

**TWO ACTIVITY-BASED INSTRUCTIONAL STRATEGIES AND LEARNING
OUTCOMES IN SUMMARY WRITING AMONG PRE-SERVICE ENGLISH
LANGUAGE TEACHERS WITH LEARNING DISABILITIES IN OYO STATE,
NIGERIA**

BY

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CERTIFICATION

I certify that this study was carried out by **Rafiat Adeola KEHINDE** in the Department of Special Education, Faculty of Education, University of Ibadan (Matriculation number: 123890), under my supervision.

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DEDICATION

This work is dedicated to all persons living with disabilities and to my siblings and well wishers.

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My profound gratitude goes to Almighty Allah, the most beneficent, the most merciful for counting me worthy to embark on this kind of study and for giving me the strength, mercy and wisdom needed to complete the programme successfully. To Him be all adoration and praises. I acknowledge the valuable contributions of my wonderful, amiable, admirable, committed, thorough, efficient and industrious supervisor, Dr. Kelechi Uchemadu Lazarus to this work. I wish to express my immense appreciation and gratitude to Prof. Femi Fakolade and Dr. Ayo Osisanya for their constant attention and constructive criticisms. Similarly, Prof. K. O. Usman, Dr. A. K. Taiwo, Dr. B. A. Adebisi, Dr. A.R. Salami, Mrs. M. A. Abimbola and Dr. O. O. Adesina are all appreciated for their contributions one way or the other to the success of this study.

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ABSTRACT

Summary Writing (SW) is an important study skill for all learners of the English Language. Yet, some Pre-service English Language Teachers with Learning Disabilities (PELTLD) in Colleges of Education (CoEs) in Oyo State exhibit deficiency in SW due to learning disabilities in language-related subjects. Previous studies largely focused on student and teacher factors influencing PELTLD learning outcomes in SW with little emphasis on the use of activity-based instructional strategies such as Generating Interactions between Schemata and Text and cubing. This study was, therefore, conducted to determine the effect of GIST and Cubing Instructional Strategies (CIS) on learning outcomes in SW among PELTLD in Oyo state, Nigeria. The study also examined the moderating effect of text type as well as gender on learning outcome in SW among the participants.

Schema and Social Learning theories provided the framework, while the pretest-posttest control group quasi-experimental design with a $3 \times 2 \times 2$ factorial matrix was adopted. The multi-stage procedure was employed to select three public CoEs (one federal – Federal College of Education (Special), Oyo and two state owned – Emmanuel Alayande College of Education, Oyo and College of Education, Lanlate). The second year pre-service English language teachers in the department of English language were screened for learning disabilities using Slosson Intelligence and Delta Screener Tests in the three CoEs. Ninety pre-service teachers exhibited learning disabilities after the screening. The CoEs were randomly assigned to GIST strategy (30), CIS (30) and control (30) groups. The instruments used were Summary Writing ($r=0.71$), Slosson Intelligence ($r=0.76$), Delta Screener ($r=0.84$) tests, Attitude to Summary Writing Scale ($r=0.89$), and instructional guides. The treatment lasted 10 weeks. Data were analysed using descriptive statistics, Analysis of covariance and Bonferroni post-hoc test at 0.05 level of significance.

Participants' age was 18.00 ± 2.01 years and the females were 65.0%. There was a significant main effect of treatment on ACSW ($F_{(2, 87)} = 50.82$, partial $\eta^2 = 0.57$) and ATSW ($F_{(2, 87)} = 3.11$, partial $\eta^2 = 0.08$). The participants in GIST ($\bar{x}=20.10$) had the highest mean score in ACSW, followed by cubing ($\bar{x}=15.49$) and control ($\bar{x}=13.88$) groups. However, participants in cubing ($\bar{x}=73.34$) had the highest mean score for ATSW, followed by GIST ($\bar{x}=71.14$) and control ($\bar{x}=68.65$) groups. There was a significant interaction effect of treatment and TT on ACSW ($F_{(2, 87)} = 11.32$, partial $\eta^2 = 0.23$) in favour of participants in the GIST group and narrative texts. However, interaction effect of treatment and TT on ATSW was not significant. There was no significant main effect of gender on ACSW and ATSW. The two-way interaction effect of gender and TT was not significant on ACSW and ATSW. There was no significant three-way interaction effect of treatment, TT and gender on ACSW and ATSW.

Generating interactions between schemata and text, and cubing instructional strategies enhanced academic achievement in and attitude towards summary writing. These strategies should be adopted by lecturers of colleges of education for improved achievement in and attitude towards summary writing of pre-service English language teachers with learning disabilities.

Keywords: Generating interactions between schemata and text, Achievement in summary writing, Pre-service English Language teachers in Oyo State

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

English, being Nigeria's official language, has continued to maintain its functional role as the language of communication and instruction in all institutions of learning in the country. The knowledge of the content of school subjects is often transmitted to the students through the English language. Indeed, it is a known fact that students' academic attainment depends, to a large extent, on the level of their proficiencies in English language. However, despite the strategic position English language occupies in the Nigerian school system, it has been observed over the years that many teachers of English language at the secondary schools and colleges of education sometimes demonstrate weak knowledge of the subject to such an extent that they find it difficult to teach the students correctly. The resultant effect of this singular act is the continuous downward trend in students' performance in different aspects of the subject including summary writing at all levels of the formal education in the country.

Summary writing is an important aspect of English language, which is regularly examined at the secondary school, College of Education and University levels. Summary writing, also called *précis* writing, involves the condensation of a given original passage in a very brief and concise manner. Cunningham (2001) affirmed that summary writing is a creation of important ideas in a text and it requires students to determine the vital information in the reading text, condense such information and put it in their own words. Thus, students may need to use higher-order thinking skills to analyze and synthesize what they have read. In the same vein, Lin and Maarof (2013) pointed out that summary writing is a highly complex and stimulating exercise which involves recursive reading, writing activities and a deep level of understanding or comprehension. This may affect the students' performance either positively or negatively. Certainly, summary writing is seen as a complex exercise that requires not only the reading of a given text, but also the ability to organize and use the information gathered to understand the central idea of the text. In essence, readers who can summarise what they have read demonstrate the ability to mentally organize a given text, integrate the information gathered

in the text, and condense the salient points in a concise form. The act depends on the ability to recognize the information that is critical to understanding or necessary for responding to literacy tasks (Radev, Hovy and McKeown, 2002).

Summary writing is a condensation and restatement of the source material in one's own words. It is well affirmed that sentence structures are useful in reading for main ideas in a given passage and in research writing for the original author's subject matter (Aaron, Fowler and Okoomian, 2004). They stated further that the ability to write an accurate summary of a particular text will prove indispensable in any profession that entails writing activities. Summary writing is definitely useful in presenting compressed, detailed, or lengthy materials in a clear, concise, and easily understandable manner. In essence, the summary of a given reading text is a shortened or condensed version of such a text in one's own words. Apart from being an important writing activity, summary writing is also a valuable skill which entails the ability to reduce significantly the original information to small but precise meaningful information. It also involves taking note of the major areas of evidence as well as the ability to paraphrase. The most common kind of summary writing at the college of education requires one to read a particular text, to understand the text, to be able to pick out the essential ideas in the text and to put these ideas into one's words. Summary writing is, therefore, a tool for understanding what one reads and it, as well, forces one to read critically, differentiates between the main and minor ideas, and ultimately to write clearly.

Understandably, summary writing is an aspect of English language that poses a challenge to most students with or without learning disabilities. This is obvious in the chief examiners' reports of 2013 to 2016 in English Language by both West African Examination Council (WAEC) and National Examinations Council (NECO). These reports showed that students performed poorly in summary writing aspect of the English language. The two examination bodies recognized the following as the perceptions made on summary writing questions: mindless lifting of bits of the sections as answers, wrong utilization of tenses, inability to build meaningful sentences, arrangement of answers that have no relationship to the inquiries, inability to re-state in the candidate's own words thoughts contained in an entry, inability to isolate the main point from outlines and precedents in a given sentence and inability to answer questions in complete sentences. (WAEC, 2016)

The significance of teaching summary writing to pre-service teachers particularly to those with the challenge of learning disabilities studying English language at the Colleges of Education (CoEs) cannot be overemphasized. Viewed critically, a large portion of the teachers reasoned that teachers who teach summary writing frequently condensed information learned through text read. Thus, this type of writing is prescribed as a technique for clarifying learning in science courses, as an instrument for developing first-and second-language aptitudes in unknown dialect classes, and as a method for developing vocabulary and basic thinking abilities (Rivard, 1994; Friend, 2001; Jitendra, Hoppes and Xin, 2000). Summary writing is generally taught at the CoEs, where it is utilized both as a method for assessing students' learning and as an approach to increase students' understanding of complex points. In other words, effective learners are expected to master the skills of summary writing as well as other language related skills.

Furthermore, the capacity to compose a precise, succinct and exact summary of information in a given passage points to writing classifications, particularly diagnostic and specialized writing. In any case, one should take note that the motivation behind summary writing is to identify the main thought and the basic subtleties in a section and reduce them to a piece that is much shorter than the original text. The shorter version should likewise contain the fundamental references with the goal that the reader can identify the required information (Frey, Fisher and Hernandez, 2003). Similarly, one should note that summary is not intended to supplant the original text but instead to separate critical information from the text. For a long time and up to this moment, reading and writing are thought to be interrelated. For instance, Alan (2004) thought about both reading and writing as practically equivalent to procedures of composing. Despite their interrelatedness, both reading and writing are habitually treated as discrete subjects. This partition might be because of an overemphasis on numerous homerooms on procedure writing or learning to compose as opposed to writing to learn (Frey and Fisher, 2006). Learning to compose envelops acquiring the abilities of letter arrangement, encoding, sentence and section development just as the information of the phases of writing, culminating in a finished item that might possibly be linked to writing or substance learning. Then again, writing to learn aims at providing students with a chance to comprehend, to review, to clear up and to address what they have perused (Knipper and Duggan, 2006). For instance, in a meta-investigation contemplate directed by Bangert-Drowns, Hurley and Wilkinson (2004), it was found out that writing to learn increased both substance learning and understudy accomplishment

in basic study halls, and improved students' metacognitive capacities. These findings align with the Crippen and Antonenko (2018) proposal that teachers need to enact students' earlier learning and identify ways to improve students' metacognitive capacities.

Special Education scholars, for example, Cochran-Smith and Zeichner (2005), Walsh, Glaser and Wilcox (2006), Levine, Ferenz and Reeves (2000) and Lazarus (2009) maintained that students with a specialized curriculum needs, especially those with learning disabilities require sustained, intensive and interesting instruction to succeed. Whatever may be the case, teachers in all- inclusive schools are increasingly compelled to create and use viable strategies for teaching the students. Dan (2019) opined that while numerous teachers embrace the readiness to teach students with special needs who require support in accessing the standard instruction educational programme, others express their unpreparedness in terms of sufficient time, assets, strategies and aptitudes in adapting to the complex demands of teaching this category of students. Smith and Tyler (2009) summed it up by stating that if students with learning disabilities are to make any headway, teachers need to move away from the customary instructional practices and apply interventions approved or validated by research.

Learning disabilities has been depicted by the United States of America's National Joint Committee on Learning Disabilities (NJCLD) (2001 a and b) as a heterogeneous gathering of clutters of presumed neurological origin showing distinctively and to varying degrees during the life expectancy of an individual. These conditions normally happen preceding kindergarten and continue into adulthood. Along these lines, the event or incidence of learning disabilities is not limited to secondary schools students as mistakenly believed in certain quarters. Different indications of a learning disability might be seen at various ages because of varying learning demands (NJCLD, 1989, 2001a, 2001c). Similarly, Hallahan and Kauffman (2003) stated that learning disabilities are neurological issues that cause trouble in organizing, remembering, retrieving and expressing information got, and this influences one's intellectual functioning, for example, reading, writing, comprehension and reasoning. The above depictions appear to point to the way that pre-service teachers with learning disabilities commonly display intellectual shortfalls in the areas of reading, writing, reasoning, social aptitudes, engine abilities, memory strategies and intelligence.

Essentially, the pre-service English language teachers with learning disabilities are known to encounter challenges in producing and reproducing thoughts. They all battle with

summary writing because of their lack of proficiency in both spoken and written English. This situation accounts for their poor learning outcome in summary writing. In spite of their supposed normal intelligence, the pre-service English language teachers with learning disabilities regularly find it difficult to process information required in learning a specific idea since they experience neurological challenges which are the after effects of either genetic or biochemical irregularity or both. Furthermore, they normally experience dissatisfaction when they endeavour to take part in writing tasks in light of their trouble with spelling, accentuation and handwriting. It needs to be pointed out that if effective strategies are not utilized to teach them, their issues might be exacerbated.

Normally, distinctive strategies are used in a school setting to teach students with learning disabilities to come to terms with summary writing, prominent among which are Direct Instruction, Metacognitive Approach, Exit Slips, Anticipation Guide, Graphic Organizers, Read-Think-pair-Share, Fernald Strategies, Paragraph Striking and Modified Partner Reading Instructional Strategies, Collaborative Strategies, and Direct Reading Thinking Activity. Despite frequent use of these strategies in the study hall, it is, baffling to note that students' learning outcome in summary writing has not improved. Students' inability to react to learning exercises through the use of these strategies is an affirmation of the widely held view that teachers themselves need to improve their summary writing skill.

As a result of the failure of the previous strategies to improve the learning outcome of pre-service English language teachers in summary writing, two new instructional strategies are proposed as a way forward and they are GIST and cubing strategies. GIST is an abbreviation of "Generative Interaction between Schemata and Text". It is a technique for a viable summary writing and for decoding the main thoughts of a given text. With this technique, students stand to profit vastly and their comprehension of descriptive texts will undoubtedly improve which will in turn help their summary writing aptitudes. In applying the GIST technique to any undertaking of reading at hand, the text is normally partitioned into segments that fill in as stopping points for elucidation and writing (Stanberry and Swanson, 2009). At each stopping point, the meaning of the entry is discussed, vocabulary is explained or cleared up, and a single summary sentence is arranged. The cycle is rehearsed until the whole text is secured. The rundown of sentences created by the students fills in as a summary of the more drawn-out text.

GIST is an invaluable summary writing method that can improve students' capacities to comprehend and abridge the gist or the main thought of sections and it is intended to be utilized as a reading and post-reading technique (Stanberry and Swanson, 2009). Torgesen (2006) stated that great reading implies building structures for connecting words to contemplations. At the end of the day, the motivation behind reading is to interface the thoughts in the text to the foundation learning of the readers and this is a basic undertaking for the students. The pre-service English language teachers are expected to retain a greater amount of what they read to be able to use the knowledge practically to obtain more advanced information concerning their own special fields. It therefore, becomes imperative for them to improve their reading and summary writing capacities in line with the perspectives of Schema scholars. (Jing, 2005).

According to Schema scholars, all learning is bundled into units called schemata and installed in the schemata is information on how this learning is to be utilized. The learning is mainly utilized in the contextualization venture before reading new material. The outline is one factor that influences English as a Foreign Language (EFL) and reading comprehension (Hongyun and Ping, 2007). Alternate elements are vocabulary and inspiration. To the Schema scholars, these three zones have noteworthy relationships with reading comprehension and learning outcome in summary writing. In addition, Lenz (2005) averred that different elements that can influence reading comprehension and summary writing include the nature of the reading text, students' decoding capacity, the instruction and the technique utilized in teaching reading. It must be stressed here that the conventional technique utilized in teaching summary writing in many schools today appears to be ineffective because it contributes nothing to the students' skills. Indeed, a reading exercise is required to be a vehicle for the students to hone their comprehension aptitudes which is supposed to help cultivate their learning outcome in summary writing, expand their insight and empower them to try different things in each aspect of English language.

Viable use of the GIST method will help the students to end up as dynamic readers (Lenz, 2005). It will also empower them with the skill to identify the main information from an offered text, to eliminate immaterial information, and to utilize their earlier learning to respond to questions or complete a summary of a text. The steady introduction of students to different summary entries through the GIST method can improve their insight, hone their basic thinking aptitude, and help them to procure different abilities that cannot be got through the conventional

approaches. The summary writing movement will initiate the schemata of the students and encourage the utilization of their earlier learning in different ways, such as relating incoming information to definitely known information, allowing them to predict the continuation of both spoken and composed talk, and as a reason for correlation and an establishment in their brain which help them to predict what is to be expected and looked for in a certain situation.

It has been demonstrated that having more options in reading causes the students to meet their own individual needs and give them increasing opportunities to effectively make their own meaning. Bernat and Gvozdenko (2005) stated that productive students form insights into convictions about the language learning forms, their own capacities, and the utilization of viable learning strategies. In the classroom context, the recognitions, convictions, attitudes and metacognitive information that students bring with them to the learning tasks have been perceived as critical contributory factors in the learning procedure and ultimate academic success (Breen, 2014). Although earlier studies recognized the influence of the GIST method on the students' accomplishment in reading comprehension, different factors, for example, students' convictions about language learning were likewise found to influence students' reading accomplishment. Above all, the GIST technique is a device to encourage compelling summary writing aptitude among the all-inclusive community of students with learning disabilities.

Aside from the GIST technique, cubing is another procedure that can help the pre-service teachers with learning disabilities to improve their summary writing aptitude. Wallace, Pearman, Hail and Hurst (2007) depicted cubing as a procedure that urges the readers to see information from alternate points of view to help comprehension. In other words, cubing is a procedure that encourages students to approach reading and writing from various edges. Instead of giving the run of the mill account of a book, students can learn with a basic move of a shape from points of view, for example, think about, partner, examine, apply, assess, and order. Similarly as a solid shape has six sides, students are approached to investigate themes in a surrendered section using six unique points of view (Clark, Helfrich and Hatch, 2015). Cubing is a pre-writing system that energizes basic thinking. On the six sides of the block, the following are regularly composed: depict it, look at it, partner it, break down it, apply it, and contend in support of it. Teachers roll or toss the 3D shape block and determine students' exercises according to the side that appears.

In addition, cubing method requires the students to think about an idea from an assortment of points of view. A block is a six-sided figure and on each side is a composed

diverse types of action to draw in the students. An understudy rolls the 3D-shaped block and does the movement that appears. Solid shapes can be utilized for both group and individual assignments. For example, in summary writing, students can work alone or in sets, or in little gatherings with the suitable sets of the block and every understudy takes a turn rolling the 3D-shaped block and doing the action that surfaces. Students can roll the 3D-shaped block again in the event that they do not like the activity that surfaces. Every understudy rolls the 3D-shaped block two to multiple times depending on the extent of the assignments (Clark et al, 2015). It is apt to point out that in a cubing system, not all students get a similar 3D-shaped block. One can separate the undertakings and 3D-shaped block according to readiness, interest or learning profile. This game plan gives students who like to utilize their hands and move around an opportunity to feel like they are "playing" while at the same time learning. Cubing is truly adaptable and it enables the instructor to separate readiness in students in a very un-clear way. Since all students are working with the 3D-shaped block, they may not know that they are not occupied with a similar assignment (Dance-Schissel, 2016). Cubing is additionally portrayed by Dance-Schissel (2016) as a strategy for instruction that enables teachers to give six ideas or thoughts to the students in a basic manner. It is an incredible apparatus for providing separated instruction or a method for teaching that enables teachers to present substance in different approaches to oblige the necessities and learning styles of individual students. Barbara (2015) opined that cubing is a complex method that encourages students to think at various dimensions of Bloom's scientific categorization. Inlight of this, Barbara thought cubing could be utilized to separate learning by readiness and by interest. It could also be utilized to add a component of curiosity to homeroom instruction.

It is obvious that cubing can prevent a huge number of issues related to group work in view of the fact that every understudy's job is unmistakably defined by the 3D-shaped block itself. Shape can be utilized in tandem with worksheets or different assignments to expand course content. They can likewise be effectively adjusted to various substance regions or assignments with a straightforward difference in the words delineated on the six sides of the 3D-shaped block. For instance, words such as portray, look at, partner, dissect, apply, and contend in support of can be substituted with different words such as outline, change, unravel, question, revamp, and argue among others (Dance-Schissel, 2016).

Sexual orientation (gender) and text-type are chosen in this investigation as moderating factors. Various factors tend to compound the issue of motivation to peruse and summarise a given passage among the pre-service English language teachers with learning disabilities, and studies have particularly shown that both sexual orientation and text-type are associated with motivation (Falaye, 2001; Durik, Vida and Eccles, 2006; Lazarus, 2009; Applegate and Applegate, 2004; Fakeye, 2016). Female students are perceived to have a higher level of motivation than their male counterparts but there is no sexual orientation distinction with respect to the reader's self-efficacy (Applegate and Applegate, 2004). Moreover, researchers generally study expository and narrative texts separately, even though some theories maintain that a discourse text-type has little to do with a reader's processing of that text and that other variables may account for more differences in the way texts are read. The moderating impact of text-type on summary writing among pre-service teachers with learning disabilities was examined given the fact that reading experts by and large acknowledged that, before and during reading, readers regularly develop expectations that guide their understanding and response to the text.

There are more females meeting expectations in some reading capabilities, in each composed competency and in Kindergarten fine motor skills. Some gender differences were found in English Language, with more females meeting some Kindergarten English Language expectations while more males meeting Grade 3 English Language expectations. These sexual orientation contrasts do not show up at the students' initial evaluation but at a later evaluation (Brandon School Division, 2014). Similarly, some researchers have recommended classification response to text-type as reader based or text-based. For instance, Fakeye and Ohia (2016) opined that text-type could appear as any of the following four fundamental types: story, informative, elucidating and pugnacious. This view was validated by Harris (2006) who assembled text-type into the account, explanatory, clear and contentious, despite the fact that the possibility of grouping of text-type fluctuates crosswise among researchers. Hynd and Chase (1991) found that reader based variables influenced impression of explanatory information, while text-type based elements influenced view of significance during summary writing of the interpretive information. Conversely, Golden and Guthrie (1986) presumed that reader-based and text-based variables interacted to deliver varying interpretations of a story. Likewise, Hatim (2001) proposed three fundamental text-types and sub-types. The first is exposition which includes conceptual,

narrative and descriptive exposition while the second is argumentation embracing thorough and counter argumentation. The third is instruction with and without option

Students with learning disabilities and students who are at-risk for learning disabilities are often at-risk of poor motivation to read as well. Such students are frequently thought to have an attitude of “learned helplessness” in the classroom, and this is typically the result of academic failure and poor motivation (Nelson and Manset-Williamson, 2006). Students tend to identify the difference between motivation and ability, and many of them often equate hard work with poor academic skills. In contrast, teachers assume that students who do not have to work hard have greater academic disabilities (Nelson and Manset-Williamson, 2006). It is important to address reading instructions of the pre-service English language teachers with learning disabilities differently from those of the younger children because they (the pre-service English language teachers) are perceived to read less often during their teen years than the younger children (Pritchard, Romeo and Muller, 1999). Research has also indicated that teen males are more likely to disengage from reading in their teen years (Pritchard et al., 1999)

As a matter of fact, summary writing is a well-known type of academic writing which is often difficult to accomplish in a short time because of its challenging nature. A large number of students tend to experience difficulty in writing a summary in both the first language (L1) and the second language (L2) settings. It is a known fact that most of the teachers of English as a first or second language do not know exactly how to teach summary writing, although they recognize its value. For instance, at school, students are frequently asked to write a summary with little or no guidance from the teachers and this practice tends to discourage the students rather than fostering summary writing skill in them. Thus, summary writing is of great importance for learning to take place and without it, language learning remains incomplete. Writing skill is not limited to essay writing alone, but it cuts across all other aspects of English language such as comprehension and summary writing. Hence, if students cannot write effectively they will not be able to do summary writing, let alone taking lecture notes in the classroom (Fakeye and Ohia, 2016). The corollary of this is that many pre-service teachers of English language are still unable to write an effective summary in spite of their long years at school.

Furthermore, some institutions of learning, notably CoEs tend to add to this problem by giving conditional admission to students to study English language with an ordinary level pass in English in the hope that such students would make a credit pass before graduating from the

college. This practice has in one way or other negatively affected the students' spoken English and reduced their performance in written English. However, writing is a factor that accounts for linguistic differences and the quality of the learning outcome among the pre-service English language teachers with learning disabilities. Summary writing, as complex as it appears, can be demystified when it is explicitly taught.

It is important to stress that earlier studies on summary writing have looked at a variety of issues such as performance and process of summary writing, evaluation of summary writing performance and the effect of instruction on summary writing, but hardly has any of them use the combination of GIST and cubing strategies in fostering summary writing competence among the pre-service English language teachers in CoEs. It is against this background that this present study examined the effect of GIST and cubing instructional strategies on learning outcome in summary writing among the pre-service teachers with learning disabilities in Oyo State, Nigeria. The study also examined the moderating influence of gender and text-type on summary writing learning outcome of the pre-service English language teachers with learning disabilities.

1.2 Statement of the problem

Pre-service English language teachers with learning disabilities struggle with summary writing due to their low proficiency in spoken and written English language, as well as their inability to generate ideas adequately. Besides, they find it difficult to process information needed in learning a concept because they experience neurological disorders resulting from hereditary or biochemical imbalance or both which are parts of the causes of learning disabilities. In addition, these students regularly experience frustration when they attempt to summarise a given text. This frustration results from deficits in spelling, punctuation, and handwriting skills. Similarly, given the complex nature of summary writing, most of the pre-service English language teachers with learning disabilities face a truly complicated and daunting task due to ineffective strategies employed by teachers in teaching summary writing to them.

