests that it is possible to train young learners in meaning negotiation skills. In particular, teachers need to encourage them to use more active negotiation devices such as confirmation checks, repletion requests and clarification requests. Concerning the substitution of the informant problem (where learners tended to ask another student, rather than their interlocutor), this may be related to their reluctance to speak in English in front of peers. So teachers need to design tasks that can help them not only to use negotiation devices, but also to increase their confidence in speaking English, this may be largely a matter of practice and familiarization through task repletion. Secondly, this research suggests some useful activities for training young learners in meaning negotiation skills.

Drawing on the theoretical concepts and practical procedures followed throughout this study some other related studies can be recommended:

1. Consciousness tasks were the major assessment tools in this study. Some other tools such as checklists and portfolios can be used to involve the learners in the assessment of what they are learning.

2. In this study, the quiz papers given to the students had the names of the students on them. This, in some cases, led to a biased scoring. To tackle this problem, students’ names can be removed from the papers and the effect of anonymous scoring and feedback investigated.
3. The participants in this study were all university students. It can be replicated with the subjects of lower levels of language proficiency in high school, guidance school and different gender.

4. Twelve treatments sessions were considered in this study. Other studies can be conducted changing the frequency of the treatments.

5. This study was conducted in India and Iran universities. Some similar studies can be carried out in other educational settings such as secondary schools, high schools, or institutes.

6. The findings of this study might be further illuminated by going beyond the confines of ELT/ESL to other fields in education and investigating the utility of the employed techniques in bringing about changes.

5.6. SUMMARY OF THE RESEARCH

To summarize, primarily, the research has argued that the relevance of different tasks in English in advancing the linguistic, functional, creative and reading competencies of EFL/ESL university students has not been fully researched in EFL/ESL context. It has also argued that the process of selecting relevant texts for students of English have remained a critical problem in English Education. The research also has dealt with the problems of methodology in teaching and testing at university level. To address these fundamental problems, a quasi experimental research design has been found more appropriate and relevance. Following experimental research design, the main purpose of this research has been the advancement of the assessing reading comprehension of the students of English in EFL/ESL context.

It has been argued that task consciousness treatments advance the motivation to read, learn, interpret and test reading comprehension. A task based-approach fits a range of trends and practices of the assessment framework. With this assumption, the basic research questions and hypotheses of the present research work was designed and implemented.
Chapter one is an introduction to the dissertation. It diagnoses the research problem, presents the research questions, and states the purpose of the study and how the purpose is achieved. The introduction also defines the relevant key terms and gives an overview of the structural organization of the dissertation.

In the second chapter, a review of literature was presented. This chapter introduces the key issues serving as the theoretical background for the rest of chapters. It begins with a discussion of the nature of reading comprehension, reading and assessing effective tasks, addressing issues like the distinction between assessments and traditional tests and the pedagogical implications of these issues. This is followed by a review of the main approaches to teaching and testing of the students, and presents a discussion of the different effective reading tasks and their pedagogical relevance on the teaching and testing of reading.

Chapter three presented the conceptual framework and the communicative treatment tasks with which twelve selected IELTS reading passages were used during twelve sessions. Throughout this theoretical framework, it has been argued. The present study was primarily designed to investigate the effects of different kinds of task-consciousness activities on the reading achievement of the Indian and Iranian students of English. This research presents the details about the participants in the study, the instruments and procedures used for the data collection, and descriptive and inferential analyses of the collected data. The present study involved three independent variables, namely task type treatment: conference, introspection and conference-introspection (written, oral and oral-written hereafter), nationality, and gender. The dependent variable was the reading achievement scores of the participants on an IELTS test. Regarding the nature of the research questions and the hypotheses, the most appropriate research design was quasi-experimental design since the researcher has treatment, pretest and posttest and has selected her sample randomly.

Chapter four was covered data analyses and the results. The data analyses were interpreted and the results were discussed. The theoretical rationale of the variables, review of the available research literature, research objectives and
hypotheses, tools and methodology of the present research were discussed. The chapter has been devoted to analysis data and results. The present research was aimed to study the relationship between effective reading tasks and proficiency among Indian and Iranian students with a 2×2 design in pre-treatment and post-treatment stages and a 2×2×2×3 factorial design at the “gain” stage. Each of the three variables of nationality, gender, language proficiency was studied at two levels:

The fourth variable, i.e. reading assessment task type, was studied across the three categories of oral, written, and oral-written.

The descriptive and inferential results gained based on the reading pre-test are reported in section I of this chapter. Section II focuses on descriptive and inferential analysis of data in light of the post-treatment test results. Finally, gain scores, i.e. the progress made by the participants between the pre-test and the posttest of reading, formed the basis of analysis and discussion in section III.

Chapter five presented a brief summary of findings. This study has three main purposes (a) to investigate the value of giving reading task-consciousness raising in different tasks format, (b) to determine how different effective tasks affects achievement of students, and (c) to find out more about the effect of gender and nationality on students’ reading performance. These concluding chapter will begin by commenting on the research questions and hypotheses of the research which were introduced in chapter I. Then, a discussion of the implications of the research findings followed. The chapter concluded with a brief description of the areas in which further research questions are needed. The findings have implications for teaching, learning, syllabus design, and material development. These implications and their applications are explored in this chapter as well.