Studies have shown that deficit in summary writing has been a recurring problem among a vast array of students including those with learning disabilities over the past few decades. This ugly trend has been constantly blamed on the poor handling of summary writing by many English language teachers who often test the skill instead of teaching it. Previous attempts at addressing the problem have led scholars and researchers to experiment with different strategies such: as Exit Slips, Anticipation Guide, Graphic Organisers and Read-Think-pair-Share amongst

others. However, despite the application of all these strategies, students' performance in summary writing has continued to dwindle. Students' failure to respond to these strategies is a confirmation of the often repeated view that the teachers themselves lack a good foundation in summary writing, thereby failing to guide the students properly. It needs to be stressed that a number of studies have reported effectiveness of some instructional strategies in enhancing learning outcome in summary writing among secondary school students, but little or no study was found that focused on the pre-service English language teachers with learning disabilities in the CoEs. This present study thus, becomes necessary to bridge this observed gap in the extant literature. Hence, this study employed GIST and cubing strategies to intervene in the summary writing of pre-service English language teachers.

GIST and cubing strategies are the two most recent strategies identified by scholars to be effective in handling the challenges students often face in summary writing. These strategies appear to hold much promise for the students. GIST is an acronym for "Generative Interaction between Schemata and Text" and it is a strategy that is particularly useful for decoding the main ideas in a given text. On the other hand, cubing instructional strategy, as the name implies, is the use of a simple cube to facilitate instruction in summary writing and it is a strategy that encourages the readers to view information from different perspectives to aid comprehension. Based on the available literature, there is sufficient empirical evidence which proved that the combined application of these two strategies will enhance effective summary writing among the students and makes it less cumbersome for them. Therefore, this study examined effect of GIST and Cubing instructional strategies on learning outcome in summary writing among pre-service English language teachers with learning disabilities in Oyo state.

1.3 Purpose of the study

The main purpose of this study was to determine the effect of GIST and cubing instructional strategies on summary writing among the pre-service teachers with learning disabilities studying English language in colleges of education in Oyo State. Precisely, the specific objectives of this study were to;

1. determine the effect of GIST instructional strategy on the summary writing of the pre-service English language teachers with learning disabilities in Oyo State.
2. examine the effect of cubing instructional strategy on the summary writing of the pre-service English language teachers with learning disabilities in Oyo State.

3. establish the more effective strategy between GIST and cubing for fostering summary writing skill among the pre-service English language teachers with learning disabilities in Oyo State.
4. examine the effect of gender on summary writing among the pre-service English language teachers with learning disabilities in Oyo State.
5. find out the effect of text-type on summary writing among the pre-service English language teachers with learning disabilities in Oyo State.

1.4 Hypotheses

The following null hypotheses were generated and tested at 0.05 level of significance:

HO₁: There is no significant main effect of treatment on the pre-service English language teachers with learning disabilities’:

- (a) learning outcome in summary writing
- (b) attitudes towards summary writing

HO₂: There is no significant main effect of gender of the pre-service English language teachers with learning disabilities on:

- (a) learning outcome in summary writing
- (b) attitudes towards summary writing

HO₃: There is no significant main effect of text-type on the pre-service English language teachers with learning disabilities’:

- (a) learning outcome in summary writing
- (b) attitudes towards summary writing

HO₄: There is no significant interaction effect of treatment and gender on the pre-service English language teachers with learning disabilities’:

- (a) learning outcome in summary writing
- (b) attitudes towards summary writing

HO₅: There is no significant interaction effect of treatment and text-type on the pre-service English language teachers with learning disabilities’:

- (a) learning outcome in summary writing
- (b) attitudes towards summary writing

HO₆: There is no significant interaction effect of gender and text-type on the pre-service English language teachers with learning disabilities’:

- (a) learning outcome in summary writing
- (b) attitudes towards summary writing

Ho₇: There is no significant interaction effect of treatment, gender and text-type on the pre-service English language teachers with learning disabilities’:

- (a) learning outcome in summary writing
- (b) attitudes towards summary writing

1.5 Significance of the study

The findings of the study would be of tremendous help to both the practising teachers, the pre-service English language teachers with manifestation of learning disabilities, curriculum planner and other researchers. The findings would assist the pre-service teachers to come to terms with the complexity of summary writing and to even desire to acquire the necessary skills in teaching English language effectively. It is also important to note that summary writing is critical to developing effective reading, writing, thinking and editing skills. The importance of summary writing in academic and career attainment has long been acknowledged in the literature but it is often difficult to teach. Many teachers erroneously believe that summary writing is easy and students should be able to summarise without being taught. Actually, the teachers sometimes give students assignment on summary of a particular passage or article without proper direction and guidance. However, findings of this present study have shown that the skill of effective summary writing can be acquired easily with proper instructional guidance.

Besides, the findings of the study would prove valuable to curriculum planners and policy makers as it would encourage them to demonstrate flexibility in developing and planning relevant curriculum for use in an educational setting. Also, the results would assist the school counsellors to address students’ academic, personal, social and career developmental needs and to promote not only the students’ academic achievement but also their total school experience. Students’ success in an educational setting would definitely inspire their accomplishment in other areas of life, thereby fostering in them a sense of personal fulfilment.

Furthermore, the findings would lead to more research interest capable of creating awareness on the best way to improve summary writing ability of students with learning disabilities. Experts in Special Education would benefit immensely from this study as they would be challenged to develop effective instructional and learning strategies that are appropriate for teaching summary writing and by extension other aspects of English language. The findings of

the study would also sensitize various ministries of education and government departments to continue to plan and implement policies that would place Special Needs Education on a sound footing in every part of the country.

Similarly, the findings of the study would help school administrators, government agencies, parents, guardians and all other stakeholders in education to make summary writing more of a focus right from the primary schools. The study would also serve as a data bank and intellectual resource for policy formulations by the different tiers of government, and it would provide useful information for further research on the summary writing of students with learning disabilities.

1.6 Scope of the study

The study is delimited to the effect of GIST and cubing instructional strategies on learning outcome in summary writing among the pre-service teachers with learning disabilities in Oyo State. The participants were limited to the second year students of CoEs studying English language; they were selected from the following institutions: Federal College of Education, (Special), Oyo, Emmanuel Alayande College of Education, Oyo and College of Education, Lanlate.

1.7 Operational definition of terms

The following terms were operationally defined based on their contextual usage in this study:

Attitude towards summary writing: This is the disposition of pre-service English language teachers with learning disabilities to summary writing.

Cubing: This is an instructional strategy that enables pre-service English language teachers with learning disabilities to analyze a topic in-depth in summary writing, and it has six sides like a cube.

GIST: This is an acronym for Generative Interaction between Schemata and Text and, it is a strategy used in summary writing to help pre-service English language teachers with learning disabilities to decode the main ideas of a given text.

Learning disabilities: This is a condition with a significant discrepancy between the students' potential and ability level where all other impairments are ruled out and where even with a normal intelligence quotient, the student still experiences substantial underachievement in learning.

Learning outcome in summary writing: This is the score emanating from post-test or the outcome of the performance of the pre-service English language teachers with learning disabilities in summary writing.

Pre-service teachers: These are students who are currently enrolled in a teacher training educational programme at the CoEs and who are yet to be certified by Teacher Registration Council of Nigeria (TRCN).

Achievement in Summary Writing: This is the score obtained by the pre-service English language teachers with learning disabilities in achievement test in summary writing.

Text-type: This is the narrative and expository texts (writing).

CHAPTER TWO

LITERATURE REVIEW

This chapter is devoted to conceptual review, theoretical review, empirical review, appraisal of literature and conceptual model.

2.1.1 Description of learning disabilities

The study of learning disabilities was initiated because of the necessities to understand individual contrasts among kids and grown-ups who show explicit deficit in spoken or composed language, and to give services to the students who are not satisfactorily served by the general instructive framework (Wong and Hutchinson, 2001; Zigmond and Baker, 1996; Torgesen, 2006). Learning disabilities, as a discipline, developed fundamentally from social and instructive needs, and it as of now remains an analytic exercise that is more established in clinical practice, law, and arrangement than in science. Backers of kids with various forms of learning disabilities have effectively arranged custom curriculum as a way to teach or instruct these youngsters and grown-ups. In the meantime the schools have additionally encountered an increase in the distinguishing proof of learning disabilities (Wong and Hutchinson, 2001). The unforeseen example of general qualities and explicit shortcomings in learning was first noted and contemplated by doctors during the mid twentieth century, thus giving the field its authentic biomedical introduction (Torgesen, 2006). Students with various forms of learning disabilities are grown-ups and youngsters with central brain harm. Despite the fact that the clinical work undertook during the major part of the twentieth century perceived the presence of learning disabilities, such information had little influence on state funded school strategies until the mid-1960s.

Epstein, Atkins, Cullinan, Kutash and Weaver (2008) opined that social researchers, teachers and guardians expressed worry that a few youngsters had learning issues that were not being served viably by general instructive practices. In the meantime, these kids were ineligible for a specialized curriculum services in light of the fact that their attributes did not compare to any perceived classes of disability. This disappointment gave rise to the development of a series of support to furnish specialized curriculum services to students with different categories of

learning disability, leading numerous states to set up a custom curriculum classification for learning disability during the late 1960s and 1970s. The influence of these support services has, in turn, added to a significant expansion in the quantity of kids who have learning disability in addition to other handicapping conditions. The prevalence of learning disability recognizable proof has increased significantly. Some have contended that at present, the perceived 5% prevalence rate is over the top and that it depends on unclear definitions, leading to inaccurate distinguishing proof. Then again, research endeavors to impartially recognize early indicators of learning disabilities in fundamental reading abilities have presumed that essentially all youngsters scoring beneath the 25th percentile on standardized reading tests can meet the criteria for having a reading issue (Deutsch, Dougherty, Siok, Bammer, Gabrieli and Wandell, 2005). While less is thought about learning disabilities in composed expression, researchers gauge its prevalence at between 8% and 15% of the school populace (Lyon, Fletcher and Morris, 2003). Research additionally indicates that around 6% of the school populace experiences issues in English which cannot be credited to low intelligence, tangible deficiencies, or financial hardship (Cirino, Morris and Morris, 2010).

Learning Disabilities Association of Canada (2015) depicted learning disability as a group of issues which may influence the procurement, association, maintenance, understanding or utilization of verbal or non-verbal information. These clutters influence learning in individuals who generally exhibit in any event normal capacities fundamental for thinking and reasoning. In that capacity, learning disability is distinct from global or general intellectual lack. Learning disability results from impedances in at least one procedures identified with perceiving, thinking, remembering or learning. These include, yet not restricted to language processing, phonological processing, visual-spatial processing, speed processing, memory and consideration, and official capacities (for instance, planning and basic leadership). Learning disability runs in family and may interfere with the securing and utilization of at least one of the following:

- i. Oral language (for instance, listening, speaking and understanding)
- ii. Reading (for instance, decoding, phonetic learning, word acknowledgment and comprehension)
- iii. Written language (for instance, spelling and composed expression)
- iv. Mathematics (for instance, calculation and critical thinking).

Learning disability may likewise involve trouble with hierarchical abilities, social observation, social interaction and viewpoint taking. The manner by which learning disability is expressed may fluctuate over an individual's lifetime, depending on the interaction between the demands of the earth and the individual's qualities and necessities. Learning disability is shown by unexpected scholarly under-accomplishment which is maintained just by surprising elevated amounts of exertion and backing. Likewise, according to Lerner and Johns (2014), it is anything but a single issue; it is a general classification of a specialized curriculum made out of disabilities in any of the following seven explicit regions: open language (listening), expressive language (speaking), fundamental reading abilities, reading comprehension, composed expression, arithmetic estimation, and numerical reasoning. These different types of learning disability often co-occur with one another and likewise with certain social skill deficiencies and passionate or conduct issue, for example, a lack of ability to concentrate consistently. Learning disability is not synonymous with reading disability or dyslexia despite the fact that it is habitually misinterpreted all other things considered. In any case, the greater part of the accessible information concerning learning disability identifies it with reading disability, and most of students with learning disability lack the skill in summary writing.

Individuals with Disabilities Education Act (IDEA) (2004) comparably portrayed learning disability as a turmoil in at least one fundamental mental procedures involved in understanding or in using language, spoken or composed, that may show itself in a defective capacity to tune in, talk, read, compose, spell, or to do numerical estimations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain brokenness, dyslexia, and formative aphasia. The term does not have any significant bearing to youngsters who have learning issues that are essentially the aftereffect of visual, hearing, or engine disabilities, of mental hindrance, of passionate aggravation, or of ecological, social, or monetary burden. Learning disability cannot be ascribed fundamentally to mental impediment, unsettling influence, social distinction, or ecological or financial disservice. Subsequently, the idea of learning disability implanted in Federal law centers around the thought of an inconsistency between a child's scholastic accomplishment and his or her obvious limit and chance to learn. Succinctly, Zigmond and Baker (1996) noted that learning disability reflects startling learning issues in an otherwise intelligent child.

Learning disability can be arranged either by the phase of information processing influenced by the disability or by the particular troubles brought about by a processing deficiency. By the phase of information processing, learning disability falls into general classes dependent on the four phases of information processing utilized in learning such as input, integration, stockpiling and yield. Learning disability is an assemblage of a couple of types of irregularities occurring in the meantime with social troubles and enthusiastic or conduct issue. Phases of information processing influenced by learning disabilities include the following:

Input: This is the information perceived through the faculties, for example, visual and sound-related recognition. The trouble with visual discernment can cause issues with recognizing the shape, position, or size of an article. There can be issues with sequencing, which can identify with shortfalls in processing time intervals or fleeting observation. The trouble with sound-related discernment can make it dangerous to screen out competing sounds in request to concentrate on one of them, for example, the sound of the instructor's voice in a homeroom setting. A few kids give off an impression of being unfit to process material input. For instance, they may appear to be insensitive to pain or aversion to being contacted. (Satinun, Sarinya & Peeraya, 2017)

Integration: This is the phase during which input is interpreted, arranged, set in a succession, or identified with previous learning. Students with issues in these regions might be unfit to recount a story in the right succession, unfit to remember arrangements of information, for example, the times of the week, ready to understand another idea yet unfit to sum it up to different regions of learning, or ready to learn actualities however unfit to assemble the realities in a bigger unit. A restricted vocabulary may add to trouble with comprehension. Integration is the information processing specifically involved in summary writing.

Storage: Problems with memory can happen with present moment or working memory, or with long haul memory. Most memory challenges happen with one's momentary memory, which can make it difficult to adapt new materials without more redundancies than expected. The trouble with visual memory can block learning to spell.

Output: Information leaves the brain either through words, that is, language output, or through muscle movement, for example, gesturing, writing or drawing. The trouble with language output can make issues with spoken language, for example, answering an inquiry on demand in which one must recover information from storage, sort out one's considerations, and articulate the

musings before attempting to talk. It can likewise cause issue with composed language as well as issues with gross and fine motor skills. Individuals with gross motor trouble might be unsteady, that is, they might be inclined to stumbling, falling, or bumping into things. They may likewise experience difficulty running, climbing, or learning to ride a bike. Individuals with fine motor trouble may experience difficulty with handwriting, buttoning shirts, or tying shoelaces. (Satinun, Sarinya & Peeraya, 2017)

Besides, the shortage in any territory of information processing can show in an assortment of explicit learning disabilities and it is additionally feasible for an individual to display more than one of these disabilities which are alluded to as comorbidity or co-event of learning troubles. These challenges can come in type of the reading issue, a confusion of composed expression, arithmetic disability just as a non-verbal learning disability.

Reading issue: This is the most well-known learning disability. Usually utilized as an equivalent word for reading disability or formative dyslexia. In any case, numerous researchers attested to the fact that there are distinctive types of reading disabilities of which dyslexia is one. A reading disability can influence any piece of the reading procedure including trouble with exact or familiar word acknowledgment, or both, word decoding, reading rate, prosody (oral reading with expression), and reading comprehension.

Reading problems

- i. Difficulty in learning to read
- ii. Inability to accurately and fluently decode single words
- iii. Difficulty understanding structure of words
- iv. Inability to quickly name items (visual naming speed)
- v. The difficulty with reading comprehension
- vi. Inability to accurately summarise or paraphrase what is read
- vii. Trouble learning the alphabet or connecting letters to sound
- viii. Making many mistakes when reading aloud by repeating and pausing too often
- ix. Trouble remembering the sounds that letters make
- x. Trouble hearing slight differences between words
- xi. Mispronunciation of words or using wrong words that sound similar
- xii. Inability to re-tell a story in order
- xiii. Slow in learning rhymes, numbers, letters, colours and shapes

- xiv. Pronunciation and vocabulary problems
- xv. Inability to discriminate between or among letters, numerals and sounds
- xvi. Poor word recognition, poor spelling and poor decoding abilities

Disorder of written expression: This disorder has to do with the writing aptitudes that fall considerably beneath those normally dependent on the individual's ordered age, estimated intelligence and proper instructive age. This trouble should likewise cause critical disability in scholarly accomplishment and errands that require the creation of composed text, and if a tactile shortfall is present, the trouble with writing abilities must surpass those normally connected with the tangible deficiency. In most cases, individuals diagnosed with a disorder of composed expression normally experience other challenges such as syntactic and accentuation blunders within sentences, poor passage association, various spelling mistakes, and unreasonably poor handwriting. A disorder in spelling or handwriting without different troubles of composed expression, however, does not meet all requirements for this finding. If the poor handwriting is attributable to hindrance in the individual's motor coordination, a conclusion of formative coordination disorder should be considered. The word "dysgraphia" is interchangeably used as an overarching term for all disorders of composed expression. (Satinun, Sarinya & Peeraya, 2017)

2.1.2 Concept of summary writing

Summary writing depicts a bigger work, (for example, a whole book, discourse or a research undertaking), and it is a shorter variant of the original work. The summary spares time since it prevents the reader from having to really experience and channel the vital information from the insignificant one. It is a portrayal of the general thought in a short, succinct and dense structure.

Summary writing is a standout amongst the most well-known demonstrations of language conduct. In the event that one is approached to report what occurs in a meeting, the thing somebody has said about someone else or around an occasion, what a TV program is about, or what the most recent news is from the Middle East, one is being asked or invited to express in dense structure the fundamental pieces of a prior spoken or composed text or talk. There are numerous individuals whose every day work comprises, to a great extent, the generation of rundowns, and they include the following: the columnist who investigates the findings of an inquiry; the judge who sums up the proof presented in a court; the government worker who gives a study of contentions to and against a specific proposition; the organization secretary who

records the minutes of an executive meeting; the researcher who audits ongoing productions in his research field; and numerous others. (Sugiarti, 2016)

The Centre for Writing Study (2013) described summary as a restatement of another person's writing in one's very own words. It stated further that there are a wide range of kinds of rundowns and they change according to how much the source is interpreted or examined. In any case, for a wide range of summary, one is required to restate the main contention of a given text quickly in one's very own words. The significance of summary is that it gives a quick outline of a given material for a bustling reader. In spite of the fact that summary can run in length from two sentences to a few pages, one should be brief when attempting to restate the main points and abstain from quoting the precise expressions of a creator. It is likewise critical to compose the main thoughts in linguistically right sentences.

There are a few definitions of summary from informal to formal. For instance, Choy and Lee (2012) stated that "to outline is to report information using fewer words that were utilized in the original correspondence". According to Langan (2013), a summary is "the decrease of a lot of information to its most imperative points". All the more explicitly, Friend (2001) depicted a summary as "the way towards determining what content in a section is most essential and transforming it into a succinct statement in one's very own words". Similarly, Ormrod (2014) stated that "a summary is a short statement that represents the buildup of information open to a subject and mirrors the gist of the talk." It is clear from the above definitions that the capacity to distinguish and choose critical information, for example, the main thoughts in the text is indispensable in producing a fruitful summary. In addition, aside from not tampering with the substance of the original text, the author must likewise ensure that the thoughts being passed on in the original text are not lost.

Selecting the main thoughts in the text is definitely the most essential aptitude in summary writing. Beside this expertise, nonetheless, there are different necessities for a decent summary. Rinehart and Thomas (1993) stated that "writing a compelling summary requires reflection and basic leadership." They accentuated how to relate text thoughts, how to limit essential information to the dimension of authoritative gist, and finally how to catch that gist in a composed structure. In like manner, Knipper and Duggan (2006) contended that the capacity to work recursively on information to render it as succinctly as conceivable requires judgment and exertion, learning, and strategies.

It merits pointing out that summary is grouped into two types namely the author-based summary and the reader-based summary. According to Hallahan and Kauffman (2003), an essayist-based summary is created to screen just as to encourage the author's own comprehension. Taking notes of reading materials to create an article or research project is an ordinary case of the author-based summary (Hill, 1991). Then again, the reader-based summary is composed to help a group of people, for example, an instructor, a teacher, or the readers of a paper and the like (Ormrod, 2014). Reader-based rundowns are bound to be shorter, increasingly succinct, and clearer than the essayist-based synopses. Reader-based rundowns include edited compositions of research or audits of books (Hill, 1991).

It is anything but difficult to see summary writing as simply one more type of composing task (Kim, 2008). In any case, Ormrod (2014) stated that Summary writing depends on an existing text and it is on a very basic level not the same as the general composing task. According to him, summary writing requires activities dependent on an officially planned and produced talk while other writing undertakings involve cautious planning of substance and structure, age of center thoughts and related subtleties, and continuous shifting between these procedures. That is, the most essential worries of the summary author are what to include and eliminate from the original text, what combinations or changes of thoughts bode well and whether the original structure should be redesigned. Not at all like Richards and Schmidt (2002) who distinguished between general writing capacity and the capacity to make a summary. Reidle (2011) contended that there may, indeed, be a relationship between general composing capacity and the capacity to compose a summary. Reidle pointed out further that "the capacity to plan and utilize imperative text information in a summary might be a refinement of general writing capacity, however a low dimension of general capacity would certainly do nothing to improve one's summary writing capacity."

2.1.3 Objectives of summary writing skills

Generally, teaching and learning of summary skills at college of education among other things is aimed at inculcating in the pre-service English language teachers with learning disabilities specific techniques the need to enable them read and summarise text, short stories, novels, and so on. Other objectives include the following:

- i. Meaning of summary writing
- ii. Techniques of summary writing

- iii. Identifying topic sentences or main point(s)
- iv. Formulating topic sentences or main point(s)
- v. Separating supporting idea(s) from main one(s)
- vi. Learning to provide the title to a text
- vii. Learning to identify author's intention
- viii. Learning paraphrasing skills
- ix. Summarising short text and long text

2.1.4 Effect of learning disabilities on summary writing

Smart (2009) opined that learning disabilities manifests in many forms and influences individuals in various ways. These could be in the regions of scholastic execution, socio-passionate and mental functioning as explained below:

Scholastic execution: Individuals with learning disabilities may battle with scholarly and additional curricular assignments at school. For instance, language processing disabilities can back off reading and writing, and memory issues can result in an understudy having to peruse a bit of text or tune in to spoken instructions commonly. These students likewise may require more opportunity to process information before answering inquiries or replying when addressed, which can result in challenges contributing to homeroom or gathering dialogs. Someone with concentration disorder may likewise find it hard to maintain focus during study. Moreover, association and planning can be disabled, resulting in trouble keeping track of task or supplies and submitting chip away at time just as summarizing any snippet of information read.

Socio-enthusiastic functioning: Individuals with learning disabilities may experience issues in maintaining companionship and relationship or in taking up work since they regularly find it difficult to design and sort out their exercises, to control their motivation, and to peruse expressive gestures. It is imperative hence for them to understand their regions of solidarity and shortcoming with the goal that they can more readily explain their necessities to others to guarantee individual and social achievement.

2.1.5 Strategies for teaching summary writing

Summary writing is a useful skill to have as a student, a reader or an author. Though summary writing is commonly thought to be a difficult writing task, it can be made simple if the satisfactory method is utilized to teach it. Imagination in a summary is a decent method to

introduce new thoughts and points, yet it is more essential to exact information than to innovative opinions and fillers.

It is a good idea to have an outline group and to distinguish the subject sentence that gives information about the makers of the piece that is being condensed. One may likewise include a couple of sentences about the general population involved. These individuals might be the specialists involved in the generation, the characters of a book, or the performing artists in a motion picture. In an abstract text, for instance, one is relied upon to condense the plot of the book, that is, the basic things that occur and the manner in which they are settled.

Furthermore, a summary may include a short portrayal of the topics or expression of a book, story, items or show-stopper and it must be written in a sentence that pulls every one of the thoughts regarding the sort out. The summary can shift from a couple of long sentences to a couple of sections depending on the kind of summary one is writing. It is a decent practice to make two segments on a bit of paper: one for critical information and the other for inconsequential information. One is required to sort out and record one's thoughts on this bit of paper and to include just the imperative information. Inconsequential information will be composed in the rundown for future reference. The best summary is typically not unwieldy and ungainly (Swales and Feat, 1994). Shanahan (2005) recognized the following seven exactly demonstrated strategies to improve text comprehension:

- 1. Monitoring comprehension:** This system helps students to determine their dimension of understanding of what they have read just as it helps to encourage successful strategies to improve understanding. It is viewed as a type of metacognition (or thinking about thinking) in which students can pose these inquiries: "Does the text I am reading bode well?" and "How might I guarantee that I understand what I am reading?" This system is known to have helped students all through their rudimentary evaluations and influenced them to end up mindful of their comprehension troubles. Students who are great at comprehension know when they understand what they read and when they don't.

- 2. Metacognition:** It can be defined as "thinking about thinking". Great readers use metacognition methodology to gain control of their reading. Prior to reading, they may elucidate their motivation for reading and preview the text. During reading, they may screen their understanding, adjust their reading velocity to fit the trouble of the text and "fix" any

comprehension issues they may have. Subsequent to reading, they check to guarantee they understand what they have read.

3. Graphics and semantic coordinators: These are visual representations that show connections, associations, help in storing and retrieving information. They help to compose ideas and thoughts separated from aiding in the advancement of information of text structure. Studies have shown that realistic coordinators are valuable in helping students envision relationship among auxiliary components in a text. Realistic coordinators outline ideas and connections between ideas in a text using graphs. They are referred to by various names, for example, story maps, networks, diagrams, graphs, edges, or bunches. Realistic coordinators help students to concentrate on text structure contrasts between fiction and true to life as they read, give students instruments they can use to examine, show connections in a text and help students to compose an efficient summary of a text. Despite the mark, realistic coordinators can enable readers to concentrate on the idea and how they are associated with other ideas. Realistic coordinators likewise help students to peruse and understand textbooks and picture books.

4. Question-answer relationship methodology (QAR): This technique urges students to figure out how to respond to addresses better. Students are approached to indicate whether the information they used to address inquiries concerning a given text is textually unequivocal information that is suggested in the text or information altogether from the student's own experience of learning.

5. Question age: Question age involves readers asking themselves inquiries concerning different parts of the story. Question age technique keeps students connected as they make inquiries to illuminate understanding and continue to make meaning and it is at the centre of intelligent reading (Harvey and Goudvis, 2007). Research findings suggest that students are at advantage when they are instructed on how to produce addresses themselves as they read. For instance, teaching them to ask "I wonder" questions such as "I wonder what the creator implies here, I wonder what will occur straightaway, I wonder why the character says this and so on" may enable them to improve in answering inquiries and identifying main thoughts (Janssen, 2002). By generating questions, students become mindful of whether they can respond to the inquiries and whether they understand what they are reading. Students figure out how to make inquiries that expect them to combine information from various portions of a text. For instance,

students can be instructed to ask main thought addresses that identify with vital information in a text.

6. Recognizing story structure: In story structure instruction, students figure out how to distinguish the classifications of substance (characters, settings, occasions, issues, and goals). Frequently, students figure out how to perceive story structure using story maps. Instruction in story structure improves students' comprehension. Students are educated to utilize the structure of a story as a method for helping them to review the story content in request to respond to inquiries regarding what they have perused. When the students understand the components of a story-plot, portrayal, setting, subject, style, and point of view, they are better ready to comprehend the story and review it. They figure out how to distinguish the classes of substance using story maps. These strategies have regularly involved training students to get some information about the essential segments of stories as they read: characters, settings, objectives of the characters, moves that are made and the outcome. Shanahan (2005) discovered proof that these strategies improve comprehension and review of stories, most remarkably for poor or inefficient readers.

7 Summary writing: Summary writing is alluded to as one of the post-reading strategies. It causes readers to know how a text is organized and how thoughts are connected. It is likewise critical for learning and remembering information. It is an intellectual system that requires a reader to perceive and stress focal or vital thoughts just as to sum up and minimize superfluous subtleties (Trasbasso and Bouchard, 2002). In light of the investigations they examined, the writers detailed that summary writing instruction improved the nature of reader's synopses of text since readers had the capacity to distinguish the main thoughts, to sum up and to evacuate superfluous words, expressions and sentences. Instruction of summary writing additionally improves memory for what is perused by the method with the expectation of complimentary review and answering inquiries. According to Bluestein (2011), students should be instructed on how to recognize these points in a reading entry. The capacity to distinguish these points empowers them to develop quality outlines. This procedure is essential since rundowns indicate an understudy's dimension of understanding gained from a text.

Neufield and Roper (2003) guaranteed that constructing synopses subsequent to reading can elucidate students' understanding. This system helps the understudy to recognize basic actualities from the text or story. Summary writing encourages the readers to distinguish

imperative information, to abbreviate the information, and to reword the information. At the end of the day, summary writing expects students to determine the vital realities in their reading and place it in their own words. Instruction in summary writing causes students to distinguish and produce main thoughts, interface the main or focal thoughts, eliminate superfluous information and recollect what they read.

2.1.6 Concept of GIST technique

Generative interaction between schemata and text (GIST) technique was created by Cunningham in 1982 (Cecil, Gipe and Merrill, 2017). This procedure is utilized to distinguish or produce main thoughts, interface the main or focal thoughts, eliminate excess and superfluous information, help students to recollect what they read, and record a summary of their reading material. Cunningham (2001) stated that summary is a blend of critical thoughts in a given text. In summary writing, students are expected to determine the imperative information in their reading, to gather this information, and to put the information in their very own words. Students utilize higher order thinking aptitudes to examine and blend what they have perused in account texts with the GIST procedure. The summary is typically restricted to not more than fifteen or twenty words. In this way, students need to erase superfluous information and utilize their very own words to abridge the main thought or "the gist" of the text.

Generative interaction between schemata and text (GIST) can be utilized as an option in contrast to teaching reading and summary writing. Schuder, Clewell and Jackson (1989) stated that GIST is a method that can improve students' capacity to predict the message by using their earlier information while reading the text. According to Harrrell and Jordan (2012), GIST is a technique utilized for supporting comprehension of informational text. When using a GIST technique, students are solicited to abridge the message from the text by using their own words and in that capacity, the students are relied upon to demonstrate all the more understanding of the text that they read. Cunningham (2001) stated that a summary is a blend of the essential thoughts of a text. Braxton (2009) noticed that by implementing GIST, the students do not have to get familiar with the particular principle yet they can erase, sum up, and substitute the area of the text.

GIST is a comprehensive method that runs from entire to part. By applying this technique to summary writing, the reader begins with the entire text which would then be segregated into its parts in an effort to determine meaning. This technique depends on expressing instruction

using instructor modeling, guided practice, and finally independent practice (Braxton, 2009). The GIST technique does not utilize unequivocal tenets for developing synopses. Instead, students are driven through a precise system intended to empower them to induce what the principles for summary writing are.

The GIST instructional technique was created to enable students to figure out how to compose, sort out and make a succinct rundown of reading. The methods include the following: finding a short, explanatory/informative passage that contains an idea, occasion, timeframe, portrayal, issue, or consecutive instructions; reading the primary sentence to the class and request that students cooperate to compose a summary of the substance of the main sentence in fifteen words or less; compose the group summary on the load up and read the second sentence of the passage and request that the students compose a summary of the initial two sentences in fifteen words or less; read the text and divide it into areas that are coherent spots for students to stop and condense what they have perused; mark the finish of each segment with the word; introduce and disperse the text by connecting it with students' earlier learning; identify key vocabulary words the students need to know to be able to understand the text; explain the GIST technique by modeling it for the students (reading the primary part of the text determination so that students might hear and stop at the suitable spot while they track.

Furthermore, other methods of GIST include the following:

- i. engage the students in a class discourse and have them distinguish key thoughts in the text choice;
- ii. record their thoughts on graph paper or the whiteboard;
- iii. use the words and key thoughts shared by the students to make a GIST statement and have the students record the summarizing statement in their scratch pad;
- iv. have students to peruse the remaining entries and compose a GIST statement for each area;
- v. have the students combining the GIST statements for each segment of the text determination into a compact summary of the material;
- vi. write the group summary on the board and read the following couple of sentences in the passage;
- vii. continue until the section is perused and then request that the students compose a summary of the whole passage in fifteen words or less;

viii. in the wake of modeling the technique, request that the students apply the procedure to a part of their textbook, a research source, or an article they are at present reading (Allen, 2008; Frey, Fisher and Hernandez, 2003).

2.1.7 Concept of cubing instructional strategy (CIS)

Cubing is an instructional procedure created by Neeld (1986) which enables teachers to give six ideas or thoughts to students in a basic manner and it is an extraordinary device for providing separated instruction. Separated instruction is a method for teaching that enables teachers to present substance in different approaches to suit the requirements and learning styles of individual students (Dance-Schissel, 2016). For instance, while comprehending the plot of a story text, students need to have a solid understanding of the main characters. This understanding requires taking note of exacting subtleties the creator gives just as drawing inference from the text. To enable students to build up a total perspective on each character, the instructor can attempt character cubing by following the headings given underneath:

- i. Divide the students into small groups and give each team a two-game dice (two different colours of dice).
- ii. On the board, list the six characters students are expected to review in one column, and then in the second column, list the six types of information you want them to provide about each character.

For example, character cubing for “Othello” by William Shakespeare can be:

(A) List of six characters (blue dice).

1. Othello
2. Desdemona
3. Emilia
4. Lago
5. Brabantio
6. Cassio

(B) List of six character information (red dice)

(C) Draw the character (physical description).

(D) Describe the personality of character (trait).

(E) Explain the character's problem.

(F) Identify a significant scene the character is in.

(G) Identify a significant quote by the character.

(H) Describe the character at the end of the story (that is, resolution; emotionally).

iii. Each person in the team takes a turn rolling both dice. The number of times one rolls the blue dice determines the character one is assigned. The red dice indicates what one has to share about that character.

iv. As the dice are passed from one student to the other, the students inevitably go through the list of characters multiple times, thinking about them from a variety of perspectives. However, it is a good thing to note that if students roll an exact combination, then they should roll again unless they can provide new insights beyond what the previous students share.

v. While students are playing Character Cubing, the teacher moves around the classroom, validating accurate information and making note of misinformation that might need to be clarified (Smekens Education Solutions, 2011).

Fundamentally, cubing was originally made to have students utilize an assortment of thinking abilities to formulate a single idea. In utilizing this strategy, each side of the solid shape has an alternate brief, for example, portray it, think about it, partner it, break it down, apply it and assess it. Cubing is an adaptable method which enables the educator to design diverse exercises for various students or group of students depending on their readiness, learning style, and interests. The instructor will make a 3D-shaped cube for different groups of students and portray an alternate assignment identified with the subject and idea being conveyed on every one of its six sides. Cubing gives a path to all students to investigate one essential theme or thought to achieve aims at their readiness levels, in their preferred learning styles, and in zones of individual interest. All students are working on exercises managed by their 3D-shaped cube; the exercises are separated for individual students or groups of students. Groups are entirely adaptable. One cubing movement may assemble talented students for additionally challenging, larger amount of exercises; another cubing action may bunch skilled and non-skilled students alike according to their interests (Eulouise, 2002).

Each side of the 3D-shaped cube prompts the students to think about a particular part of reading comprehension. Students can work individually or in gatherings to travel through every one of the six sides of the solid shape to determine the critical components of the story. For instance, students may be made to work individually, each with a 3D-shaped cube, where they

are approached to roll the shape multiple times and react in writing to the three ideas that they roll. Using cubing at an individual dimension takes into consideration separation in instruction in light of the fact that the substance on the 3D-shaped cube can be adapted to oblige the diverse dimensions of capacity among the students (Dance-Schissel, 2016).

2.1.8 Cubing and summary writing performance of pre-service teachers with learning disabilities

Cubing is an instructional system intended to enable students to think about a reading section from various points. A solid shape includes 6 commands, one on every one of its six countenances, trailed by a brief that portrays the undertaking the students ought to be identified with the command. Cubing can enable students to think at various dimensions of Bloom's Taxonomy. The 3D-shaped cube can be utilized in the following ways:

- a. Step 1: Identify the idea or focus on aptitude that will be the focal point of the action.
- b. Step 2: Create commands for the 3D-shaped cube that line up with the key idea. The commands on each 3D-shaped cube should be separated to address the issues of each student.
- c. Step 3: Ensure that students understand the commands and the headings of the undertakings.
- d. Step 4: Group students according to readiness, interest, or learning profile. Solid shapes or undertaking cards can be of various hues in request to line up with the necessities of the distinctive gatherings.
- e. Step 5: Students in each gathering alternate rolling the cube. To give decision, enable the students to roll again on the off chance that they would prefer not to do the principal command. Every understudy rolls the shakers and finishes his given undertaking. The gathering individuals should all do distinctive assignments. (Dance-Schissel, 2017)

Points of interest of cubing methodology

- i. It incorporates more elevated thinking aptitudes.
- ii. It is a basic method to separate, while instructing every student on a similar point or ability. Each 3D-shaped cube may contain similar commands. However, the errands on the blocks will be diverse according to the necessities of the different gatherings.
- iii. Rolling the cube includes fervor and expectation. It makes what gives off an impression of being a "boring" task a fun and engaging.

- iv. Cubing is a brilliant procedure for the material/kinesthetic students.

Things to recollect about cubing procedure

Cubes are separated by readiness, interest, and learning profile.

Each side of a solid shape must have a command pursued by a prompting question or statement.

- i. Cubing does not need to just be utilized in little gatherings. It can likewise be utilized independently or with sets of students.
- ii. All of the blocks should cover similar types of inquiries and aptitudes, exactly at different dimensions.
- iii. More than one cube should be utilized; each block should contain commands and assignments that are lined up with the capacity dimensions of the distinctive gatherings.
- iv. Create one normal capacity cube first and utilize each task indicated on the cube as a manual for creating two different 3D-shaped cube of low capacity and high capacity.
- v. Allow students to roll the cubes two to multiple times (on the off chance that they pick) depending on the length and extent of the task.
- vi. Leave one side of the 3D-shaped cube as an opinion task where there is no set in stone answer.
- vii. Always have one simpler inquiry and one harder inquiry on each block, paying little attention to the dimension the 3D-shaped cube is intended for.
- viii. For some cubing exercises, students might be in charge of doing more than one of the sides of the block.
- ix. Differentiate cubing inquiries by shade-coding the 3D-shaped cube. For instance, Blue-learning and comprehension (low), Green-application and investigation (normal), Red-blend and assessment (high). Nonetheless, the teacher must make sure to change the hues intermittently to line up with various dimensions so students do not get "named" as the low blue gathering or high red gathering.
- x. Differentiate based on interest or learning profile by creating numerous solid shapes for learning or audit. For instance, exercises 2-3 sides of the considerable number of shapes can have a similar assignment while the remaining 3-4 sides can have undertakings identified with explicit interests or learning profiles. (Dance-Schissel, 2016)

Buehl (2001) highlighted examples of how a command and undertaking can be identified with a similar theme, yet separated to address the issues of lower capacity and higher capacity students as thus:

1. Lower Question-Describe the desert using much information and involve the five faculties in the depiction.
2. Higher Question-Describe how one life would change in the event that one moves to the desert. Utilize the five faculties to explain why changes would happen.

Questions for cubes can be found in quizzes, worksheets, textbooks, study guide problems and teacher-generated/student generated tasks. Cubing exercises for stories involve writing a letter to character, making and playing out a short show of the story, creating a wall painting or picture to demonstrate a scene from the story, making a venn chart to look into 2 characters and 2 stories among others, developing a story map for book, creating a craftsmanship venture that delineates the arrangement of occasions in the book (first, second...), listing attributes of the characters, writing an alternate ending and letter to the writer, reading another book by a similar writer and another book having a similar theme (investigate), choosing four captivating words from the story. At that point, utilize a thesaurus to find equivalent words for every one of the words.

Question cubes

Who	What	When
Where	Why	How

Might	Can	Will
Is	Should	Did

Story starter cubes

On the moon	Caught in a Tornado	The Best Vacation
The game-winning play	The new invention	Favourite animal
The rainforest	On the farm	Cafeteria Disaster

Cube commands

Describe	Illustrate	Evaluate	What is the significance of
Compare	Change	Cartoon	Put in historical perspective
Associate	Solve	Contrast	What are the causes/effects
Analyze	Question	Investigate	Relate to
Apply	Rearrange	Argue for...	Tell the parts of
Connect	Satirize	Argue against...	In your opinion

(Buehl, 2001)

2.1.9 Attitudes of the pre-service teachers with learning disabilities towards summary writing

The CoEs are the "train-the-trainers" colleges developed to train and prepare teachers for their respective functions. Graduates of any of the 58 (21 Federal, 36 state and 1 private) CoEs are appointed to teach in the nation's primary schools, helping to sustain and shape the pupils who are the leaders of tomorrow. The CoEs in Nigeria award the National Certificate in Education (NCE) to students at the end a three-year course of study in a selected or chosen discipline. Admission is through the Unified Tertiary and Matriculation Examination (UTME) coordinated by the Joint Admissions and Matriculation Board (JAMB). The objectives of the colleges as spelt out in the affirmation establishing them are:

- (1) To give full-time courses in teaching instruction and training in specialized, professional, sciences and expressions.
- (2) To lead courses in training for qualified teachers.
- (3) To organize gatherings, seminars and workshops identified with the field of learning determined in passage (an) above.
- (4) To perform such different capacities as in the opinion of the school committee may serve to advance the targets of the school.

Students struggling to understand what they read consistently misinterpret assignments and fail to understand thoughts. This condition undoubtedly pose a serious challenge to the majority of the students. Researchers have thought about this issue for an extended period of time. Nevertheless, a solid foundation and understanding of what is required for students to make sense of how to examine ought to be developed. In brief, examiners revealed that adult monitoring and modelling of strategies, similar to the compelling utilization of a multisensory, purposeful, and particularly sorted out procedure, is fundamental to the improvement of good reading inclination among the students. (Duarte, 2007)

The study of summary writing verbally expressed in a foreign tongue (L2), and how it is related to the students' genuine learning has been investigated. For instance, Strobl (2015) is of the opinion that students attending a seminar on summary writing need both the opening activities and model strategies with constructivist guiding inquiries for self-appraisal which could be credited to three key components: evaluation, linguistic obsession and understudy inspiration.

2.1.10 Learning outcome in summary writing among the pre-service teachers with learning disabilities

Learning outcome is a sensible statement of what the students are expected to achieve at the end of their course and in various cases how they are required to demonstrate that achievement. The following are a couple of instances of module learning outcome:

- (1) Develop criteria for the evaluation of information sources.
- (2) Determine the precision, significance and comprehensiveness of information sources.
- (3) Identify inaccurate and misleading information.
- (4) Assess the idea of the system and consequences of individual information-seeking.
- (5) Devise strategies for revising, improving and updating self-generated information (Kennedy, 2007).

Internationally, learning outcome adds to the versatility of students by facilitating the affirmation of their capacities and improving the straightforwardness of abilities and along these lines simplifying credit trade. It moreover gives a run of the mill association to different types of transport (for instance, separate work-based, non-formal and experiential learning) and it has a basic capacity to link proficient training and propelled instruction. This link is basic when there are an increasing number of national and international initiatives to propel profound established learning. Learning outcome can help the creation of different development courses through and between the distinctive instructive structures (University of Limerick, 2008).

To all intents and purposes, countless learning inconveniences can be crushed outfitted that learning outcome is made with thought and affectability. Much depends upon how it is constructed and whether (and how) it includes information, aptitudes, limits/attitudes and understanding. Gravely created, confined and limiting learning outcome is not suitable for cutting edge training where inventiveness and imaginative bounces are significantly regarded (Adam 2014). It is principal to teaching to appreciate that the students determine what they

understand and not the instructor. This reality underlies the idea behind the beneficial course of action theory of learning. Important course of action is an arrangement for teaching to enable significant duty. In constructing balanced teaching, it is first essential to determine the perfect measurement or measurements of understanding of the substance being alluded to. Stipulating the reasonable activity expressions of understanding does this. These activity words by then become the target practices that students need to perform, and along these lines to instruct strategies to engage, and for the evaluation assignments to address, in solicitation to condemn how much the students have been productive in meeting the objectives. This combination of constructivist theory and balanced instruction is the model of helpful game plan (Biggs and Tang 2011).

During the time spent writing learning outcome at the programme level, it justifies bearing in mind that the third-level training attempts to prepare students for occupations of things to come using innovation not yet invented and for solving issues that have not yet appeared. Graduates of things to come need a wide learning of the disciplines with critical information at the unsettled areas of a discipline (University of Limerick, 2008). Summary writing is a reading comprehension task that involves taking greater determinations of text and reducing them to their minimum necessities. It includes understanding the key points or main musings of what is being scrutinized. For certain students, summary writing appears, apparently, to be a troublesome errand. Various students require clusters of instruction and practice in this bent. To feasibly demonstrate the ability of summary writing, the instructor must be prepared to show as regularly as could reasonably be expected and give students ample practice time with appropriate input (Khoshnevis, 2015).

MacArthur, Graham, and Fitzgerald (2006) depicted summary writing as a way to deal with energized subject understanding since writing a summary empowers students to control information in a continuously unique way during the reading of the text. Also, summary writing involves teaching students the all around requested guidelines for creating their own one of a kind outlines; students who do not get comfortable with this huge system would be daydreaming when reading content district texts. Interest in training students to consolidate texts has increased both due to research in the capacities involved in studying and learning from text, and due to research in the usage of such training to beat comprehension deficiencies in inefficient readers (Landi and Ryherd, 2017).

Summary writing training has been found to improve created once-overs, and in like manner to trade its belongings to extent of reading comprehension. Summary writing is considered as a development that grants systematic memory look from a mental semantic framework, help perusers compel a structure of relationship on what emits an impression of being disassociated substances and help them recoup information from their mental framework. Very few students are fit at summary writing in all of the materials they experience (Khoshnevis, 2015). Understudies as regularly as conceivable fight to condense materials in their courses. Various students have not made comprehension strategies required to accumulate what they have examined into sensible pieces of information. Summary writing requires a peruser to distinguish between crucial, less goal and insignificant information and to make a judgment about the main contemplations and supporting nuances of the segment and point levels. Choices about hugeness are often established on the establishment information of the peruser. As students experience text in different locales, they need an approach to manage sort information and they need to see how individuals with sufficient establishment learning perceive basic information and outline it. Asking the understudy to examine and consolidate reading determinations without the instructor's describing and routinely modeling how to use a fitting summary writing strategy especially of varying text length, content area, and multifaceted nature, will not improve the students' summary writing limit. In any case, since for all intents and purposes all learning at school requires an understudy to accumulate and remember what has been scrutinized, summary writing comprehension strategies are fundamental to instruct (Khoshnevis, 2015).

As Winograd and Bridge (1986) attested, guiding the students through the path toward reading instruction of certain strategies like summary writing improves comprehension of text since it may constrain students to give more thought to the text while making a summary. Furthermore, they pointed out that teaching a bit of the basic strategies not only equips the students with information through which they can end up being increasingly gifted perusers but it also goads them and spots them in charge of their learning.

2.1.11 Gender and learning outcome in summary writing among the pre-service teachers with learning disabilities

There is a growing affirmation of the psychological differentiations in sexual introduction that influence thought, correspondence and direct. These distinctions show themselves in play region, at school, at home and at work. Young people are known to engage in all sorts of play.

For instance, Ademokoya (2006) attempted to ascertain the influence of sex on talk improvement of certain adolescents with intellectual disabilities. This study was an aftereffect of the case that sexual introduction is constantly a solid factor responsible for differential attainment of talk accomplishment in male and female children.

There is no uncertainty that learning a dark vernacular is so tangled as to warrant a thought of various parts and factors involved (Gorjian, Pazhakh and Parang, 2012). One of the social issues surrounded by various students during the time spent learning a language is the likelihood of sexual introduction. Sex certainly represents the social and contextual needs every general populace puts on people and females. Sex is one estimation variable that determines the linguistic strategies to be related in language learning. Ongoing investigations demonstrated an agreeable relationship between one's writing and sexual introduction character, and it has been represented, indeed, that one's writing will all things considered uncover one's sex personality (Gorjian, Pazhakh and Parang, 2012). Indeed, several researchers, for instance, Gorjian, Pazhakh and Parang (2012) investigated some writing highlights identified with ladies in imaginative sort and expressive writing style and interestingly they examined that there was an agreeable relationship between writing and sexual introduction (Amanda, 2010; Francis, Robson and Read, 2001).

Additionally, it is normal that female students routinely perform better than their male counterparts in subjects like English Language and Literature-in-English. Regardless of the way that two or three investigations demonstrated the insistence of people (Swann, 1992), distinct examinations credited increasingly prominent verbal capacities to females (Weigle, 2012). Truly, female students will when all is said and done be continuously competent perusers and researchers in examination with male students. For instance, Mahony (2016), Spender and Sarah (1993), and Swann (1992) in their investigations fought on the prevalence of females over people to the degree verbal point of confinement. According to Weigle (2012), verbal point of confinement is assessed by various tests, for instance, word nature, sentence structure, spelling, vocabulary correspondingly as reading. Weigle focused on that at a preschool age, as far as possible separates between people and females are not reliable but rather instead during energy, females will administer in doubt show better verbal execution. In certain schools in Iran, students every so often write in English for certain reasons like the fear of making messes up in light of

poor capacity, judgment by the instructor or distinctive students, and the teachers' negative investigation.

It makes the impression that most students of English as a second or cloud vernacular (ESL/EFL) find writing troublesome. Truly these EFL/ESL students fear writing since writing moves them in expressing their characters. Everything considered, writing, according to Ivanic (1998), " include 'point' yet likewise of the essayist's depiction of oneself, the peruser, their relationship, the author's commitment to the ideational substance, their assessment of the peruser's information and feelings" and even the essayist's sex.