5.7. FINAL CONCLUSION OF THE SUMMARY

Reform in education in recent years, led by changing theories of learning and teaching, has included changes in curricula, changes in technology, and changes in assessment practices (Niss, 1993). The importance of assessing and teaching reading of English as a global has been widely acknowledged in English as a Second (ESL)
and English as a Foreign language (EFL) as state by some scholars (Day & Bamford, 1998, 2002), and the use of reading assessment is regarded as being conducive to successful reading comprehension despite the complex nature of the reading process, which invokes both the L2 reader’s language proficiency and reading ability (Hudson, 2007). Quite recently, language assessment has gained a reputation as one of the best tools for assessing learning outcome (Koda, 2005; Brown, 2004; Brain, 2003). A lot of researchers have attached a lot of importance to various assessment techniques and their role in language teaching and assessing (Lunch, 1988; Edwards & Willis, 2005). However, one fails to find adequate research done on the relationship between effective reading tasks and proficiency among Indian and Iranian students. The main aim of this study is to provide an accurate assessment of the language proficiency and reading ability of Indians and Iranians majoring in English-related majors at Indian and Iranian universities through task-consciousness. Thus, the specific objectives of the study are twofold: (1) to investigate the language proficiency of the participants in terms of low language proficiency (LL) and high language proficiency (HL) based on their standard deviation, and (2) to investigate the progress of reading ability of the participants through pre-test, post-test and gain scores.

To achieve this goal, the researcher investigated the effects of different kinds of task-consciousness activities, namely task type treatment: conference, introspection and conference-introspection (written, oral and oral-written hereafter) on the reading achievement of the Indian and Iranian students of English. The research was carried out on the basis of quasi-experimental research design. A total of 2032 (India=1042 and Iran =990) were selected based on the population of students in India and Iran universities in various programs of the Department of English through a random sampling procedure from different India and Iran universities. The participants in this study included 1042 Indian male and female students (M=506 and F=536) from three Indian universities, namely Panjab University, DAV college, and Government College for Boys, and 990 male and female Iranian students (M=480 and F=510) at four Iranian universities, namely University of Tehran, Allameh Tabataba’i University, Tarbiat Moalem University, and Islamic Azad University (Roudehen
Branch and North Branch). The participants were first-year and second-year students of MA in English Language and Literature as well as BA students majoring in English Language and Literature. The data were collected from Indian participants in the second half of academic year 2008 and from Iranian participants in the first half of academic year 2009. A sample version of a General Training test of IELTS (UCLES, 2007) was used to evaluate language proficiency of the participants and divide them into two groups of LL and HL. This test was taken from Cambridge series of IELTS past exams, Volume 6 (2007), and all four modules of it, i.e. listening, speaking, reading, and writing, were used in this study. The reading module of the same test was used as the pre-test and pos-test.

Factorial ANOVA with a 2x2 design was employed in pre-reading and post-reading stages and one with a 2x2x2x3 design was employed in reading gain section of analysis, to study the reading ability of students with respect to their nationality and gender in the pre-reading and post-reading stages and nationality, language proficiency, gender and treatment type at the reading gain stage for Indian students. The same procedures were gone through for the Iranian students learning English in Iran universities as well. Major findings of the analysis results indicated that Indian students did moderately better than Iranian students in language proficiency. After applying treatment in different groups, students’ reading scores with low level of language proficiency were mostly affected by oral treatment than oral-written and then written treatment, students with high level of language proficiency showed highest interest mostly first in oral-written treatment and then oral treatment in both countries.

Regarding low and high language proficiency, Indian students outperformed Iranian students in oral treatment and in written and oral-written treatment groups, while Iranian students were not significantly different from Indian students in terms of reading scores in written treatment. It is worth mentioning that those students’ scores with high language proficiency in oral–written treatment outperformed oral treatment and written treatment in both countries. There is no significant difference in scores on reading comprehension of Iranian and Indian students regarding gender. Based on the results, it can be inferred that students with high language proficiency like to
participate in oral-written tasks than written tasks, and they are more active in interactive tasks, while low language proficiency students like to participate in oral tasks because oral tasks by nature is less demanding tasks. Based on the results of this study it can be concluded that not every assessment task is useful for all levels of language proficiency. In sum, the above analyses have shown that the high and low-proficiency students performed differently in different tasks. Overall findings show that some tasks are useful for low language proficiency levels and some for high language proficiency levels. Students with high level of language proficiency are mostly successful in task formats (oral-written) allowing them to create their own response and assessing them as problem-solvers, active learners and critical thinkers (Gipps, 1994; Stiggins, 1991; Bateson, et. al., 1991). On the other hand, students with low level of language proficiency are more successful in oral task or treatment due to less commitment and effort required to produce verbal summarization than written summarization tasks (Forbes, 1996).