Olagbaju (2019) observed that the relationship between sexual introduction and students' accomplishment in language learning is intricate and it is influenced by different parts, for instance, social and societal needs, common and mental make-up and by and large held dreams about sex. Subsequently, Gunzelmann and Connell (2006) delineated brain-based sexual introduction separates as an information based and definite illumination for these distinctions. Another research proposed that youthful colleagues and young ladies utilize distinctive bits of their brain, with each gathering exhibiting more grounded left-half of the globe in various points of confinement. The left-50% of the equator idea of females gives them preference in language aptitudes, for instance, listening, speaking, reading and writing, while the left-half of the globe idea of the people enables them to beat young ladies in categorizing and information review.

Coates and Draves (2006) referred to an ongoing Learning Resources Network (LERN) study which outlined the contrasts between how youthful colleagues and young ladies learn and suggested that these distinctions be seen as when planning instruction for the two sexual introductions. Youthful colleagues have a shorter consideration length, are better at learning spatially and need more physical improvement and vivacious statement than young ladies. Young ladies, then again, process feelings considerably more rapidly, maturely and need less rest. In like way, Tatarinceva (2009) prescribed that teachers should know their students' needs, objectives, mental styles, and the repercussions of their sexual introduction separates as this is prepared for improving students' accomplishment in and attitude to learning.

Teachers have an undertaking to do in guiding the students by looking at writing both as a thing (that is, detect the understudy impersonates and duplicates models of right language) and as a strategy (that is, the dynamic methods which able feature writers involvement in sales to accomplish their goals in a text). It legitimizes mentioning that writing is in like way an

instrument for survival since second language students may need to write in the second language to without a doubt converse with neighborhood or non-close-by speakers of that language. In this manner, writing is basic for EFL students to keep contact with individuals of different social solicitations. Accordingly, it is vital that teachers should think about the demanding action of sex in writing execution. In this way, this present study likewise investigated the moderating influence of sexual introduction on summary writing among the pre-service teachers with learning disabilities secluded from its main targets. Accordingly, the writings of the two sexual orientations were investigated and looked.

Language is a sincere instrument for challenging and reflecting the social spots of the two females and people (Weatherall, 2002). The language utilized by individuals is determined by social demands as sex, social class, age, ethnicity and instruction among others (Muto-Humphrey, 2015). The sexual introduction and language contrasts develop a locale of study that takes into contemplations issues, for instance, accumulations of talk related with express social standards for such gendered language use. Consideration regarding the relationship between language and sexual introduction as a domain of study rose during the 1960s and 1970s with three books: *Male/Female Language* (Key, 1975), *Language and Women's Place* (Lakoff, 2004), and *Difference and Dominance* (Thorne and Henley, 1975). The study of the relationship between sexual introduction and language started with Lakoff's (2004) book, titled *Language and Woman's Place*. Lakoff, in the book, saw "ladies' register" that filled in as a strategies for maintaining ladies' inferior work in the open field. It is seen that ladies control and utilize the linguistic structures, to reflect and reinforce a subordinate occupation regarding men. So also, the language utilized by ladies, according to Lakoff (2004), is representative of the route by which the ladies are treated in the open eye comparatively as the manner by which they are relied on to continue.

Also, it is battled that the language, express to ladies, is not standard enough has showed up diversely in connection to men's. Truly, ladies' language is considered as inferior to men's language, which is portrayed as brief, clear and succinct (Weatherall, 2002). O'Barr and Atkins (1980) investigated the separation between the two sexual orientations to the degree of language use. To this end, they concentrated on the 10 highlights proposed by Lakoff (2004) as "ladies' language". Truly, they got a handle on 159 hours of preliminaries in 30 months. Their findings indicated "ladies' language" as the language of "shortcoming". Interestingly, their findings did

not relate the 10 highlights, offered by Lakoff, to ladies. Truly, they guarantee that the two sexual introductions made utilization of the ten highlights. Constantly end, they presumed that sexual introduction is not a determining factor on the language utilized by the two females and people; instead they proposed that the 10 highlights are utilized by the two sexes who had low societal position in light of the way that there were distinctive instances in which the addresses of men indicated more rehash of the 10 highlights comparing the ones found in the discussion of ladies, for instance, the rehash of the highlights in the discussion of one of the female observers who is an expert was not as much as that of a male onlooker who is a driver of an emergency vehicle. Moreover, O'Barr and Atkins (1980), in their study suggested that the previous encounters are another significant factor in determining the language utilized by observers in the court. Truly, O'Barr and Atkins (1980) did not reinforce Lakoff's view regarding the 10 includes as unequivocal to the language utilized by ladies; they instead recommended "slight language" as a predominant term.

2.1.12 Text-type and learning outcome in summary writing among the pre-service teachers with learning disabilities

The capacity to compose a powerful summary is a vital aptitude an undergraduate needs to have to be fruitful at the greater part of alternate kinds of writing. At schools, students are exposed to various types of writing styles also called text-type and they include graphic, story, explanatory and factious writing. Every text-type is explained underneath:

Descriptive text-type

A descriptive text is composed to make a clear impression of an individual, spot, object or an occasion and it is generally used to assist an essayist with developing a part of the work. For instance, one can utilize a distinct text to make a specific temperament, climate or to portray a spot or thing to make a clear picture in the mind of the readers. It is a style of writing which can be valuable to connect with the reader's attention.. Descriptive writing depends on precisely picked vocabulary with cautiously picked descriptive words and verb modifiers to evoke a scene. It spotlights and focuses just on the viewpoints that add something to the main motivation behind the depiction. The descriptive text constructs emphatically on the improvement of the experience that encourages the reader to concentrate on key subtleties with the utilization of ground-breaking action words and precise things. (Fakeye, 2016)

Narrative text-type

Narrative text or writing depends on discernment in time. The portrayal has to do with the telling of a story; the progression of occasions is given in sequential request. The fundamental motivation behind the account is to entertain, to gain and hold a readers' interest. Notwithstanding, accounts change attitudes or social opinions. Accounts succession individuals/characters in existence however contrast from relates in that through the sequencing, the tales set up at least one issues, which should in the end find an approach to be settled. The normal structure or essential arrangement of account text is known as the story language structure. Regular components of portrayal are recorded beneath:

1. Setting-when and where the story happens
2. Characters-the most critical individuals in the story
3. Initiating occasion an activity or event that builds up an issue and/or objective.
4. Conflict/objective the point of convergence around which the entire story is composed.
5. Events at least one task by the main character(s) to accomplish the objective or resolve the issue.
6. Resolution-the outcome of the tasks to accomplish the objective. The account could be imaginary, genuine, or a combination of both. (Fakeye, 2016)

Expository text-type

Exposition is a text that sums up what occurs. It requires more separation or deliberation and less of theorizing by scholars than do the recording or reporting (Sloane, 2001). It endeavors an intellectual investigation and resulting amalgamations of complex certainties. Explanatory texts distinguish and portray marvels, and these include text structures, for example, definitions, elucidations, rundowns and numerous types of exposition. It might be abstract (paper) or target (summary, elucidation, definition). Descriptive texts might be logical (starting from an idea and then characterizing its parts: for instance, definitions) or engineered (recounting qualities and ending with a suitable idea or end, precedent and rundowns which are portrayed by state action words and epistemic modals). This type of state action words indicates regular exercises or characteristics. Likewise, descriptive writing could be viewed as an academic term for any type of writing that passes on information and explains thoughts. (Sloane, 2001)

General classification of text

Texts can be grouped according to text-outer criteria and the text-internal criteria. Text-outside criteria are identified with the correspondence circumstance, for example, a ballad, report, joke, letter, ad, story, note, address and the like while the text-internal criteria are identified with the structure and content. A text can likewise be named an interpretive text, an illustrative text, an account text, a pugnacious text, an influential text, an evaluative text, and a procedural text. Kinneavy (1972) saw text from two main points: one is from the edge of talk which includes writer centered expressive texts, reader centered powerful texts and subject centered inferential texts, and the other is from the edge of certainties which contains static state-centered enlightening texts, dynamic state-centered account texts, and the present state-centered evaluative texts. When readers have the style of a section, they can make a prediction of the entry they are going to peruse, and then the latent reading can be supplanted by the dynamic participating reading.

During the reading procedure, the reader can take part in steady guessing and embody exercises to get a handle on the plainly visible outline in order to prevent being caught in the labyrinth of language. Another technique is to characterize texts from the text structure and the content structure with the internal criteria. The following are a few kinds of the most handy examples:

(1) Problem-arrangement design:

This example is exemplified by the following short entry: "I was on guard duty. I saw the adversary approaching. I endeavored to start shooting. The weapon's jolt stuck. Staying quiet, I poured a drop of oil. That worked. I opened fire and beat off the assault."

(2) Problem-solution pattern:

Issue: I saw the foe approaching.

Arrangement: I attempted to start shooting.

Reaction: I beat off the assault.

(3) Claim-counterclaim design:

In this example, the creator first raises a case or opinion by and large acknowledged or halfway acknowledged and subsequently advances his very own case or opinion to counter-guarantee. For instance, "each other commentator has said that 'Nourishment and Cooking' is splendid, a disclosure and an extraordinary combination of logical insight and education which clears aside

all fantasy and language as none have done previously. McGee's book is indeed elegantly composed, brimming with beneficial things and great ideas to have on the racks as a continuing wellspring of reference and statements. Yet, it likewise has a considerable amount of slip-ups, oversights and misalignments of accentuation." The last remark by the creator counter-guarantees the acknowledged comments.

(4) Narrative example

Almost every one of the writings will happen pretty much in story designs. The most imperative precedent is from Labov (1972's) account auxiliary example. Labov recognized six components of normal account request to be specific reflection, introduction, inconvenience, occasions assessment, goals, and coda. Schiffrin (1996) embraced another example dependent on Labov's which includes introduction (the clearness of time, space and figure), complicating activities (the undertakings which form the story), assessment (the remark on the story) and goals (the decision to the story).

(5) Question-answer design

This example is like the issue/arrangement design but it generally sets a distinct inquiry expressed in a questioning mode. The text is mainly concerned about the arrangement of satisfying responses to questions.

(6) General-explicit example

This example can likewise be known as a general-specific example, general-model example, and preview-nitty gritty example. In the commonsense text, one example can happen independently or can be combined with different examples to frame a bigger text. McCarthy and Arnold (2007) contended that the naturally visible structure of this example can for the most part be partitioned into two classifications. The first is seen as general statement - definite 1 - point by point statement 2 - nitty gritty statement 3 - itemized statement 4 - point by point statement 5 - general statements. The second one is seen as the general statement - point by point statement - increasingly nitty gritty statement - progressively definite statement (than the previous one) - general statement (Liu, 1999).

According to Alderson (2000), account and interpretive texts might be the two text types that pull in researchers' attention on the grounds that the two types are observed to be most not the same as one another. Portrayal every now and again utilizes depiction while regularly incorporates parts of all the writing domains. Account writing expects readers to concentrate on

occasions and to organize the parts in a period or request outline. To understand an account text, students must find out about ordering, beginning and ending, change and parity, and anticipation and peak. While reading to condense an explanatory text, the readers must almost certainly understand the examination, the association, the advancement, the legitimate contention, the proof and at times the allegorical language of the text.

It is completely clear in writing that there is no agreement on what should be the genuine characterizations of text-type. Therefore, this study characterized text-type into two: account and interpretive text-type. Furthermore, this is done in light of the fact that most of sections utilized in summary throughout the years in O'level examination (like WAEC and NECO) by the examiners are interpretive and account texts. (Alderson, 2000)

2.1.13 Learning outcome and attitudes of the pre-service teachers with learning disabilities towards learning

Most human activities, for instance, walking, speaking, reading, writing, dressing and playing, are at any rate somewhat eventual outcomes of learning (Ulusoy, 2007). In this system, which begins from birth and finishes in death, individuals find some new information reliably. Starting here of view, teaching is one of the fundamental callings for the survival of society. While teachers help brief society individuals to confirm the information, aptitudes and estimations of society, the attitudes of those individuals toward learning these things include a standout among the most essential subjects among the learning and limits gained in CoEs. In preparing to rehearse their action, the pre-service teachers are relied on to know the hypothetical premise of 'learning', and one of the main points of the present research was to investigate their attitudes toward learning. Inspirational attitudes will guarantee that they obtain sturdy learning limits. An individual with uplifting attitudes toward any subject will do well to focus on it, will be greatly interested in it and will inevitably take most of the activities basic to prevail concerning learning about it (McMullen, 2009; Kılıccı, 1992).

Learning can be defined as acquiring a capacity to play out a display or to partake in an occasion, which previously was preposterous, toward the finish of a certain advancement. Baglama and Demirok (2016) considered learning as an occasion straightforwardly off the bat, and defined it as a 'framework or response as an adjustment in lead by and large or totally because of involvement'. In the light of Baglama and Demirok's view, learning as an outcome proposes a starting point, how it is attained and demonstrated. Learning, by improving the

individual, drives the individual being alluded to fit in with types of progress and changes. Change, being reliable, includes, notwithstanding unique things, the individual's conceptual, social, social, mental, vivacious, and scholarly lives. Learning in like way involves the limits that an individual needs to sincerely study truth and qualities, innovation, achievement, and the like. According to Kara (2009) quoting Washburne (1936), learning infers the capacity to make use of previous encounters to manage issues experienced. Individuals get this limit according to the points of their lives, their craving to manage their issues and their yearning for progression. Learning can be defined quickly as a mainly positive difference in the individual in the intellectual, eager and psychomotor domains, since when one has taken in a definite subject, one is required to think and carry on in a substitute manner starting there on, and one's attributes have been segregated. From another point of view, learning can be viewed as an acclimation to the conditions basic for survival, a capacity to profit by the change and from new conditions. Learning in like way requires continuity, in the light of the manner in which that a reasonable understudy needs to make utilization of his or her previous encounters to change in agreement with new conditions.

One segment of the present study was an undertaking to illuminate how information of considerations and theories explaining the learning strategy influenced the attitudes of instructor and students towards learning outcome. The world is in an unfaltering state of progression, creating a tremendous extent of new information which requests that the present age spend quite a while in learning. In this manner, learning stands as a basic capacity to adapt to the earth, to oppose the difficulties in change and to see new qualities in a meaningful, productive and right way. Now and again, this change might be quick to the point that when one is going to continue forward from the school, a portion of the courses one has scrutinized may have progressed toward becoming somewhat (or even totally) obsolete. In that capacity, every single social institution and individuals whose presence relies upon those institutions, need the capacity to improve them and handle sturdy learning, since learning is the way to a predominant show (Vakkayil, 2008). As stated in Veigna and Amaral (2012), significant set up learning is a fundamental factor in the progress of nations and the improvement of individuals. Learning is not constrained to schools in any case props up all through life (Jakobi and Rusconi, 2009). It is particularly fundamental in improving capable capacities and ace aptitudes (Jakobi and Rusconi, 2009). In contemporary society, even the old need to change such aptitudes as those required for

using PCs (Seals, Clanton, Agarwal, Doswell and Thomas, 2008). The European Union trusts that instruction and training frameworks need to change in agreement with the inconveniences presented by the learning based society (EU Council President, 2000). In France, school ministers stated that sturdy learning would outline one of the main highlights of cutting edge instruction in future (Conférence des Présidents d'Université, 2005).

Effective students are vivacious; appear without question attitudes toward learning, have inspirational needs from it and do not encounter strain about learning. As the attitudes toward learning will all things considered influence the outcome, and the all the additionally uplifting attitudes one has, the better one performs in learning (Duarte, 2007 and Braten and Stromso, 2006). There is a huge amount of research on the impacts of attitudes toward learning on students' lead. Inspirational attitude toward any subject is as consistently as possible found to overhaul the students' interest in the subject and their inspiration to learn. Braten and Stromso (2006) demonstrated that students' attitudes toward learning coordinated their joint effort into learning works out. Visser (2008) found that students' trust in learning obtaining was an essential factor in their execution. The individuals who trusted that learning happened rapidly or not the slightest bit will without a doubt have less issues in searching for information or evaluation than the students who believed learning to be an enduring philosophy, requiring both time and exertion. Students' trust in acquiring information clearly actuated learning.

Saade, He and Kira (2007) and Pierce, Stacey and Barkatsas (2007) in their examinations showed that students' feelings, interest and feelings about learning influenced their direct. The two investigations exhibited that inspirational attitudes incited the feature of positive direct towards courses of study, with individuals absorbing themselves in courses and striving to find out additional. Such students were also seen to be increasingly eager to manage issues, to confirm the information and limits critical for well ordered life and to connect with themselves inwardly, accordingly meeting the prerequisites of the courses like direct, feelings and psychomotor aptitudes (Tsai and Kuo, 2008; Marzano and Pickering, 2007; Scheiter and Gerjets, 2007; Yang and Lau, 2003; Merisuo-Storm, 2007; Spratt, 1999; Yudko, Hirakawa and Chi, 2007). There have additionally been a few examinations that have investigated the impacts of attitudes towards learning on insightful achievement. Karagiannopoulou and Christtodoulides (2005) displayed that attitudes were increasingly basic predictors of insightful achievement instead of school position tests. Rula (2006) stated that uplifting attitudes towards a subject

influence learning. Bahn (2007) researched the parts that may have influenced the learning exercises of 42 helpful orderlies and the impression of their learning encounters through semi-dealt with inquiries. Uplifting attitudes were appeared to improve learning. Pierce, Stacey and Barkatsas (2007) found that inspirational attitudes towards math rehearses accomplished improved learning about science. Quantifiably inspirational attitudes increase the odds of achievement in an action. Liaw, Huang and Chen (2007) investigated 30 school instructors and 168 students' attitudes toward e-learning. Individuals were moved nearer to answer two distinct overviews for investigating their discernments about e-learning. This research prescribed that uplifting attitudes contained such feelings as independence, handiness and joy. Merisuo-Storm (2007) achieved close terminations: for accomplishment in cloud tongue learning, students' attitudes and inspiration acknowledged fundamental occupations.

Tsai and Kuo (2008) found that students' willingness to take in originated from a fear of getting low stamps and that they defined learning as memorizing information, preparing for tests, solving issues and calculating (Vakkayil, 2008). According to Yang and Lau (2003) also as Merisuo-Storm (2007) and Watters and Watters (2007), students worked even more industriously to find out about issues they recognized to be productive in their self-movement and accommodating in their attainable occupations. They stated that they were continuously anxious to learn information that was pleasing with this present reality and which they figured they could make utilization of later on. A few investigations showed that students were nervous to learn in light of the manner in which that they trusted that learning gives them preference in getting information, establishing genuine correspondence and finding business (Taha, 2007; Merisuo-Storm, 2007). Individuals are constantly influenced and prepared to learn in requesting to accomplish targets like those referenced above (Dweek and Leggett, 1988). Students' needs and imperativeness not just move them to get settled with the subject required yet they also add to their social and self-awareness. In this way, attitudes towards learning ought to be considered among the most principal factors in fulfilling social assignments and performing social duties.

Given the probability that the pre-service teachers' attitudes towards teaching and learning may influence their originations about teaching and learning with everything taken into account, researchers have examined the possibility of teachers' attitudes to see whether they are variable or whether they enduringly influence instructive practices. El-Ashry (2009) presumed that until the impact of increasingly intensive instructor instruction programs has been totally

investigated, the issue of whether attitudes are modifiable would remain an open inquiry instead of a recognized presumption.

2.1.14 Academic and social difficulties facing the students with learning disabilities in higher institutions

The students with learning disabilities are relied on to profit by comprehensive entire arrangement services which engage them to be increasingly interesting, accommodating, and independent, and which additionally benefits their families and frameworks. This longing, notwithstanding, the students with learning disabilities today are looked with two or three difficulties for the length of ordinary everyday presence, particularly in the post-secondary school settings where attending a two-year school or school programme is a credibility for the unprecedented individual. Apart from coping with the injury of a disability which might be fragile, moderate, genuine or vital, the students may also find it hard to get to and manage the cost of two or three working environments and services while attending a higher institution. The nonattendance of basic working environments and services can genuinely constrain independence, land transportability, and business openings upon graduation, that is if such students do not drop out (Obiozor, Onu and Ugwoegbu, 2011).

In the United States of America, the administration made approval and guiding principles to attract and offer help services to individuals with disabilities in the lawmaking body sponsored instructive system. A model is the Individuals with Disabilities Education Act (IDEA) 1990, which guarantees the advantages of individuals with disabilities and their families; and the Americans with Disabilities Act (ADA) - an administration law requiring housing for individuals with disabilities in the framework and working condition. Instructors in open institutions hold brisk to these guidelines, in the conviction that all individuals can learn and should, consequently, be given indistinguishable instructive open passages in the inclusive instructive setting. In help of the foundation, Berry (2009) battled that all individuals are prepared for development and movement, thusly, ought to be offered chances to outperform wants. Students with formative and learning disabilities get housing subject to documentation of their disabilities. Such students requesting workplaces are responsible for initiating services by providing the College/University Disability Services Office fitting disability bolster service documentation which ought to be prepared by an authority, psychologist, and guide among others. The documentation ought to include information about how the understudy's disability will influence

his/her capacity to correspondingly get to the instructive shots, adventures, and exercises at schools (Obiozor, 2010).

In American higher institutions, the instructors and teachers are relied on to see the documentation on an understudy's disability and give the basic help required by the understudy in the study hallway during instruction and examinations/tests. A fragment of the extraordinary students can handle their disability, whether it is mental, physical, correspondence, social, fiery, or adaptable limits; or a separated learning, formative, physical or distress while others may require in any case much help as could reasonably be typical (Obiozor, 2010). The Institute on Community Integration (ICI) at the University of Minnesota announced that more than 6 million individuals in the United States have formative disabilities. Graduate and students with such disabilities are included in this individuals, and they all need thought and help services, insightful and social, from the instructors and teachers.

The institute gave point by point record of the formative disabilities, thus: A formative disability, according to the Developmental Disabilities Assistance and Bill of Rights Act, is defined as a genuine, incessant disability which originated during work or during youth which is relied on to continue indefinitely, and which by and large restrains the individuals functioning in two or three indispensable life works out. Considerably more unequivocally, a formative disability is a genuine, unending disability which is owing to a psychological or physical hindrance or a combination of mental and physical shortcomings, which is showed up before the individual attains age 22, which results in basic rational confinements in something like three of the following territories of genuine improvement: self-care, open and expressive language, learning, adaptability, self-heading, limit concerning independent living, and financial independence and which mirrors the individual's prerequisite for a combination and grouping of interesting, interdisciplinary, or ordinary idea, treatment, or differing services of significant set up or expanded length and are individually arranged and coordinated; then again, in all actuality such term when related with infants and fiery kids recommends individuals from birth to age five who have liberal formative deferral or unequivocal intrinsic or gained conditions with a high likelihood of resulting in formative disabilities if services are not given (Obiozor, Onu and Ugwoegbu, 2011). Instances of formative disabilities include substance abnormality run disorders, head/brain injury, Down syndrome, fetal liquor disorder (FAS), mental/intellectual disability, spinal bifida and learning disabilities.

Heward (2013), Hallahan and Kauffman (2003) and Anderson (2006) explained the definition of learning disability as a disorder in something like one of the fundamental mental procedure involved in understanding or in using language, spoken or made, that may show itself in an imperfect capacity to tune in, think, talk, read, make, spell, or to do consistent figurings, including conditions, for instance, perceptual disabilities, brain injury, minimal brain brokenness, dyslexia, and formative aphasia. The term does not have any kind of effect to individuals who have learning issues that are on an extremely essential dimension the postponed outcome of physical or mental disabilities, lead disorder, or customary, social, or financial hindrance.

According to the information from the soonest starting point Postsecondary Student outline, basically half (46 percent) of first-time students who left their initial institutions before the finish of the main year remained away perpetually to post-secondary instruction (Studentretention.org, 2005). A piece of the reasons could be ascribed to related issues of finance, affiliations, study aptitudes and poor insightful advisement, looked by these students in their first year which cause them to drop out. It is pertinent to see that students with formative and learning disabilities go on scholastic probation or even drop out of school when teachers or instructors demonstrate no worry for their instructive condition or nonattendance of help services to manage instructive and social issues, paying little notice to whether they are precious or natural. The students should examine the insightful issues which they experience every day in their homerooms or social relationship needs on grounds, likewise as see conceivable strategies to explain them, by taking great position of the accessible bounteous help services on grounds which advance meaningful teaching-learning system and understudy accomplishment.

An essential illumination behind students with formative and learning disabilities not reporting their disabilities to the school authorities could be to abstain from labeling or maligning, in any case these students refusal to understand that with the help and help from the school, it winds up being anything yet difficult to investigate their instructive exercises on grounds (Obiozor, 2010). In light of the research and individual study hall encounters in the school and school settings in America, there are distinctive components which constrain students with formative and learning disabilities to leave the study anteroom or grounds as found in the research writing. These variables include family issues, poor scholarly preparedness, for instance, nonattendance of time the heap up, association and study aptitudes, reading, writing, math and research works out, frightful study anteroom or grounds atmosphere, inadequate

assurance to instructive destinations and the institution particularly as respects the action of the school vision and mission in meeting the students' insightful and social targets, comparably as the issue of social and instructive integration of students with formative and learning disabilities, and access to financial guide by the students from low income and minority gatherings.

There is no uncertainty that the representatives and administrative staff of each higher institution are especially equipped with innovative gadgets and favorable circumstances for directly understudy focused instruction and offer help services. They have distinctive skill in a grouping of areas, with a solid teaching foundation and ace service profiles to confront the inconveniences in the study hall. This inclination is obvious from their watchful critical loads of training and research in various fields. Besides, these instructors, teachers or teachers can manage wide study halls and to utilize present day instructional advances. In like manner, they have extraordinary information of research method and the learning of planning and execution of service learning experiences notwithstanding possessing inclination in undertaking course-inserted appraisal. Also, they have sensible instructor and interpersonal limits which good position and upgrades students' learning, research and instructive accomplishment. Despite the fact that American colleges and colleges use the previously referenced teaching-learning work environments, regardless of everything they experience outstanding understudy enduring hardship. This reality explains the elucidations for the understudy takeoff from the homeroom and grounds condition, near family or financial issues.

It is pertinent to see that a couple of students with learning disabilities have lead issues and pressing insightful issues some are showed up in the study hall, others could be seen when they fill understudy assessment shapes around the finish of the semester. Among the signs in the study anteroom which could be a flag to the instructor concerning understudy scholarly and social issues could be according to the following: non-appearance, delay to class, drooling and sneezing wildly, uncompleted class undertakings and assignments, yelling in the class, sending texts to accomplices during class periods, impoliteness towards the educator, show of strain during tests and test-taking issues, and low test scores. These issues in the study passage could result in students with learning and formative disabilities withdrawing from the class or dropping out of the institution completely (Obiozor, Onu and Ugwoegbu, 2011). African social solicitations have a lot to gain from the model undertakings and experiences on disabilities, grown-up ability and custom instructive projects courses of action in made social solicitations

like the United States of America, where incredible request, instructive tasks and bolster services are given at all estimations to individuals with disabilities. Students with learning disabilities are relied on to profit by comprehensive entire arrangement services which engage them to be continuously exceptional, valuable, and independent, which equivalently benefits their families and frameworks.

2.2 Theoretical Review/Theoretical Framework

2.2.1 Schema theory of reading and summary

Development theory is an elucidation of the way in which perusers utilize prior information to comprehend and gain from a given text (Shuying, 2013). The expression "design" was first used in brain science by Barlett as a functioning relationship of past reactions or experiences (Barlett, 1932). For any situation, the later outline was introduced in reading by Rumelhart (1980), Carrell (1991) and Hudson (1982) while discussing the indispensable employment of establishment information in reading comprehension. Shuying (2013) depicted development as an information structure for representing the genetic thoughts set away in memory. Anderson and Pearson (1984) depicted it as a hypothetical learning structure. Alhaisoni (2017) basically put schema as a general learning structure used for understanding. The critical precept of development theory expect that formed text does not pass on meaning independent from any other person. On the other hand, a text just offers headings to perusers as for how they should recoup or create meaning from their own one of kind previously secured information. This previous information is known as the perusers' experience learning (prior learning), and the previously gained learning structures are called schemata (Barlett, 1932; Adams, 1990; Rumelhart, 1980). The schemata of a peruser are created in a different leveled way, with the broadest at the best down to the most expressed at the base. According to blueprint theory, comprehending a text is an interactive system between the peruser's experience information and the texts.

Gainful comprehension requires the ability to relate the textual material to one's own insight. As Anderson (1977) pointed out, every exhibition of comprehension involves one's learning of the world as well. Reading comprehension works in two different ways, from the base up to the best and starting from the top to the base of the chain of command. Base up processing is initiated by unequivocal information from the text, while top-down processing begins with general to a vow these predictions. These two kinds of processing occur in the mean

time and interactively, which add to the possibility of interaction or comprehension between bottom-up and top-down methods (Carrell and Eiserhold, 1983).

Types of schemata

According to substance, distinctive types of schemata have been proposed, for instance, the following: formal schemata, content schemata, social schemata and linguistic schemata (Urquhart and Weir, 1998).

(i) Formal schemata: This type of schema insinuates the establishment information of the formal, interpretive legitimate structures of different types of text (Carrell and Floyd, 1987). So to speak, formal pattern suggests the information of the habits by which various orders are presented. Richardson and Morgan (2000) pointed out that mapping or macro structure suggests record underlying structure which represents the relationship of a text or talk. Different types of texts and talk (for instance, stories, delineation, letters, reports and verses) are distinguished by the habits by which the topic, proposals, and other information are linked together to schema a unit. This underlying structure is known as formal schemata. For instance, the schema underlying various records is story-setting (state + state) + scenes (events) + reaction which infers the stories involve a setting in which the time, spot, and characters are perceived, trailed by scenes leading towards a reaction. Distinctive sorts have various structures. Non attendance of such kind of learning furthermore contributes broadly to the issues experienced in reading comprehension.

(ii) Content development: Content example suggests the establishment of learning the substance region of the text (Carrell and Eisterhold, 1983). It contains determined learning or information about what regularly happens within a certain subject, and how these happenings relate to each other to shape an intelligible total. It is an open-finished game plan of ordinary events and substances for a specific occasion. For instance, the example for going to a restaurant would include information about services, menus, ordering dishes and paying the bill (giving a tip) among others. The substance pattern is, as it were, culture-unequivocal. The social example is also organized as substance pattern.

(iii) Cultural mapping: Richardson and Morgan (2000) delineated culture as the hard and fast plan of feelings, attitudes, customs, lead and social affinities for the individuals from a particular culture. Bandura (1986) saw social learning as having "socio-social meaning" which is the meaning which springs from shared experiences, characteristics and attitudes. Studies have shown that the comprehended social information presupposed by a text interacts with the

peruser's own one of a kind social establishment learning of substance to make texts whose content relies upon one's lifestyle less demanding to examine and understand than syntactically and intelligently indistinguishable text subject to a less characteristic, continuously evacuated culture (Johnson & Johnson, 2009; Carrell, 1991). It is basic to be sensitive to social differentiations, particularly, of the target culture in light of the way that, without such social mindfulness, there may be no beneficial and complete comprehension.

(iv) Linguistic design: This type of arrangement suggests the information about vocabulary and accentuation. It accepts a principal work in the comprehensive understanding of the text. Eskey (2005) stressed that incredible perusers are the two decoders and interpreters of texts, their decoding aptitudes being more modified and more basic than their reading capacities. This statement is in light of the fact that language is a perplexing issue in the second language reading to such a degree that even trained guessing at meaning is definitely not a feasible substitution for precise decoding (Eskey, 2005). In distinctive words, productive comprehension of any text is unthinkable without suitable decoding capacities.

Schematization and instantiation in reading

Development theory is an elucidation of the way in which readers utilize prior information to comprehend and gain from a given text (Rumelhart, 1980). The expression "design" was first used in brain science by Barlett as a functioning relationship of past reactions or experiences (Barlett, 1932). For any situation, the later outline was introduced in reading by Rumelhart (1980), Carrell (1991) and Hudson (1982) while discussing the indispensable employment of establishment information in reading comprehension. Rumelhart (1980) depicted development as an information structure for representing the genetic thoughts set away in memory. Anderson and Pearson (1984) depicted it as on hypothetical learning structure. Alhaisoni (2017) basically put schema as a general learning structure used for understanding. The critical precepts of development theory expect that formed text does not pass on meaning independent from any other person. On the other hand, a text just offers headings to readers as to how they should recoup or create meaning from their own one of kind previously secured information. This previous information is known as the readers' experience learning (prior learning), and the previously gained learning structures are called schemata (Barlett, 1932; Adams, 1990; Rumelhart, 1980). The schemata of a reader are created in a different leveled way, with the broadest at the best down to the most expressed at the base. According to blueprint

theory, comprehending a text is an interactive system between the reader's experienced information and the text. Gainful comprehension requires the ability to relate the textual material to one's own insight. As Anderson (1977) pointed out, every exhibition of comprehension involves one's learning of the world as well. Reading comprehension works in two different ways, from the base up to the best and starting from the top to the base of the chain of command. Base up processing is initiated by unequivocal information from the text, while top-down processing begins with general to a few these predictions. These two kinds of processing occur in the mean time and interactively, which adds to the possibility of interaction or comprehension between bases up and top-down methods (Carrel and Eiserhold, 1983).

Example initiation is ordinarily seen as the strategy in which some textual upgrades banner the course or region for the reader to scan for and bring out the critical development from memory into the present reading task (Applegate and Applegate, 2004). One doubt about example order is that a couple of words, or gatherings of words, or the title of a text, are exceedingly suggestive and they can hail a certain schema. Textual lifts influence a blueprint in two diverse ways. In case a lift is extraordinarily suggestive of a certain blueprint, that arrangement all things considered can be established. For instance, the notice of a fire separation may incite a "fire incident" design. Whatever may be the case, when in doubt, one such lift is insufficient for schema institution; it can basically remind one of a certain opening which can fit into a couple of schemata. The minor notice of destructive, for instance, can hail an opening for schemata as destructive rain, sustenance processing and so on. As a consistently increasing number of upgrades are given, the possible outcomes become less and less and, ideally, the reader may concentrate on the one that is anticipated by the creator. If other than destructive, different overhauls, for instance, litmus paper, Bunsen burner and test tube are in like manner present, by then it is entirely conceivable that a "science lab" example will be authorized.

The other way textual lifts influence schema is that an impelled mapping will give design expressed centrality to a segment of the textual upgrades which by and large do not have much obvious relationship with one another. For instance, the association between "cook's article of clothing" and "seat" gives off an impression of being emotional and they may prescribe, among something else, a 'kitchen' structure. Nevertheless, with "brush" and "fasten", they, honestly, suggest a "hairdo" schema. At the point when that development is ordered, "frock" and "seat" will be given a schema related interpretation. In addition, distinctive portions, paying little mind

to whether present in the text or not which should in like manner be included in that example will similarly be evaluated, for instance, "haircut", "chemical", and various others.

Schemata instantiation implies the particularized representation of the general one of a kind and adage schemata which the reader brings to the errand. The schemata are reasonable as they contain a space or place holder for each constituent part in a learning structure. They are stereotyped in that they indicate average associations among the parts. The reader is involved in a technique of constructing a correspondence between the noteworthy schemata and the "givens or knows" of a message. The ingredients expected to fill the spaces will not, for the most part, be found in the message itself. However, they may be given by the reader. As the correspondence is built up, the reader gains a feeling that the message in the input has been and is being comprehended. Right when the openings of the schemata are stacked up with enough explicit cases, a mapping is said to be instantiated. It is known until the blueprint is instantiated that the representation in the message looks good and that it is unflinching. At the end of the day, comprehension of a message involves drawing information from both the message and the internal schemata until sets are obliged as a single pattern or message in which the constraints of both the practical message and the internal schemata are satisfied (Anderson et al., 1977). What is semantically finished will depend on the proportion of satisfaction expected to oblige the schemata as defined by the reader. For instance, of this method, think about the following three sentences: He snatched his ax; Ashe held it gently for a minute and blew sharp notes through its ringer, the gathering tuned in and cheered him; They appreciated his saxophone playing. Exactly when the main sentence is examined, it is interpreted and an example is conveyed.

Nevertheless, when sought after continuous sentence, the constraints of "ax", "blew", "sharp notes", and "ringer" are not suited. Presently, the reader may either dismiss the initial blueprint or become puzzled and continue to try a trade off of the two sentences. In any case, when the third sentence is included, the reader may oblige the schemata in reinterpreting and intimidating the definition of "ax" as a jazz instrument, specifically a "saxophone". Again, the reader can retain the example from the essential sentence and power a trade off which is not right. It has been indicated that the mental representation of the to-be-comprehended sentences is regularly more intricate and more separated than the words in the verbalization may appear to involve. Thusly, the main picture may be solid to the point that it would not be reinterpreted. This truth is not a section issue or the eventual outcome of a linguistic ceiling but adequately just

opening thought to be filled to give the meaning which prompts bargain and affirmation of other sentences. The image may be suited and no incoming information allowed by filling spaces and contradicting the instantiated schema.

Dong (2013), affirmed that an example theory of reading called the integral development teaching model began to be introduced in the 1980s. The integral mapping teaching model underscores the fact that reading is the positive inter-correspondence between the reader and the writer, and it revolves around the limit of establishment information in reading comprehension. Shuying (2013) stated that sensible reading teaching puts most of its thought on the linguistic type of the reading material and neglected the limit of readers and their experienced information; from this time forward the progression of students' reading limit was confined. According to Brown, Day and Jones (1983), in their "The Nature of Comprehension", the 1990s point of view on the discussion comprehension insists that bit of the interpretation is molded by inferences. Such inferences are drawn dependent on previous experience of life, or of practically identical text or of motion pictures or TV programmes, or dependent on determined imagination among others. As each sentence of the text is interpreted by the reader, together with inferences which concede its interpretation in that context, it is consumed into a dependably duplicated system of contemplations. It is now and again suggested that the main issue of the obscure vernacular understudy laysless without learning of types of language than without establishment information of lifestyle and society from which obscure lingo springs. The example theory of modern intellectual brain research believes that human's information exists in the whole deal memory as the arrangement edges and structures into a generous three-dimensional composition net structure.

According to integral example teaching model, the development suggests the manner in which a wide scope of learning can be assembled into some certain units and the building squares of wisdom. Schemata are dynamic in that the tremendous example includes the little one, and little development includes a lot of smaller ones. The diagram has a wide scope of classes, for instance, issue blueprint, condition mapping, work design, order schema, story development and expressive arrangement (Chen and Chen, 2015). For instance, "selling" is an arrangement of undertaking design structure. It includes buyer, vendor, cash and information related to "selling". Those above components are called factors. Exactly when the human substantial system gets a message, much-related learning in the mapping net structure will be authorized,

and organization is used to explain some particular plots, so the elements will be particularized by some specific information. This particularization strategy is the supposed comprehension process. Moreover, it is important to know that there are certain relations between different bits of the example, which can create and advance the understanding of the reading material. All pieces of text stress the non-text strategies which suggest the producer's general essential administration and choice of the text in the production system which is determined by the inspiration driving correspondence. In short, it is the method the maker grasps to mastermind the plan of the whole text according to the reason or limit of the discussion.

The continuity, when in doubt, has the following styles: (i) Continuity of time- It is recognized by a timing chain at the front of the sentence or entry, and now and again non-action word modifying time expressions can occur in the timing chain; (ii) Continuity of spot- It is in the like manner recognized by an action word modifying chain, which further more includes the continuity of the non-word intensifying marker, around the beginning of a sentence or area; (iii) Continuity of movement- It insinuates the continuity made out of the figures, animals or the individuals who are overseen as a figure; (iv) Continuity of subjects- It suggests continuity made out of the ramifications of the non-figure or non-animal component that every now and again occurs in a coherent or argumentation area; (v) Continuity of action- It ordinarily passes on new information. In all, abstracting the text strategy in the discussion reading methodology can set a text framework blueprint of a certain style very much arranged in the readers' mind and help the readers to unwind profitably and viably (Liu, 1999).

Additionally, as Mark, Allan and Ernest (1991) noted, to look for the meaning of the part from among of the whole, is the essential condition to interpret the comprehension from the point of view on the schema theory. At the end of the day, if one cannot find the meaning of the part from among the whole, there will be a couple of issues with comprehension. Generally, a discussion includes various issues according to certain relations and the undertakings can combine into a topic, which is the broad synthesis. Thusly, understanding a text depends upon one's ability to find the subject example. Truly, one commonly first scans for the topic design when one is reading. To scan for the title at first is commonly considered as a poor reading strategy whereas the best standard is to check the whole initially and then endeavor to get the meaning of the parts from the whole. By so doing, the elucidation of the text will be precise, reasonable and achieved even more quickly (Chen and Chen, 2015).

The integral piece teaching model is apparently a perfect one to explain the reading strategy and to be accustomed to teaching English reading at a school level, yet it will when all is said and done disregard the fact that reading occurs in explicit circumstances with a definite reason. In fact, the teachers do instruct the students reading aptitudes while imparting linguistic learning. For any situation, these reading aptitudes are instructed as discrete capacities and the students misunderstand the likelihood that they should understand distinctive texts with a comparative procedure. Anyway, the schema theory enables students to improve from material thinking to imaginative thinking with the objective that they can be dynamic in their technique of reading, guessing and confirming the text determinedly; it gives little thought to vocabulary and fundamental language points.

Schema Theory for GIST

1. It loads on the initiation of establishment information with the point of comprehending a text. In this system, the pre-service English language instructor will initiate prior learning that will enable the individual being referred to use his or her words in summarizing the greater information read.
2. In summary writing, point sentence is basic. To perceive point sentence in a section, mapping theory gives signals to the pre-service English language instructor for the fact that the light of one's supposition about example sanctioning is that of a couple of words, gatherings of words, or the title of a text which are significantly suggestive signs to compelling the briefing.
3. Schema theory is sine qua non in using GIST as an isolated strategy that can help pre-service English language teachers to perceive central musings and expurgate overabundance information in summary aptitudes.
4. Schema theory engages the students to improve from substantial thinking to imaginative thinking. For pre-service English language teachers with learning disabilities to improve in summary writing, metacognitive theory like schema is required in light of the fact that summary writing is a metacognitive undertaking.

Schema Theory for cubing

1. It is useful to cubing because it allows taking shortcut in interpreting the vast amount of information that is available to pre-service English language teachers with learning disabilities.
2. It allows the pre-service English language teachers to go through series stages of intellectual growth.
3. It plays a combined purpose of categorising the knowledge as well as processing and acquiring that knowledge that pre-service English language teachers with learning disabilities are constantly adapting to as they take in new information and learning new things in six different ways.
4. Schema theory injects the ability to reason and interpret quickly in different dimensions in pre-service English language teachers with learning disabilities.

2.2.2 Social learning theory

It was Bandura's intention to explain how young people learn in social conditions by observing and then imitating the direct actions of others. For instance, a juvenile may learn slang by observing sidekicks. Social learning expects thought regarding the person(s) watched, remembering the watched lead, the capacity to repeat the direct, and an inspiration to act equivalently. For instance, an immature may see a sibling receiving a candy for behaving magnanimously and duplicate the sibling in the craving for getting a treat, as well. Not all learning is followed up on. For instance, one may comprehend how to pick a lock without undertaking the action. Sociologists have particularly utilized social learning to explain hostility and criminal behaviour. Generally, they stressed that learning could not be completely explained basically through reinforcement, but that the presence of others was additional influence. They saw that the results of an observed directly and regularly determined paying little regard to whether kids got a handle on the demonstration. In social learning theory, Bandura (1977) concurred with the behaviourist learning hypotheses of ordinary conditioning and operant conditioning. For any situation, he included two fundamental musings to be expressed; that mediating outlines happen between overhauls and reactions, and that lead is found from nature through the system of observational learning (McLeod, 2016).

Teenagers watch the comprehensive network around them behaving in different ways. This is showed up during the outstanding Bobo doll examination (Bandura, 1977). Individuals that are watched are called models. In the open field, adolescents are included by different influential models, for instance, guards within the family, characters on youngsters' TV, sidekicks within their partner gathering and teachers at schools. These models give instances of direct to watch and mirror, for instance, masculine and feminine, master and against social, among others. Teenagers base on a portion of these individuals (models) and encode their direct. Eventually, they may impersonate (that is, duplicate) the lead they have seen. They may do this paying little respect to whether the lead is 'sexual introduction fitting' or not, in any case there are diverse techniques that make it continuously likely that a youth will imitate the immediate that its general populace respects real for its sex. In any situation, the adolescents will without a doubt manage and emulate those individuals they see accordingly as themselves.

Furthermore, the comprehensive network around the pre-adult will react to the immediate it mirrors with either reinforcement or discipline. On the off chance that a child copies a model's immediate and the outcomes are rewarding, the adolescent is presumably going to continue performing the lead. In the event that a parent sees a young lady consoling her teddy bear and says "what a kind young lady you are", this is rewarding for the child and makes it increasingly conceivable that he or she will go over the direct. His or her lead has been reinforced (that is, invigorated). Reinforcement can be external or internal and can be positive or negative. In the event that an immature needs support from watchmen or sidekicks, this underwriting is an outer reinforcement. Yet feeling peppy about being stated of is an internal reinforcement. A child will carry on in a way which it recognizes will gain support since it needs underwriting.

Positive (or negative) reinforcement will have little effect if the reinforcement offered remotely does not coordinate the individual's needs. Reinforcement can be positive or negative, yet the major factor is that it will commonly incite an adjustment in an individual's lead. Then, the child will in like way think about the happenings to various individuals when deciding paying little regard to whether to duplicate his or her activities. An individual learns by observing the outcomes of someone else's (that is, models) directly. For instance, an increasingly fiery sister observing a logically prepared sister being made up for a specific lead will without a doubt go over that act. This lead modeling is known as vicarious reinforcement and it identifies with a relationship with expressed models that have traits seen as rewarding. Young people will have

diverse models with whom they see. These models might be individuals in their energetic world, for instance, guardians or dynamically settled siblings, or can be dream characters or individuals in the media. The inspiration to relate to a specific model is that they have a quality which the individual should need. Distinguishing check happens with someone else (the model) and involves taking on (or adopting) viewed practices, attributes, feelings and attitudes of the individual with whom one ought to be seen. The term prominent affirmation as utilized by Social Learning Theory looks like the Freudian expression identified with the Oedipus complex. For instance, they both involve internalizing or adopting the direct actions of others. In the Oedipus complex, a child can basically relate to a similar sex parent. However, with Social Learning Theory, the individual (juvenile or grown-up) can relate to some other individuals. Distinguishing affirmation is unique in association with emulate as it might involve distinctive traits emulated for the most part involves in copying the lead.

Relevance of Bandura's Theory to this study

Social learning theory is typically delineated as the 'interface' between conventional learning theory (that is, behaviorism) and the psychological rationality. This delineation is a consequence of its thought on how (mental) factors are involved in learning. Instead of Skinner, Bandura (1977) trusts that individuals are dynamic information processors and think about the relationship between their direct and its outcomes. Observational learning cannot happen except intellectual frameworks are grinding unendingly. These psychological variables intercede (that is, intervene) in the learning system to determine whether another reaction is obtained. All things considered, individuals do not in this manner, watch the lead of a model and duplicate it. There will be a specific idea preceding mime, and this thought is called mediational shapes. This happens between observing the lead (improvement) and imitating it or not (reaction). There are four mediational shapes proposed by Bandura which include the following:

- 1. Attention:** This method suggests how much one is presented to the direct. For lead to be imitated, it needs to get one's attention. One watches various types of lead that are either negative or positive once per day. Predictable consideration is thus noteworthy to imitating a particular lead.
- 2. Retention:** This technique relates to how well a particular direct is reviewed. The direct may be seen yet may not for the most part be reviewed which obviously prevents pantomime. It is basic therefore that a memory of the direct is confined to be performed later by the passerby. A

lot of social learning is not speedy and everything considered in this system is especially pivotal in numerous cases. If a particular direct is copied not long in the wake of being watched, it infers the observers have secured the memory of that lead in their mind, thereby making it less difficult for them to review it

3. **Reproduction:** Reproduction is the ability to play out the lead that the model has as of late delineated. Routinely, one warning constructive direct that one should need to imitate yet which is not continually possible. One is confined by one's physical limit and in this manner, it is always difficult to emulate the lead paying little mind to whether one wishes. Imagine the circumstance of a 90-year-elderly person who fights to walk watching Dancing on Ice. She may appreciate that the mastery is an alluring one, anyway she will not try to mimic it since she is not physically fit to do it.

4. **Motivation:** Motivation is the will to play out the lead. The prizes and discipline that seek after lead will be considered by the spectators. If the evident prizes surpass the clear costs (if there are any), by then the direct will undoubtedly be imitated by the onlookers. Assuming, in any case, the vicarious reinforcement is not accepted to be fundamental enough to the observers, by then they will not reflect the direct.

The social learning approach thinks about habits of thinking and perceives the activity that they play in deciding if the direct is to be imitated or not. In that limit, it gives a logically comprehensive illumination of human learning by recognizing the activity of meditational shapes. Regardless, disregarding the way that it can explain some very mind boggling conduct, it cannot palatably represent how one develops a whole extent of lead including examinations and feelings. One has a lot of intellectual specialist over one's direct and in light of the way that one has had understanding of fierceness does not mean one needs to copy such lead. It is thus that Bandura changed and renamed his Social Learning Theory in 1986 as Social Cognitive Theory (SCT) to underscore a prevalent depiction of learning from social experiences.

A couple of responses of Social Learning Theory rose up out of its preoccupation with nature as the main influence on lead. It is limiting to portray direct solely regarding either nature or support and any undertaking to do this as often as possible thinks little of the intricacy of human lead. In all likelihood, direct is a result of an interaction between nature (science) and sustain (condition). Social learning theory cannot give complete elucidations to all lead since it is possible that there may be no unmistakable genuine model in an individual's life to reflect for a

given direct. For any situation, the disclosure of mirror neurons has credited regular help to the theory of social learning. Notwithstanding the way that research on mirror neurons is still in its infancy, the ongoing disclosure of "reflect neurons" in primates may build up a neurological explanation behind pantomime. McLeod (2016) stated that these neurons are prepared for determining if the animal achieves something itself, or if it watches the movement being finished by another.

2.2.3 Applications of social learning theory to the learning outcome in summary writing among pre-service English language teachers with learning disabilities

Learning outcome adds to the portability of students by facilitating the acknowledgment of their capabilities and improving the straightforwardness of capabilities thereby simplifying credit exchange. It also gives a typical arrangement to various types of conveyance (for instance, separate, work-based, non-formal and experiential learning) and has huge ability to link professional training and advanced education. This improvement is vital as there is presently an increasing number of national and international initiatives to advance deep rooted learning. Learning outcome can help the production of various movement courses through and between the distinctive instructive frameworks.

Practically speaking, a considerable lot of the scholastic troubles that students experienced can be overcome. It is argued that learning outcome is created with consideration and affectability. Much relies upon how they are developed and whether they include learning, aptitudes, capacities/attitudes and understanding. Factors, for example, thoughtfulness regarding conduct, recognition of conduct, replication of conduct and inspiration to act the conduct are basic to acquiring viable summary writing aptitudes.

Modelling is an extremely ground-breaking strategy for instruction. On the one hand, if students see positive outcomes from a specific type of conduct, they are bound to rehash that conduct themselves. On the other hand, if negative outcomes result from the conduct, the students will be averse to play out that conduct. Novel and one of a kind contexts regularly catch students' consideration and can stand out in the memory. Students are increasingly persuaded to focus on the off chance that they see others around them likewise paying consideration. Another more subtle use of this theory is to urge students to build up their individual self-adequacy through certainty building and useful criticism, an idea that is established in social learning theory. If the pre-service English language teachers with learning disabilities are sincerely

penetrated through modelling, their (learning outcome) accomplishment and attitude to summary writing would be improved.

2.3 Empirical review

2.3.1 Instructional strategies and students with learning disabilities

Instructional methodology is a technique one uses in teaching (in the homeroom, online, or in some other medium) to help actuate students' interest about a class subject, to connect with the students in learning, to test basic thinking abilities, to keep them on assignment, and to induce sustained and valuable study hall exercises. Reference book of Education (2002) portrayed instructional procedure as a major part of teaching that educator utilizes with the goal that students can interact and learn.

Learning disabilities are neurologically-based conditions that interfere with the procurement, storage, association, and utilization of aptitudes and information. They are recognized by the presence of shortfalls in scholarly functioning and in processing memory, sound-related, visual, and linguistic information. The determination of a learning disability in a grown-up requires documentation of somewhere around a normal intellectual functioning alongside deficiencies in such regions as sound-related processing, visual processing, information processing speed, theoretical reasoning, memory (long haul, present moment, visual, sound-related), spoken and composed language aptitudes, reading abilities, scientific abilities, visual-spatial aptitudes, engine abilities, and official functioning (planning)

Learning disability is not a disorder that an understudy can "develop out of." It is a changeless disorder affecting how students with ordinary or better than expected intelligence process incoming information, outgoing information, or both. Learning disability is regularly inconsistent. It might be showed in just a single explicit scholarly region, for example, science or unknown dialect. There may be issues in evaluation school, not in secondary school, and again in school. Learning disability is not a similar thing as mental impediment or passionate disorders. Normal lodging for students with learning disabilities are elective print designs, taped addresses, note takers, versatile innovation, course substitutions, early schedule, test changes, need registration, study abilities and strategies training.

2.3.2 GIST and summary writing performance of the pre-service teachers with learning disabilities

Generative Interaction between Schemata and Text (GIST) is a synergistic learning technique used to increase comprehension of informative texts (Cunningham, 1989; Dreyer & Nel, 2003). The text is separated into segments that fill in as stopping points for illumination and writing. At each stop point, the meaning of the section is talked about, vocabulary is explained, and a single summary sentence is arranged. The cycle is rehashed until the whole text is secured. The rundown of sentences produced by the students fills in as a précis for the more extended text.

Teachers dole out summary writing for different purposes outstandingly to unite information learned through appointed readings. This type of writing has been prescribed as a system for clarifying learning in science, as a gadget for developing first and second-language capacities in obscure vernacular classes, and as a strategies for developing vocabulary and essential thinking aptitudes ((Friend, 2001; Rivard, 1994; Bromley and McKeveny, 1986). Summary writing is extensively instructed in the secondary schools and colleges where it is seen as both a technique for assessing understudy learning and as a way to deal with increased understanding of complex subjects. In their study of the usage of summary writing in a school brain research course, Radmacher and Latosi-Sawin (1995) found that the individuals who created schemas scored 8% higher on the final summary writing in a school brain research course.

In a similar manner as other writing classes, it is valuable to utilize direct instruction of summary writing for struggling writers (Frey, Fisher, and Hernandez, 2003). In this manner, as various types of writing, improvement in summary writing is particularly impenetrable to an experimentation approach—a position that resonates with Fearn and Farnan (2001) exhortation that "practice does not make flawless but instead training makes constant" (Cho, 2012). As well, Hill (1991) pointed out that summary writing has every one of the reserves of being intricate yet it might be unraveled in case it is expressly instructed. Sugiarti (2016) found that using the Gist procedure is effective in teaching summary writing ability to the students of Junior High School, especially to the eighth-grade students of SMPN 5 Ponorogo. Using the GIST approach, Cunningham (1982) indicated summary writing to 14 fourth-grade students in the South-eastern territory of the United States of America. Without learning express principles, the students made

sense of how to delete, entirety up, and substitute in solicitation to remove the gist of each determination. Through instructor modelling, guided practice, and finally independent practice, the fourth-graders had the ability to manufacture once-overs containing 15 or less words. These students improved the idea of their made schemas by learning the GIST technique.

The students got nine, 25-minute activities that spread over a 3-week time span in a little room a long way from their study corridor. Cunningham instructed the students using simply short sections that were at a third grade reading level, a measurement lower than the students' assessment at the time. The segments were looked over a strengthening reading course of action that focused on the specific capacity of drawing closes (Boning, 1970). These materials were used in light of the way that they best fit the study's middle, and not in light of the fact that they fit the substance of the school's instructive projects. By what technique may students perform in a continuously believable condition? Imagine a situation where the students worked in their own one of a kind homerooms with text that relates with the instructive projects that they utilize each day. The present students must investigate through spellbinding text in substance zones that are just now and again single areas formed underneath their assessment level. They not only plan with this type of text in their homerooms yet moreover on standardized tests that measure their achievement.

Bean and Steenwyk (1984) worked with sixth grade students from a provincial domain in California. They separated the students into three gatherings. One gathering got the GIST approach, a second gathering got instruction in the Rule-based system, and the third gathering got no unequivocal instruction on summary writing. They contemplated that students benefitted likewise by receiving direct instruction in the GIST or Rule-based technique. No differences between these two gatherings were noted. These students got twelve, 25 - 30-minute activities that crossed over five weeks in a region a long way from their homeroom. All instruction was passed on by one of the researchers, Steenwyk, who used short entries of five sentences that were at a 6th grade reading level. In the same vein, with Cunningham's study, the sections were browsed a strengthening reading game plan. Again, these materials were used in light of the fact that they best fit the study inside, and not because they fit the substance of the school's instructive modules. Bean and Steenwyk pointed out that the closures drawn from their study were only pertinent to summary writing training using single sections. Thus, this constrained any inferences that might be had about the trade effect of summary writing training to various texts.

Besides, students' reading comprehension was evaluated by the Nelson reading test which included reading single sections sought after by various choice inquiries. The researchers stated that understudy execution on this assessment recommended that trade occurred in any occasion with reading segments (Braxton, 2009). From the research did on second-grade students of SMA N 3 in Padang, it was found that the GIST technique gave an exceedingly basic effect on students reading comprehension of hortatory work text and summary writing more than the ordinary philosophy. It further revealed that the typical score of students who were taught through GIST strategy was higher than the students who were instructed through ordinary framework (Mukhaiyar and Rozimela, 2013).

2.3.3 GIST and the attitudes of the pre-service teachers with learning disabilities to summary writing

Various Nigerian secondary school leavers who perform poorly in the English language commonly enter the CoEs with a need in most essential aptitudes. In this manner, they every now and again do ineffectively when exposed to summary writing and reading comprehension. Notwithstanding inadequate reading aptitudes, various students need change, or the ability to overview their understanding and comprehension of a given text precisely which can effectly influence their study penchants, test preparedness and learning execution (Azevedo and Cromley, 2004).

Every now and again, students are depended upon to scrutinize both story and enlightening materials, yet many don't examine adequately for comprehension or for the summary. Honestly, various students utilize exchange path strategies, for instance, skimming, memorizing, reading, or fundamentally looking over the text expecting to infer meaning and understanding (Langan, 2013). In like manner, the students are in all regards inclined to finish up involved or pulled back from the material and indeed, the most intolerable goofs in reading among students can be credited to their "self-created preoccupations" (Bol and Hacker, 2005). Accordingly, reading winds up ineffectively when meaningful strategies are not used during the exhibit. Inaccurate arrangement of understanding may similarly give a confused feeling of comprehension which may in the long run lead to an inability to condense what is examined. To raise theoretical understanding and to save time, the understudy should transform into a functioning peruser by interacting with the text using generative learning strategies and by

increasing metacognitive mindfulness through a self-administrative intervention (Azevedo, 2005).

Wittrock (1990) opined that learning is generative in nature; that is, the model of generative learning explains the associations between the understudy and the information being comprehended and portrays the strategy by which one relates new information to existing learning. This model advances instructional activities as being understudy-centered and verifies the understudy as a functioning, not inactive, part in the learning technique (Lee, Lim, and Grabowski, 2010). Generative learning strategies for processing a text include a collection of methods. Prior research has maintained the prospect that generative learning strategies, for instance, underlining, note taking, paraphrasing, summarizing key musings, generating questions, and making inferences and predictions from the text improve reading comprehension and understanding (Waycott and Kukulska-Hulme, 2003). These strategies go from direct mental partner undertakings for survey to continuously explain strategies that outcome in progressively significant mental processing, which in swing prompts increasingly meaningful learning (Lin, Moore, and Zabucky, 2001). Wittrock's (1990) generative model of learning presupposes that reading comprehension is enabled when students distribute before information and individual memories and experiences to the material in solicitation to build up another meaning for the text. This model underlines an understudy-centered philosophy rather than an instructional style of information processing.

Clarebout, Horz, Schnotz, and Elen (2010) masterminded frameworks for generative text plan into three arrangements: (a) producing distinctive memories, (b) accessing and relating prior learning, and (c) organizing information. In the end, a text should be organized with the objective that the peruser's generative strategy use is invigorated. The generative interaction between schemata and text (Gist) as a framework can initiate the understudy's generative systems by prompting the peruser to interact with the text. Reid and Morrison (2014) used an orienting errand, for instance, instructions and inserted inquiries to motive the understudy to apply emotional strategies to the record information, or substance squares. Strategies are either inserted (within the substance) or confined (separate from the substance). Generative Interaction between schemata and text (Gist) adequately winds up versatile and individualized using embedded prompts and features in instructional activities (Ackerman and Goldsmith, 2011). Advanced text can encourage generative text structure using installed and disengaged strategies.

2.3.4 Cubing and attitudes of the pre-service teachers with learning disabilities towards summary writing

Axelrod, Cooper and Scott (2010) stated that cubing is useful to investigate a writing point even more quickly, probing it from six exchange points of view. This method got its name from a 3D square with six sides which represent the six substitute points of view. The following stamped undertakings are every now and again made on each side out of the 3D shape: thinking, depiction, examination, association, investigation, and application. Sarig (1993) found that cubing strategy is fitting for teaching writing especially segment headway. Through cubing approach, the students can see a couple of things that they should make. Cubing system urges students to develop an interest in writing and develops their ability to think inventively. Before using the cubing technique, the instructor ought to pick a point for the students to create an area. It will make them feel stirred to form and it might be considered by the English language instructor as an elective approach in teaching writing. Also Alquraishy, Sagban and Almumar (2020) stressed that reading can be considered an important skill as it extends the knowledge that learners need to learn a language. As a cognitive process, comprehension requires learners to create mental illustrations through active understanding within the content of the reading text. Therefore, comprehending reading text need to demonstrate new active strategies in teaching it. Thus an experimental study was conducted to detect the impact of using cubing strategy in teaching Iraqi EFL intermediate learners reading comprehension and evaluate to what extent it affects their attitude towards reading. They concluded that teaching reading through the use of cubing strategy has a prominent role in improving Iraqi EFL intermediate learners' reading comprehension and attitude towards reading. Iskandar (2017) in his study with sixty-two students found that there was an imperative distinction on the eighth-grade students at SMP N 22 Palembang between the individuals who were supported using cubing procedure and the individuals who were instructed through the customary system. Iskander similarly observed that students in test store up using cubing system had the ability to combine their picture and text to make and recall a subject adequately which were posted on the divider.

In a cubing method, there are six exchange points of view the students can use to improve their writing capacities. Observational investigations on using cubing technique to redesign writing aptitudes are decently limited. In any case, paraphrasing philosophy, K-W-L system, pre-reading plan framework, coordinated reading-thinking procedure and others have a bit of their

parts installed in cubing Strategy, especially the coordinated reading-thinking technique. Lazarus (2009) utilized seventy-five individuals in her study on the use of coordinated reading-thinking technique in enhancing reading comprehension of students with learning disabilities in Lagos State. She found that individuals presented to the coordinated reading-thinking approach performed better than anything their accomplices in the control gather with a mean effect of 0.60.

According to Axelrod, Cooper and Scott (2010), cubing strategy is useful for quickly exploring writing topic, probing it from six different perspectives. In addition, It is a process to explore the topic in writing .In applying cubing strategy, students can develop their ideas about the topic. Cubing strategy gives students an opportunity to charge and improve their ability in writing and helps them in developing their ideas. To use this strategy, teachers need to organize students in groups or pairs to discuss the subject (Dance-Schissel, 2016). Working in groups helps students to improve their thinking especially at explanation, synthesis and analysis level. In addition, it improves students' confidence and develops their social relationship with other students (Solpuk, 2017). When applied to reading, cubing strategy can result in focused reading and helps students to deepen their comprehension of texts as it supplies students with opportunities to share their cognitive abilities in relation to the topic given (Richardson, Morgan and Fleener, 2009). Moreover, Chalish (2013) maintained that cubing strategy can engage students in learning because it differentiates various levels of readiness, interest or learning styles.

An experimental study was carried out by Alquraishya, Sagban and Almumar (2020) on the role of cubing strategy in improving Iraqi EFL intermediate learners' reading comprehension and attitude. The sample of the study was distributed into two separate groups: experimental and control, with thirty learners for each group. The control group learners were taught reading according to the prescribed method followed in the classroom, whereas learners in the experimental group were taught according to the cubing strategy suggested. The study hypotheses stated that the learners' mean scores were not significantly different in the reading comprehension post-test and reading attitude questionnaire post-administration for the two groups. Depending on the final results, it was concluded that teaching reading through the use of cubing strategy is effective in improving Iraqi EFL intermediate learners' reading comprehension and attitudes towards reading.

2.3.5 Strategies for differentiating instruction, comprehension and summary writing

Students with learning disabilities benefit by instruction that is expressed and especially sequenced. Ground-breaking teachers help students with learning disabilities to make sense of how to use strategies for managing their assignments. For instance, an instructor may instruct students to use a sensible coordinator that schemas the basic information in a text. Teachers as often as possible need to offer lodging to empower children to learn in the class. Housing are changes in how errands are presented or how responses are gotten, that empower the students with learning disabilities to complete a comparable work as the regular students. Students may get the assignment in greater prints or be allowed to take a spelling test by reciting the words instead of writing them or they might be given greater chance to finish an undertaking.

Summary writing is a skill that improves one's writing and comprehension since it requires reprocessing created or oral information similarly as expressing that information in one's own special words to revamp the meaning in a thick structure. As noted previously, this capacity needs the consideration and learning of gainful strategies stressed over both reading and writing. Chimbanga (2006) listed some general strategies used by ESL students when writing summary as information processing strategies (understanding by coordinated consideration, scanning and skimming, noting, meaning, marginal and inappropriate strategies), summary age strategies (planning, recasting/paraphrasing, multiplication strategies) and self-examination strategies (coordinated consideration, affirmation, alteration and appraisal strategies). Chimbanga used surveys, taped interviews and schemas for collecting the information.

Idris, Baba and Abdullah (2008) pointed out that summary writing capacity involves different emotional activities such as reading and understanding of the text, identifying the huge theme, and generating a shorter version of it. They organized an estimation by identifying the summary writing strategies used by highly inquisitive students through Personal Computer-based summary writing assessment structure in Malaysia. From the investigation, they perceived eight summary writing strategies and their guidelines which are then changed into a ton of heuristic standards on the most capable strategy to determine the summary writing strategies. The strategies involved eradication, sentence combination, subject sentence determination, syntactic change, paraphrasing, theory, sentence reordering and invention. They developed an estimation reliant on the heuristic principles proposed by Brown, Day, and Jones (1983) and played out certain investigations to evaluate and support the prescribed technique. It was normal that most

students have little information about summary writing strategies or they might know the importance of using these strategies. Along these lines, in solicitation to handle the students' inconveniences in summary writing, Chimbanga (2006) suggested that pre-reading strategies and summary writing strategies should be instructed. By spreading the examinations related to summary writing strategies instruction and revealing their ramifications for reading comprehension and summary writing, Chimbanga saw that there is a spread between reading and writing strategies for developing a summary and recommended that teaching summary writing strategies may similarly be compelling in writing. Writing gives an investigate the effect of building a structure which allows for superior expression and multipart ideas in a much more amplified way. This instruction as stated by Graham and Perin (2007) involves unequivocally and systematically teaching students how to schema texts. This instructional methodology can include teaching strategies for summary writing text or instructional activities intended to improve students' text summary writing aptitudes.

According to Graham and Perin (2007), as an instructor guides understudy through summary writing and other writing strategies, he is assisting them to prepare academic writing assignments by using reading as a premise to practice such capacities as summary writing, paraphrasing, interpreting, and thoughts synthesizing. Different examinations had been directed to investigate the reasonability of summary writing instruction on writing (for instance, Lee, 2010; Knudson, 1998). Lee (2010) used coping and summary writing instruction to develop the writing and reading of 60 EFL Korean students. He took a gander at the mean score of four gatherings of students on reading and writing by and large. As the outcomes revealed, students of the summarizing bundle exhibited more noteworthy update in the affiliation, structure and accentuation region of writing than reading, regardless of the way that their reading inference was similarly increased.

Knudson (1998), in like manner, finished a study that revealed a valuable outcome of summary writing and summary writing techniques on writing limit of school destined students. The study furthermore found that instruction in summary writing was increasingly effective for the improvement of the position, backing, and full scale and littler scale level aptitudes in writing than other instruction like combination instruction. Summary writing is a method demanding higher thinking for synthesizing the substance and identifying basic information and main idea of a text. It makes the students to understand the reading text better and to perceive the key

information in their reading. Besides, writing a summary urges the students to retain information significantly. Different researchers introduced a summary writing as a writing framework to recover the previous information (Wenden, 1991; Knudson, 1998). Summary writing incorporates reading strategies, for instance, 'inferencing' and writing strategies, drafting and planning in making schemas.

Summary writing, as an indispensable capacity, involves the strategies and standards proposed by certain researchers. According to Reidle (2011), it is an evaluative gadget that empowers students to self-survey what they know and what they have not the foggiest idea. Different colleges over the globe consider summary writing as a skill which should be taught. Teachers should offer texts to students to gather and give much thought to the principles and strategies required for this inclination and not to acknowledge that a huge bit of the students have aced this skill previously or know the fundamentals completely. Teachers must be influenced to recognize summary writing as an essential bent that their students should practice as consistently as possible as a bit of an integrated reading and writing program. It is argued that EFL students need an expressed instruction on overall summary writing strategies to become able writers and perusers. Indispensable learning, similarly as procedure based instruction (SBI), has ended up being a compelling method to manage leading students to better learning thereby making summary writing strategies invaluable assets.

Distinctive investigations have exhibited that a key understudy is a compelling understudy. According to Rahimi and Katal (2012), essential students have metacognitive information about their own thinking and learning approaches, have a tolerable understanding of what an undertaking involves, and can sort out the strategies that best satisfy both the errand needs and their very own learning characteristics. These students are perceived as "extraordinary language students" and are productive in their learning. Earlier investigations were found to just distinguish and request learning strategies with definitely acknowledged strategies used by amazing and incredible language students through the interview, thinking – so anybody may hear technique and various others. It was not a long time before language teachers comprehended that basically recognizing students' responsibilities to the route toward learning and identifying strategies were not satisfactory.

Freeman and Anderson (2013) pointed out that, in solicitation to increase their potential and add to their self-rule, language students and especially those not among the gathering of

implied 'incredible' students required training in learning strategies. It gives off an impression of being certain that the issues of successful learning and crucial learning are stressed over students' self-administration and independent language learning since the strategies expect a key employment in such way. As Kumaravadivelu (2006) pointed out that students, by using fitting learning strategies, can screen their learning accomplishment and expand their learning potential outcomes. Along these lines, to overhaul students' self-administration and independence that make students to accept accountability for their very own learning, the point of convergence of trainers should change from teaching students what to make sense of how to tell them the best way to learn. Research on teaching-to-learn approach for students' self-administration has made important logical classifications of learning strategies (O'mally and Chamot, 1999; Oxford, 1990). These strategies involve intellectual, metacognitive, social and brimming with feeling portions of achieving the target.

Abstract strategies according to Richard and Schmidt (2002) incorporate any mental methodology used by the students in language learning, for instance, inferencing, theory, deductive learning, monitoring and memorizing. Promoters of this philosophy influence students to think about these learning strategies and train them to use those strategies feasibly in insightful and distinctive settings. On the other hand, metacognitive strategies control the learning method and make the essential exercises and walks in solving the issue, for instance, planning, monitoring and appraisal. As previously noted, writing is an unpredictable and indispensable mastery demanding more practice by EFL students. Disregarding its centrality, various students are up till now struggling to acquire this capacity. Thus, finding a way to deal with improving writing is crucial especially for EFL students.

As a general rule, individuals think summary and comprehension are the same thing when they are not. Comprehension could be seen as the component of understanding of a text. This understanding originates from the interaction between the words that are made and how they trigger information outside the text. Able comprehension depends upon the ability to see words quickly and effectively (Browne and King, 2004). In any case, words affirmation appears to be difficult to various students since they use a great deal of their processing capacity to examine individual words, which interferes with their ability to comprehend what is scrutinized (Card, 1998; Marshall, 1998). The show of comprehending is the cutoff of the mind to see and understand.

Comprehension is based essentially on the substance; it has a comparative meaning as understanding while a summary could be portrayed as a summation or a recap. It is a shorter version of the original text. Such an unraveling highlights the huge points from the any more drawn out subject, for instance, a text, talk, film or event. The explanation behind the summation is to empower the gathering of spectators to get the gist in a brief time allotment. In the run of the mill course of the event, a summary or summation is routinely formed by the summariser using his own special words, to aggregate up the striking point of an article, text, talk and the like. The summary is defined as the route toward separating materials or thing into different fundamental constituents and it relates the parts to the whole system and then gets meaning from this relationship. To all intents and purposes, a created summary is a representation of another person's work. The writer of such summary is allowed to refer to striking points without infringing on the copyright of sensible use. Likewise, he is relied upon to depend alone on words to schema a large portion of the summary rather than just copying the text. Made summary begins with a lead, including title, a confirmation of the original maker, text-type and the main idea of the text. It has a plainly coordinated structure and it is rephrased with new words without references from the text.

A summary has no passionate structure and it is written in present tense or real present tense. In outlines, simply indirect talk is used and the depictions are avoided. Summaries of intelligent books or papers present the genuine truth in the sensible language while also been mindful of the non-researchers' need to understand the thought. In addition, the summary may in like manner include reviews where an intellectual or observer schemas the distinctive basic points of a book, article, text and film to indicate just a couple. Additionally, the summary is a procedure for examination and referential assessment and it depends upon a relative statement through which the individual investigates the comprehension of things. Comprehension, on its part, is an acknowledgment or a view of a fragment of a text or an event, and one's comprehension is an impression of one's ability to review precisely what is said. Certainties are of most extraordinary noteworthiness, and information of nuances is a proof of ones' irregular state of comprehension.

2.3.6 Text-type, learning outcome and attitudes towards summary writing among the pre-service English language teachers with learning disabilities

In a world that demands competency with printed texts, the ability to examine in the second language is a standout among the most basic aptitudes expected of individuals in instructive settings. The securing of reading capacities in the second language is a requirement for certain students around the world, pre-service teachers with learning disabilities inclusive. As Eskey (2005) pointed out, various EFL students on occasion need to speak the language in their regular day to day existence apart from being able to acquire a lot of information recorded exclusively in English.

The importance of insightful reading has been all around seen by various researchers. Levine, Ferenz, and Reves (2000) stated that the ability to scrutinize and understand academic texts is seen as a standout among the most basic capacities that tertiary students of ESL (English as a second language) or EFL (English as a foreign language) need to verify. Indeed, extraordinary reading comprehension is essential not only to educational learning but also, more importantly, to durable learning (Pritchard, Romeo and Muller, 1999).

Be that as it may, because of the unpredictability inherent in the reading procedure, reading has turned out to be a standout amongst the most troublesome abilities to create to an abnormal state of capability. Dreyer and Nel (2003) pointed out that numerous students enter higher institutions underprepared for the reading demands that are set upon them. Once EFL students take a crack at upper-level courses, usually expected that they are completely capable readers of the unknown dialect. However, not very many students fulfill this expected guideline of capability in upper-level courses, and numerous students are unfit to understand the relegated texts (Redmann, 2005). Fault is set either on lower-level teachers for failing to show the essential sentence structure and vocabulary or on students for their inability to dedicate the important time and endeavors to reading. In actuality, what the EFL students regularly need is involvement with the objective language. As opposed to assuming that students are as of now capable in the English language, the English language teachers at the higher institutions should try to improve the students' capability by expanding their involvement in the objective language. In this manner, continual attention must be given to EFL reading and comprehension at colleges.

In the reading research, text-type has been observed by numerous researchers to be one variable that should be investigated. The influence of text-type on the second language reading is

mind boggling. Hinkel (2006) proposed that teachers select readings from a wide exhibit of classes, for example, account, piece and argumentation. In any case, research of comprehension contrasts between texts of various types in L2 has been thin (Alderson, 2000; Brantmeier, 2005; Grabe, 2003; Olson, 2003; Perfetti, 1997). Grabe (2003) attested to the fact that a vital piece of the reading procedure is the capacity to perceive text-types and different distinct text-types. In a study that examined text types (stories and papers) and comprehension, Horiba (2000) detailed that non-local readers are influenced by text types.

In a study directed via Carell and Connor (1991) to determine the connections of intermediate dimension ESL students' reading and writing of both convincing and expressive texts, twenty-three undergraduate and 10 graduate ESL students were approached to complete four assignments in four separate class periods over a fourteen day time frame. The outcome indicated that text type effectively affects L2 reading and writing, and that engaging text is less demanding to understand than convincing text. The researchers, in this manner, noticed that intricate interaction of class and language capability happens in reading execution. Higher language capability may help questioning-answering in increasingly troublesome powerful texts yet does not essentially influence the questioning-answering for less demanding clear ones.

Thus, Sharp (2004) led a trial study of 490 Hong Kong secondary students learning English as a second language in request to determine if explanatory association influences reading comprehension. Four logically unique texts were utilized, in particular portrayal, cause-impact, listing and critical thinking. The students were given eight minutes for reading and five minutes for answering. From that point forward, the students were given 10 minutes for writing a review. In the end, they were required to complete a nearby test for an additional 10 minutes. The outcomes demonstrated that the test measures contrasted in the outcomes they delivered. The nearby test demonstrated a noteworthy distinction between the four texts, while the consequence of review indicated no huge contrast between the text types. Sharp at that point explained that it was because of the instructive framework in Hong Kong, where memory-related errands are generally underscored. While taking the review test, the students may have utilized memorizing technique, which added to their higher scores in the review test.

Brantmeier (2005) in another study investigated the impacts of reader's learning and text-type on L1 and L2 reading comprehension. Four reading entries, including two subjects, two forms each with one in Spanish and one in English, one with analogies and one without, were

connected as the instruments. The appraisal assignments included numerous decision tests, review convention and sentence finish. Investigation of review sent finish and different decision tests demonstrated no huge impact. Notwithstanding, there was a huge impact of subject information on comprehension.

As can be seen from the above studies, in examining different factors involved in L2 reading and comprehension, most investigations have especially focused on students at the essential and secondary dimensions of instruction while little or no study has been done on students at the tertiary dimension particularly the pre-service teachers with learning disabilities at the CoEs. As Brantmeier (2001) properly noted, it is at this phase of securing that more L2 reading research is lacking.

To also trap the issue, as opposed to the proportion of attention paid to the effect of text-type on reading comprehension, EFL readers' impression of the effect of text-type on their summary writing have been sadly under-investigated. Alderson (2000) ensured that dynamic, meaningful correspondence between the author and the reader is instrumental to comprehension. How EFL students look at and react to different text types might be a fundamental factor affecting reader maker interactions and in turn affecting comprehension. Lin (2011) found that unequivocal instruction likely could be a ground-breaking strategy to hone students to the non-exclusive differentiations between text types thereby helping them to achieve better understanding. Accordingly, it seems, by all accounts, to be worthwhile to investigate how the students think text types may influence their reading comprehension and their ability to brief-up what is scrutinized (summary).

2.3.7 Gender, learning outcome and attitudes of the pre-service English language teachers with learning disabilities towards summary writing

In Nigeria, there is a growing acknowledgment of the mental contrasts between the sexes that influence the manner in which males and females think, impart and act. These distinctions show in their attitudes towards writing and accomplishment in writing. Males will in general play various types of diversions from females and they identify with one another in an unexpected way. Males are progressively various leveled, while females are increasingly better at articulating their feelings, however males will in general answer in class most of the time. According to national insight, there is no incredible distinction between the attainment of males and females in examinations. More of late, in any case, proof demonstrates that while both males

and females have improved their execution, females are achieving higher evaluations than males at all dimensions, to all intents and purposes in all subjects, even in those generally viewed as male preserves such as physical instruction, sciences and material sciences. (Lloyd, 2005)

Nonetheless, it is broadly realized that sexual orientation contrasts are to some degree culturally determined, there is huge research that demonstrated that guardians will in general act distinctively in connection to males and females (Adams, 2017). It is additionally asserted that when kids are of school age, restriction ends up self-evidently, and friend and media influences become prominent in gendered jobs which influence their mindsets, conduct, interest and attitudes towards learning (Noble and Bradford, 2000). In any case, different examinations have shown that a portion of these essential sexual orientation contrasts are present so right off the bat in life that cultural contrasts cannot be the main source. An ongoing study by Cohen (1994) into the response of recently conceived infants to boosts, for example, the human face and mechanical mobiles, proposed that distinctions in the brain might be more hard-wired than previously thought and not just owing to contrasts in parenting.

Likewise, a few researchers have indicated that there are key contrasts between males and females that can influence both learning and attainment. They trust that females will in general create relational abilities more rapidly than males and talk earlier and all the more easily. By the age of three, 99% of females can talk, though it takes very nearly an extra year for males to achieve this dimension. By the age of seven, 20% of females experience issues in reading in contrast with 33% of males. Females additionally compose at an earlier stage than males. Prior research demonstrated that while males are increasingly dynamic in their learning, they are slower to create motivation control and do not have the fine engine control important for writing when contrasted with females. In an instructive framework that centers intensely on education, males can be impeded at an early age. The ensuing effect on the certainty and confidence of males can adversely affect their motivation to learn. This reality is on the grounds that males will in general act first and think later, not at all like females who invest more energy thinking beforehand about errands and exercises. Numerous schools are presently developing thinking aptitudes in youngsters and this can be especially useful for males. Using formats or idea mapping procedures, which creates basic or innovative thinking aptitudes, can prompt increasingly powerful learning.

Hansen (2000) investigated sexual orientation contrasts in students' writing self-adequacy convictions, writing attitudes, writing preferences and sex observations about writing in the New Zealand school testament English language study hall. The main target was to determine whether males and females contrast in their writing convictions, writing attitudes, writing preferences and gendered recognitions about writing and to recognize factors which may unfavorably add to the negative impact and poor execution of males in writing in the English language study hall at year II. The outcomes indicated a sexual orientation distinction in writing attitudes, with males reporting a more elevated amount of negative writing fulfillment and less writing satisfaction in the English language study hall. Sexual orientation contrasts were additionally indicated as far as the writing kinds males and females prefer to take part in. Males and females showed distinct contrasts for their first and second preferred writing alternatives. No critical sexual orientation contrasts were accounted for in students' self-viability convictions or predicted certainty decisions to perform explicit writing abilities. No noteworthy sexual orientation contrasts were accounted for in students' observations about writing as an inherently sex one-sided action. Results indicated further that the students in the study did not see writing as an inherently feminine or masculine movement. Nonetheless, they indicated a familiarity with differential outcomes for males's and females' writing in the manner by which their individual talks were respected and esteemed by others. To fill the gap, the present study planned to determine the moderating impact of text-type and sex on the summary writing of the pre-service English language teachers at the CoEs in Oyo State.

Extra investigations demonstrated a huge time by intervention and by sexual orientation interaction for verifiable inquiries (yet no impact for unequivocal inquiries). GIST amass males beat the females, while Rule-based gathering females outflanked the males (Braxton, 2009). Besides, Tatarinceva (2009) stated that sex contrasts have genuine ramifications for students' accomplishment and attitudes to language learning particularly in the teaching and learning of the reading expertise which assumes a noteworthy job in improving language learning and in promoting an individual's capacity to work in present day society.

2.4 Appraisal of literature review

The reviewed literature highlights the key concepts in the study and explained them in the light of the scholars' understanding. It was observed in the reviewed literature that summary writing is an important aspect of the English language which often poses a big challenge to many

students at the secondary schools and CoEs. A special focus was placed on the pre-service English language teachers with learning disabilities because they were viewed as teachers being trained for their future roles of shaping the academic lives of the upcoming young ones.

However, the literature shows that the pre-service English language teachers tend to demonstrate poor performance in summary writing in particular and in the English language as a whole. Some reasons adduced for the poor performance include lack of proper guidance by the teachers, poor knowledge of teaching summary by the teachers, and neurological disturbance on the parts of the students. The literature emphasizes that many different strategies have been put in place to improve the summary writing skills of the students to no avail.

Hopefully, GIST and cubing instructional strategies, the two most recent summary writing strategies identified by scholars are expected to demystify summary writing by making it less cumbersome for the students. GIST is an acronym for Generative Interaction between Schemata and Text and it is a strategy particularly useful for decoding the main ideas of a given text. On the other hand, cubing strategy is the use of a simple cube to facilitate instruction in summary writing and it is a strategy that encourages the readers to view information from different angles to aid comprehension. It is expected that the teachers at the CoEs will take advantage of these two strategies to sharpen the summary writing skills of their students.

Studies have reported the effectiveness of some instructional strategies in improving summary writing among secondary school students but no study to date has focused on the pre-service English language teachers with learning disabilities at the CoEs in Oyo State. Therefore, this current study filled this observed gap in research by examining the effect of the GIST and cubing strategies on learning outcome in summary writing among the pre-service teachers with learning disabilities in Oyo State. The moderating effect of gender and text-type on the achievement and the attitude of the pre-service teachers towards summary writing were also investigated.

2.5 Conceptual model

The conceptual model on which this research was based is shown in figure 2.5 below. The model explains the process by which this study was carried out. The independent variables that were manipulated in this study were treatment expressed at three levels (the GIST strategy, the cubing strategy and the control group). The moderating variables are those factors that may affect the outcome of the treatment. In this study, the moderating variables are gender (male and

female) and text types (narrative and expository). The dependent variable describes the result and ultimate goal of the research which is the learning outcome in summary writing among the pre-service English language teachers with learning disabilities.

Conceptual model of the study

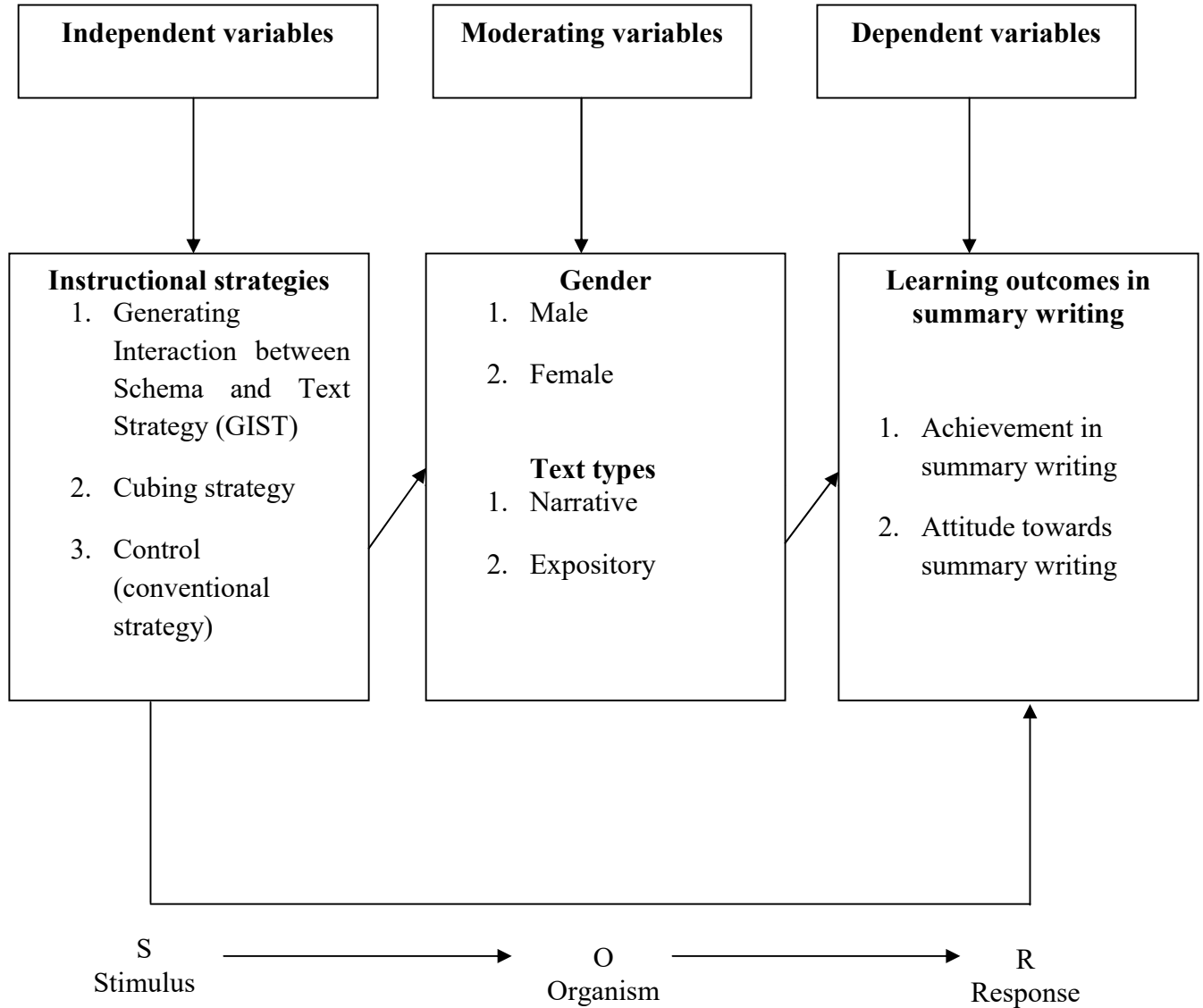


Figure 2.5

CHAPTER THREE

METHODOLOGY

This chapter comprises research design, variables in the study, selection of participants, research instruments, procedure for test administration and method of data analysis.

3.1 Research design

The study adopted the pretest-posttest control group quasi experimental design with a 3 x 2 x 2 factorial matrix. This design involved two experimental groups and a control group. The groups were assigned through random sampling. At the beginning of the experiment, a pre-test was administered. Likewise, a post-test was given at the end of the experiment to the participants in all the groups. The design is illustrated below:

Experimental group 1 (E1): O₁ X₁ O₄

Experimental group 2 (E2): O₂ X₂ O₅

Control group 3 (C): O₃ O₆

Where

O₁, O₂, and O₃ represent the pre-test scores on the summary writing of the experimental groups 1, 2, and the control group respectively;

O₄, O₅, and O₆ represent the post-test scores on the summary writing of the experimental groups 1, 2 and the control group respectively;

X₁ is the intervention for the experimental group 1 (GIST strategy)

X₂ is the intervention for the experimental group 2 (Cubing strategy)

Table 3.1: 3x2x2 factorial matrix

Treatments	Gender	Text type	
		Expository	Narrative
GIST	Male	04	06
	Female	11	09
Cubing	Male	07	03
	Female	08	12
Control	Male	08	09
	Female	07	06

3.2 Variables in the study

The variables in the study are the independent variables at three levels namely generative interaction between schemata and text (GIST), cubing strategy and conventional strategy while the moderating variables are the text types (narrative and expository) and gender (male and female). The dependent variable is the learning outcome in summary writing of the pre-service English language teachers with learning disabilities and attitudes towards summary writing.

3.3 Selection of the participants

The participants of the study consisted of all pre-service English language teachers (both males and females) who were deficient in summary writing, and were studying in three different CoEs (government-owned) in Oyo State, Nigeria. The justification for this selection is that Oyo state housed three CoEs which are owned by the government, when compared with other states of the federation where there are fewer CoEs. Oyo state was the seat of government during the western region where free education began in Nigeria. Thus, many intending teachers moved to the state in the hope of getting better education. Pre-service English language teachers between ages 19 – 25 years were included in the study because at this stage the participants are ripe enough to attend CoEs and they are also able to receive instructions independently.

The sample of the study comprised ninety (90) pre-service English language teachers (both males and females) with learning disabilities who are deficient in summary writing. The multi-stage sampling technique was used in this study. Firstly, a purposive sampling technique was adopted in selecting three CoEs in Oyo state, where prospective pre-service English language teachers are. The Colleges are Federal College of Education (Special), Emmanuel Alayande College of Education, and College of Education, Lanlate, being the only available government owned CoEs in Oyo state that provide educational services for pre-service teachers. Five hundred and ninety-eight students were found to be receiving instructions in year two of all the three CoEs selected in Oyo state.

All the students were subjected to screening using Delta Screening Tool (Adapted Version) in order to identify the pre-service teachers with learning disabilities. Slosson Intelligence Test was further administered on the screened participants to ascertain their levels of Intelligence Quotient (IQ). This was also done in order to determine whether the participants IQ ranged from below average, to average and to above average, because anyone that is within the ranges mentioned above on the intelligence curve are said to be individuals with learning

disabilities. This was done at the pre-treatment stage and it was coordinated by researcher and research assistants who always have direct and constant contact with the participants). Based on each College of Education, ninety students were identified as having learning disabilities in Federal College of Education (Special), Oyo, out of one hundred and sixty-eight pre-service teachers studying English language. At Emmanuel Alayande College of Education, Oyo, two hundred pre-service English language teachers were identified as having learning disabilities out of two hundred and fifty, while one hundred and twenty pre-service English language teachers were identified as having learning disabilities out of one hundred and eighty students in College of Education, Lanlate.

The participants were further subjected to summary writing screening test titled “Summary Writing Test” (SWT) to establish the numbers of the participants with summary writing deficit from among the group earlier identified as having learning disabilities. At the Federal College of Education (Special), Oyo, forty pre-service English language teachers were identified as having disabilities in summary writing. Fifty pre-service English teachers were identified in Emmanuel Alayande College of education, Oyo, while sixty participants were identified in College of Education, Lanlate. After identifying the presence of summary writing difficulty among the participants, in order to have a round figure, and to give all of them opportunity of being selected, thirty participants were randomly selected from each College of Education. The total numbers of the participants in the study were ninety.

The ninety participants were further randomized into three groups and assigned to the experimental groups and the control group in accordance with the three groups of the study, which are Generative Interactions between Schema and Text (GIST) strategy, cubing instructional strategy and Control respectively.

Table 3.2 Selection of participants for the study

Name of institutions	Number of pre-service teachers studying English language in the selected institution	Number with learning disabilities	Number with summary writing Difficulties	Number selected for the study
1. Federal College of Education (Special), Oyo	168	52	40	30
2. Emmanuel Alayande College of Education, Oyo	250	95	50	30
3. The College of Education, Lanlate.	180	97	60	30

The three selected colleges, as well as the pre-service English language teachers identified as having deficit in summary writing, were randomly assigned to the two experimental groups and the control group. The table below describes the assignment of the participants into two experimental groups and the control group respectively.

Table 3.3 Assignment of the participants according to treatment and gender

Treatment group	Name of institution	Gender		
		Male	Female	Total
Experimental Group 1 Summary writing using cubing strategy activity	1. Federal College of Education (Special), Oyo	15	15	30
Experimental Group 2 Summary/passage with Generative Interactions between Schema and Text (GIST)	2. Emmanuel Alayande College of Education, Oyo	15	15	30
Control Group 3	3. The College of Education, Lanlate	15	15	30
Total		45	45	90

3.4 Instrumentation

- 1) Slosson Intelligence Test
- 2) Delta Screener (adapted version)
- 3) Summary Writing Test (SWT)
- 4) Achievement Test in Summary Writing (ATSW)
- 5) Questionnaire on Attitude towards Summary Writing.

3.5 Description of the instruments

(1) Slosson's Intelligence Test

Slosson's Intelligence Test (SIT) was developed and approved by Slosson (1963) and re-normed in 1981 and 2005 separately. It was planned and composed as a trial of general intelligence. Slosson's Intelligence Test is a remote test however it has been adjusted to suit

African kids. For instance, certain words and things were changed to suit the way of life of the guinea pigs without altering the legitimacy of the test (Adediran, 2011).

Slosson's Intelligence Test was utilized in this study to survey the intelligence remainder of the members. The 1960 modification of the Stanford-Binet (BS) Intelligence Test was utilized by Slosson as the basis in building the test and in establishing its validity. Concurrent legitimacy coefficient was determined for each dimension, which ran from 0.90 to 0.98. Slosson presumed that the Slosson's Intelligence Test connected with its paradigm, similarly as the Stanford-Binet relates with itself. The legitimacy of this test was determined with the legitimacy coefficient of 0.86 as determined before by Adediran (2011). The instrument was approved and observed to be solid at 0.76.

It should be understood that Slosson Intelligence Test is a standardized screening test that gives a speedy, dependable index of intellectual capacities in kids and grown-ups. It was utilized to gauge intelligence dimension of the members in this present study in request to guarantee that they meet the criteria for learning disabilities recognizable proof by IDEA 2004 (that is, a noteworthy inconsistency between potential and real accomplishment). The SIT-R3 can be utilized by psychologists, exceptional teachers, learning disabilities instructors and advisors to help determine whether further inside and out assessment is required, providing a conditional determination of subjective capacity or confirming different findings as a feature of the comprehensive battery. It was built so that the administration and scoring of the test happen at the same time, along these lines enabling the test to be given within a brief span. In spite of the fact that it cannot be administered to aggregate of individuals in the meantime, yet its individual administration conquers the shortcomings of other gathering tests. It doesn't punish individuals who are additional cautious, systematic, and frightful and the individuals who are effectively vexed under strain of speed just as the individuals who are inadequately roused and uncooperative.

Slosson's Intelligence Test contains of six verbal subjective domains:

1. General Information (GI) – This domain mirrors the learning of cultural information quite a bit of which is not expressly or straightforwardly instructed.
2. Comprehension (CO) – This is a psychological domain testing one's learning of social conduct, good judgment and capacity to interpret sayings and adages.

3. Quantitative (QN) – This is the capacity to do mental computations, to recall the basic numbers and to determine the math procedure expected to figure the right answer.
4. Similarities and Differences (SD) – This is the testing of one's ability in determining regular qualities of two different things or contents and some exceptional traits.
5. Vocabulary (VO) – This is the capacity to utilize, understand and define words. Oral relational abilities are subject to vocabulary capacity.
6. Auditory Memory (AM)- This is the capacity to recall a random arrangement of digit accurately both forward and in reverse, just as a few sentences.

(2) The Delta Screener (adjusted variant)

This device was created by the learning disability specific vested party of the College Division Committee on Disability Issues (CCDI) and it is intended for screening students in danger for learning disability. It was produced for use by an assortment of post-secondary students. Things in the screening poll depend on the skill of numerous experts working in the post-secondary framework. Some information was adjusted from screening surveys created by Destination Literacy, Learning Disability Association of Canada, Carol Herriot at the University of Guelph and the University of Minnesota.

The motivation behind the Delta Screener is to distinguish students who may have learning disabilities and to investigate their requirements for help strategies and lodging. The Delta Screener is intended to be comprehensive so it very well may be utilized as an intake and referral poll. The configuration of the Delta Screener is a progression of inquiries one asks the grown-up student and these inquiries spread the following zones: post-secondary scholarly status, previous scholastic history, language and formative history, family ancestry, wellbeing and restorative history. These territories are viewed as vital in determining the likelihood of learning disabilities. The information assembled by the Delta Screener helps the interviewer in making choices about the proper referrals and bolster strategies. On the off chance that there is proof that recommends a conceivable learning disability, the understudy should be alluded for a symptomatic evaluation (if material). A definitive determination would require a progressively broad appraisal by a certified specialist. It should take an around one hour to administer the Delta Screener. The instrument was observed to be valid at 0.84.

(3) Questionnaire on Attitude towards Summary Writing (is a structured self-designed)

This is a self-structured questionnaire designed for the purpose of this study. It contains twenty-four items drawn from a pool of items on attitude to summary writing. The instrument is on a 4-point modified Likert scale format ranging from strongly agree to strongly disagree. “Strongly Disagree” 1 point, “Disagree” 2 points, “Agree” 3 points, and “Strongly Agree” 4 points. Face and content validity were carried out by the experts in the fields of English and Literary Studies, Special Education and Learning Disabilities. The reliability of the instrument was obtained after conducting a pilot test of the instrument. The instrument has an internal consistency of $r = 0.89$ alpha using Guttman split-half.

(4) Learning Outcome Test in Summary Writing (LOTSW)

This instrument consists of two passages adopted from National Examination Council (2016) and West African Examination Council (2014). Face and content validity of ATSW were carried out by the experts in the fields of English and Literary Studies, Language Education, Special Education, Learning Disabilities bias and the researcher’s supervisor. LOTSW has two passages in all. The first passage is based on expository text with two questions, while the second passage is based on narrative text with four questions. Each correct answer in LOTSW attracts ten (10) marks to get a total score of one hundred (100). The researcher also obtained the reliability of the instrument after conducting a pilot test using the instrument. When used in a diverse population of students, the instrument yields an internal consistency of $r = 0.68$ alpha using Guttman split-half.

3.6 Procedure for test administration

The researcher sought the consent of the management of the CoEs where the study took place before its commencement, through a letter of introduction from the Head of the Department of Special Education, Faculty of Education, University of Ibadan. In addition, letters of approval to involve the pre-service teachers were issued to the researcher from the office of the Deans of Students of the selected CoEs respectively. After obtaining the permission, the researcher contacted the students’ representatives/class representatives who were acquainted with the purpose of the research and the procedural steps of the study. Specifically, the English language lecturers were trained to assist in the treatments. Three research assistants were also employed to help in the treatments and test administration.

The treatments of the participants took place in a serene environment. Two different CoEs were used as the experimental groups, while the third college was used as the control group. Two lessons per week were fixed for seven weeks for the participants in each of the selected College of Education. The researcher sustained the interest of the participants in terms of regular attendance, punctuality and active participation in group activities through offering of reinforcements. Altogether, fourteen lessons were held for the participants in the two treatment groups apart from the pretest-posttest sessions. Specifically, treatment sessions covered general orientation, pretest administration, treatment and posttest evaluation.

3.6.1 Control Group

The participants were exposed to instruction on summary writing using conventional method. The participants were also pretested and post-tested.

Table 3.4: Schedule for the Treatment

Weeks	Activities
1-2	Pre-test assessments and training of research assistants
3-9	Exposing participants to GIST and Cubing Instructional Strategies
10	Post-test assessments

3.6.2 Procedure for each lesson

Each lesson is divided into the following subheadings:

Topic and content: This is where the passages for discussion are mentioned

Performance objectives: The aims of the lesson was stated

Instructional materials: The instructional materials that were used during the lessons included the following: six-sided cube shaped pictures, charts, clunk cards, cue cards, chalkboard, concrete objects and learning logs.

Presentation: The skills taught were described step by step in an unambiguous manner.

Evaluation: Students were given exercises to summarise at the end of each lesson as a means of assessment of their level of understanding.

Conclusion: This was an attempt to review the main points in each lesson.

Assignment: Take-home assignments were given on every lesson taught.

3.6.3 Steps for each strategy

Experimental group one: The research assistant described how the GIST strategy would be implemented using a passage on summary writing. The GIST steps include the following:

- A schema or an image universally applicable to a general concept under which it is likely to be presented to the mind.
- Division of the text into smaller sections that serve as stopping points for clarification and writing
- Discussion and clarification of the meaning of the passage at each stopping point as well as the explanation of the vocabulary and negotiation of a single summary sentence.
- Repetition of the circle until the entire text is covered.
- Generation of the list of the sentences by the students that serves as a summary of the longer text

Experimental group two: A cube includes six commands; one on each of its six faces followed by a prompt that describes the task the students should do in relation to the command which then helps students to think at different levels.

- Identification of the concept of targeted skill that was the focus of the activity.
- Creation of commands for the cubes that align with the key concept. The commands on each cube are differentiated to meet the needs of the learners. Examples of these cube commands were: describe, compare, associate, analyze, apply, connect, illustrate, change, solve, evaluate, question, rearrange, satirize and many others.
- Ensuring that students understand the commands and the direction of the task.
- Grouping of students according to readiness, interest or learning profile. Cube or task cards were of different colours which helped to align with the needs of the different groups.
- Students in each group took turns rolling the dice. To provide choice, each student was allowed to roll the dice again if he did not want to do the first command. Each student rolled the dice and completed the given task.
- All the group members were given different tasks.

3.7 Method of data analysis

The data were analyzed using descriptive and inferential statistics. The descriptive statistics used included means and standard deviations. The inferential statistics of Analysis of

Covariance (ANCOVA) was used to test the stated null hypotheses at 0.05 level of significance. ANCOVA was also used to test the significant difference between mean scores, to take care of interaction effect between treatment and the moderating variables. To adjust for initial differences among the groups at the post-test level with the pre-test performance and to reduce the effect of extraneous variations in the pre and post-test measures.

Also, the Estimated Marginal Mean (EMM) was employed in order to find out the magnitude of the learning outcome of different groups. The Bonferroni Post Hoc Analysis was used to isolate the source of the significant main effects.

CHAPTER FOUR

RESULTS

This chapter presents the socio-demographic characteristics of the respondents and the results of the seven hypotheses stated and tested in the study. For each of the hypotheses tested, the statistical tests of significance selected and applied to the data are stated, and statements confirming the acceptance or rejection of the hypotheses are made. The confirmation or otherwise of each hypothesis is followed by the interpretation.

4.1 Socio-demographic characteristics of participants

Table 4.1: Frequency distribution of participants based on gender

Gender	Frequency (F)	Percentage (%)
Male	32	35.0%
Female	58	65.0%
Total	90	100.0%

Source: Field survey 2018

Table 4.1 shows that 37 (35.0%) of the participants were male and 53 (65.0%) were female.

Table 4.2: Frequency distribution of participants based on age range

Age	Frequency (F)	Percentage (%)
16 – 18	60	66.7%
19 – 20	30	33.3%
Total	90	100.0%

Source: Field survey 2018

Table 4.2 shows that 60 (66.7%) of the participants were within 16-18 years of age and 30 (33.3%) were within 19-20 years of age.

Table 4.3: Frequency distribution of participants based on instructional strategies (treatment groups)

Instructional strategies	Frequency (F)	Percentage (%)
1. GIST strategy	30	33.3%
2. Cubing instructional strategy (CIS)	30	33.3%
3. Control	30	33.3%
Total	90	99.9%

Source: Field survey 2018

Table 4.3 shows that 30 (33.3%) participants were assigned to GIST instructional strategy group, 30 (33.3%) in the cubing instructional group while 30 (33.3%) were also assigned to control group.

4.2 Testing of hypotheses

Hypothesis one (a): There is no significant main effect of treatments on the pre-service English language teachers with learning disabilities' learning outcome in summary writing.

To test this hypothesis, ANCOVA was adopted to analyze the post-test scores of the participants on their level of learning outcome in summary writing using the pre-test scores as covariates to ascertain if the post-experimental differences were statistically significant. The summaries of the analysis are presented in Table 4.4 below:

Table 4.4: Analysis of Covariance (ANCOVA) of the pre-test and the post-test showing the main and interaction effects of the treatment, gender and text-type on learning outcome in summary writing

Source of variance	Sum of squares	Df	Mean Square	F	Sig.	η^2
Corrected model	1087.266	12	90.606	17.302	.000	.729
Intercept	692.621	1	692.621	132.260	.000	.632
Pre-test achievement	64.810	1	64.810	12.376	.001	.138
<u>Main effect:</u>						
Treatment group	532.220	2	266.110	50.815	.001**	.569
Gender	7.187	1	7.187	1.372	.245	.018
Text type	67.074	1	67.074	12.808	.001**	.143
<u>2-way interactions:</u>						
Treatment x gender	3.761	2	1.880	.359	.699	.009
Treatment x text-type	118.515	2	59.257	11.316	.021*	.227
Gender x text-type	6.399	1	6.399	1.222	.272	.016
<u>3-way interactions:</u>						
Treatment x gender x text-type	12.374	2	6.187	1.181	.312*	.030
Residual	403.234	77	5.237			
Total	25993.000	90				
Corrected total	1490.500	89				
R Squared= .73						
Adjusted R Squared = .69						

** = Significant at P < 0.05

* = Not Significant

Source: Field survey 2018

The results presented in Table 4.4 show that there is significant main effect of treatment on learning outcome in summary writing ($F_{(2, 87)} = 50.815, p < .05, \eta^2 = .569$). Based on this premise, the null hypothesis is rejected. The computed value falls outside the acceptance region. It is therefore sufficient to reject the null hypothesis that, there is no significant main effect of treatments on the pre-service English language teachers with learning disabilities achievement in summary writing. The alternative hypothesis is hereby retained. It was therefore concluded that there was a significant main effect of treatment on achievement in summary writing scores of the pre-service English language teachers with learning disabilities. The implication of this finding is that, the performance of GIST, CIS and control group are statistically different with respective mean scores of 20.10, 15.49 and 13.88. This shows the effectiveness of treatments on the GIST and CIS group. The mean difference of GIST and control group is 6.218 and the difference of CIS and control is 1.609. These differences indicate a significant effect of treatment on GIST relative to other two groups. Further information shows that the Estimated Marginal Means was computed and the result is presented in the Table 4.5 below.

Table 4.5: Estimated Marginal Mean scores of the treatment on learning outcome in summary writing

Treatment Groups	Mean	Std.Error	95% Confidence Interval	
			Lower Bound	Upper Bound
GIST	20.100	.451	19.202	20.998
Cubing (CIS)	15.491	.4799	14.497	16.485
Control	13.882	.464	12.959	14.805

Source: Field survey 2018

Table 4.5 shows the Estimated Marginal Means of the treatment groups as follows: GIST has a mean score of 20.10, CIS has a mean score of 15.491 and control has a mean score of 13.882 respectively. It is observed from the above results that the GIST group has the highest mean score followed by the CIS group and lastly by the control group. It is very clear that, the mean difference of GIST relative to CIS is 4.609 and GIST relative to control is 6.218 while CIS relative to control is 1.609. These relative differences show that the treatments are effectively significant. Furthermore, the mean score of learning outcomes in summary writing for GIST class is more than that of CIS and far more than the score obtained by control group. While the mean score obtained by CIS class is a little more than that of control group. A difference of 1.609 is obtainable between CIS class and control group while a difference of 4.609 exists between GIST and CIS. It is obvious that the difference between GIST and CIS is large.

Table 4.6: Bonferroni pair wise posthoc comparison among the treatment groups

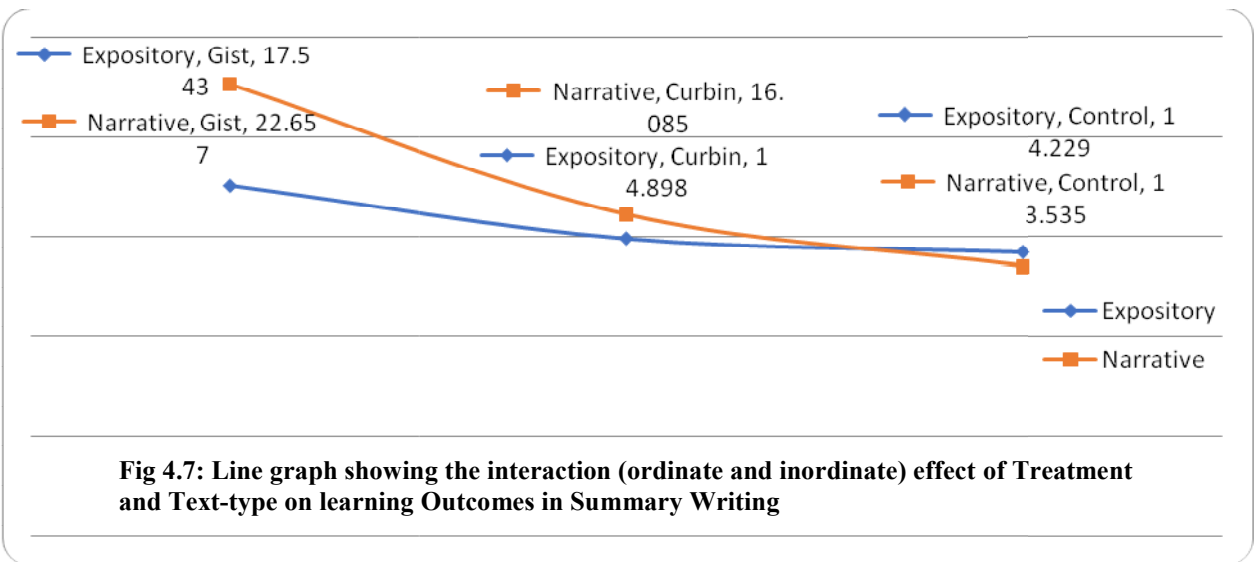
Treatment	Treatment Groups	Mean Difference (I-J)	Std. Error (SE)	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
GIST	CIS	4.40*	.74	.000	2.59	6.21
	Control	7.10*	.74	.000	5.29	8.91
CIS	GIST	-4.40*	.74	.000	-6.21	-2.59
	Control	2.70*	.74	.001	.89	4.51
Control	GIST	-7.10*	.74	.000	-8.91	-5.29
	Cubing	-2.70*	.74	.001	-4.51	-.89

*. The mean difference is significant at the 0.5 level

Source: Field survey 2018

Table 4.6 above shows that there were pair-wise significant differences between GIST and Cubing, Cubing and Control, and GIST and Control. These results indicate that there were significant differences among all the variables tested.

The results show the comparison by further analysis, Bonferroni pairwise posthoc comparison among the treatments and the control groups. The mean difference of 4.40 was obtained from GIST and cubing while 7.10 was obtained from GIST and control. These differences were significant. An absolute difference of 4.40 and 2.70 was obtained from combination of cubing and GIST as well as the combination of cubing and control respectively.



Source: Field survey 2018

The interaction curves show that GIST leads in expository and narrative while cubing followed in both narrative and expository. Control is the lowest on the curve. Narrative curve leads the expository curve at GIST and cubing while expository leads at control group with a little margin.

Hypothesis One (b)

There is no significant main effect of treatment on the pre-service English language teachers with learning disabilities' attitudes towards summary writing.

Table 4.7 Analysis of Covariance (ANCOVA) of the pre-test and the post-test showing the main and interaction effects of treatment group, gender and text-type on the attitudes of the participants

Source of variance	Sum of squares	Df	Mean square	f	Sig.	η^2
Corrected model	769.060	12	64.088	1.428	.172	.182
Intercept	5811.088	1	5811.088	129.513	.000	.627
Pre-test attitude	110.129	1	110.129	2.454	.121	.031
<u>Main effect:</u>						
Treatment group	279.099	2	139.549	3.110	.050**	.075
Gender	8.390E-05	1	8.390E-05	.000	.999	.000
Text type	40.137	1	40.137	.895	.347	.011
<u>2-way interactions:</u>						
Treatment x gender	100.288	2	50.144	1.118	.332	.028
Treatment x text-type	109.630	2	54.815	1.222	.300	.031
Gender x text-type	17.502	1	17.502	.390	.534	.005
<u>3-way Interactions:</u>						
Treatment x gender x text-type	74.981	2	37.490	.836	.438*	.021
Residual	3454.895	77	44.869			
Total	458198.000	90				
Corrected total	4223.956	89				
R Squared= .18						
Adjusted R Squared = .06						

** = Significant at P < 0.05

* = Not significant

Source:Field survey 2018

The results presented in Table 4.7 show that there is significant main effect of treatment on attitudes ($F_{(2, 87)} = 3.110, p < .05, \eta^2 = .075$). The null hypothesis is therefore rejected. It was concluded that there was a significant main effect of treatment on the attitudes of the pre-service English language teachers with learning disabilities in summary writing scores. The results also reveal that, there was no significant effect of gender on Achievement in Summary Writing (ACSW) and Attitude to Summary Writing (ATSW). A significant value of 0.438 shows $p > 0.05$ and therefore clearly shows a non-significant value. Implication of this result is that, gender has statistically little or no effect on Achievement in Summary Writing (ACSW) and Attitude to Summary Writing (ATSW). Additional information of the score on attitudes of the pre-service English language teachers with learning disabilities towards summary writing was provided using the Estimated Marginal Means and the result is shown below:

Table1 4.8 Estimated Marginal Means scores of the treatment groups

Treatment Groups	Mean	Std.Error	95% Confidence Interval	
			Lower Bound	Upper Bound
GIST	71.136	1.388	68.372	73.901
CIS	73.356	1.402	70.882	75.831
Control Group	68.653	1.243	65.861	71.446

Source: Field survey 2018

Table 4.8 above shows the Estimated Marginal Mean scores. It is observed that GIST has a mean score of 71.136; cubing has a mean score of 73.356 and control has a mean score of 68.653. The table above similarly shows that the participants in the cubing group have the highest mean score followed by the GIST group and lastly by the control group.

Although the mean scores of both GIST and CIS are very high (with little difference) and on A-grade level of ordinary grade scale. A serious statistical analysis revealed that, the difference (however exist) but not significant. While difference between GIST and control is statistically significant, likewise the difference between cubing and control.

The estimated marginal mean scores in table 4.9 show further an observable difference of 2.12 between GIST and CIS while a difference of 4.703 is observable between cubing and control group. A difference of 2.583 exists between GIST and control group.

Table 4.9: Bonferroni Pair wise Post-hoc comparison among the treatment groups on attitude

Treatment groups	Treatment groups	Mean difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower bound	Upper bound
GIST	CIS	2.6667	1.7236	.376	-1.5409	6.8743
	Control	-2.1333	1.7236	.657	-6.3409	2.0743
CIS	GIST	-2.6667	1.7236	.376	-6.8743	1.5409
	Control	-4.80000*	1.7236	.020	-9.0076	-.5924
Control	GIST	2.1333	1.7236	.657	-2.0743	6.3409
	CIS	4.8000*	1.7236	.020	.5924	9.00076

*. The mean difference is significant at the 0.5 level.

Source: Field survey 2018

Table 4.9 above shows that there were pair-wise significant differences between the CIS and the control but none between GIST and CIS and also between GIST and control implying that CIS and control were pair-wise significantly different.

It is clear that there is difference between mean score of GIST and CIS but a further analysis by Bonferroni pair-wise post-hoc comparison on the basis of mean score obtained by the three classes has shown a significant difference in cubing and control but none for GIST and control and none for GIST and CIS.

Hypothesis two (a)

This hypothesis stated that there is no significant main effect of gender of the pre-service English language teachers with learning disabilities on learning outcome in summary writing.

The results of the analysis has presented in Table 4.10 indicated that there was no significant main effect of gender of the pre-service English language teachers with learning disabilities on learning outcome in summary writing exposed to treatments (GIST, CIS and the control group). There was no significant effect of gender on learning outcome in summary writing ($F_{(1, 88)} = 1.372, p > .05, \eta^2 = .018$). Hence, the null hypothesis was hereby accepted. These results imply that there was no significant main effect of gender on learning outcome in summary writing of the pre-service English language teachers with learning disabilities.

Table 4.10: Estimated Marginal Mean scores of gender on learning outcome in summary writing of the participants

Gender	Mean	Std.Error (SE)	95% Confidence interval	
			Lower bound	Upper bound
Male	16.186	.406	15.378	16.994
Female	16.796	.325	16.150	17.443

Source: Field survey 2018

The table above shows the Estimated Marginal Mean scores. The males had a mean score of 16.186 while the females had a mean score of 16.796. It was observed from the above results in Table 4.11 that the female participants had the higher mean score than the male participants in the treatment groups, although the mean score was not significant.

The table shows almost the same mean scores of 16.186 and 16.792. An arithmetic difference of 0.606 exists between the mean score. This is an insignificant difference.

Hypothesis two (b)

The hypothesis two (b) stated that there is no significant main effect of gender of the pre-service English language teachers with learning disabilities on attitudes towards summary writing

Table 4.12 reveals that there was no significant main effect of gender on attitudes of the pre-service English language teachers with learning disabilities ($F_{(1, 88)} = .000, p > .05, \eta^2 = .001$). Hence, the null hypothesis was therefore accepted. The results of the analysis as presented in Table 4.12 thus, indicated that there was no significant main effect of gender on attitudes of the pre-service English language teachers with learning disabilities in summary writing based on the treatments in (GIST, cubing and the control groups).

Table 4.11: Estimated Marginal Mean Scores of gender on attitudes of the participants

Gender	Mean	Std.Error (SE)	95% Confidence Interval	
			Lower Bound	Upper Bound
Male	71.048	1.217	68.624	73.471
Female	71.050	.951	69.155	72.944

Source: Field survey 2018

Table 4.11 above shows the Estimated Marginal Mean scores. The males had a mean score of 71.048 while the females had a mean score of 71.050. The mean scores under Estimated Marginal Mean show that there was no significant difference in the attitudes of the participants.

A further analysis of the score obtained by male and female using estimated marginal mean score is a clear indication that, the two groups have the same mean scores. The difference here is 0.002 very insignificant.

The inference here is that, the attitudes of participants on the basis of gender is the same. That is to say that the attitude to summary writing of both male and female are not really different. Both classes have the same mean score. An approximate mean score of 71.05 was obtained by the two groups. Implication of this result is that both groups show relatively the same attitude to summary writing.

Hypothesis three (a)

This hypothesis stated that there is no significant main effect of text-type on the pre-service English language teachers with learning disabilities' learning outcome in summary writing. The results of the analysis as presented in Table 4.12 indicated that there was significant main effect of text-type on the pre-service English language teachers with learning disabilities' achievement in summary writing exposed to treatment (GIST, CIS and the control). There was a significant main effect of text-type on learning outcome in summary writing, ($F_{(1, 88)} = 12.808$, $p < .05$, $\eta^2 = .143$). The null hypothesis was therefore rejected.

Table 4.12: Estimated Marginal Mean scores of text-type on the learning outcome in summary writing of the participants

Text-type	Mean	Std.Error (SE)	95% Confidence Interval	
			Lower bound	Upper bound
Expository group	15.557	.358	14.843	16.270
Narrative group	17.426	.377	16.674	18.177

Source: Field survey 2018

Table 4.12 above shows the Estimated Marginal Mean scores. The expository group had a mean score of 15.557 while the narrative group had a mean score of 17.426. These results imply that the participants under narrative group had a higher mean score, while the participants under expository group had the lower mean score.

An absolute difference of 1.869 is obtained from the table 4.12. This is a significant marginal mean score difference. The participants under study show high positive achievement in narrative text-type. A difference of 4.12 is significant enough to show that the difference is significant.

Hypothesis three (b)

There is no significant main effect of text-type on the pre-service English language teachers with learning disabilities' attitudes towards summary writing.

The results of the analysis as presented in Table 4.13 indicated that there was no significant main effect of text-type on the pre-service English language teachers with learning disabilities' attitudes towards summary writing. There was no significant effect of text-type on attitude, ($F_{(1, 88)} = .895, p > .05, \eta^2 = .011$). The null hypothesis was therefore accepted.

Table 4.13: Estimated Marginal Mean scores of text-type on the attitudes of the participants

Text type	Mean	Std.Error (SE)	95% Confidence Interval	
			Lower bound	Upper bound
Expository group	71.779	1.090	69.610	73.949
Narrative group	70.318	1.095	68.137	72.499

Source: Field survey 2018

The table above shows the Estimated Marginal Mean scores. The expository group had a mean score of 71.779 while the narrative group had a mean score of 70.318. These results mean that the participants under expository group had higher mean score while the participants under narrative group had a lower mean score.

Contrary to the results obtained under learning outcome, expository group obtained a mean score of 7.779 with margin of 1.461 over mean score of narrative group. The results obtained in table 4.13 and 4.14 imply that text-type behaves differently on the attitude and learning outcomes. The mean of expository is very close to that of narrative group.

Hypothesis four (a)

There is no significant interaction effect of treatment and gender on the pre-service English language teachers with learning disabilities' learning outcome in summary writing.

There was no significant interaction effect of treatments and gender on learning in summary writing, ($F_{(2, 87)} = .359, p > .05, \eta^2 = .009$). The null hypothesis is therefore accepted. The results of the analysis as presented in Table 4.14 showed that there was no significant interaction effect of treatments and gender on learning outcome in summary writing of the pre-service English language teachers with learning disabilities.

Table 4.14: Estimated Marginal Mean scores of treatment and gender on learning outcome in summary writing of the participants

Treatment groups	Gender	Mean	Std.Error (SE)	95% Confidence Interval	
				Lower bound	Upper bound
GIST	Male	19.939	.739	18.468	21.409
	Female	20.262	.519	19.229	21.295
CIS	Male	14.868	.816	13.242	16.493
	Female	16.115	.534	15.052	17.177
Control group	Male	13.752	.570	12.616	14.887
	Female	14.013	.685	12.648	15.378

Source: Field survey 2018

Table 4.14 above shows the Estimated Marginal Mean scores thus, GIST male participants had a mean score of 19.939, while the female participants had a mean score of 20.262; CIS male participants had a mean score of 14.868, while the female participants had a mean score of 16.115; Control group male had a mean score of 13.752, while the female had a mean score of 14.013.

An inference from table 4.14 is that, female class performed better relatively to their male counter part across the three groups.

A difference of 0.323 is obtained between male and female in GIST and a difference of 1.243 in CIS group while a difference of 0.26 exist between male and female in control group.

Hypothesis four (b)

There is no significant interaction effect of treatments and gender on the pre-service English language teachers with learning disabilities' attitudes towards summary writing.

There was no significant interaction effect of treatment and gender on attitudes of the pre-service English language teachers with learning disabilities, ($F_{(2, 87)} = 1.118, p > .05, \eta^2 = .028$). The null hypothesis was therefore accepted. The results as presented in Table 4.15 showed that there was no significant interaction effect of treatment and gender on the attitudes of the pre-service English language teachers with learning disabilities towards summary writing.

Table 4.15: Estimated Marginal Mean scores of treatment and gender on attitudes of the participants

Treatment groups	Gender	Mean	Std.Error (SE)	95% Confidence interval	
				Lower bound	Upper bound
GIST	Male	71.731	2.323	67.105	76.356
	Female	70.542	1.530	67.496	73.588
CIS	Male	69.618	2.345	64.949	74.287
	Female	67.689	1.529	64.643	70.734
Control group	Male	71.794	1.633	68.543	75.045
	Female	74.919	1.866	71.202	78.635

Source: Field survey 2018

Table 4.15 above shows the Estimated Marginal Mean scores: GIST male participants had a mean score of 71.731, while the female participants had a mean score of 70.542; CIS male participants had a mean score of 69.618, while the female participants had a mean score of 67.689; Control group male had a mean score of 71.794, while female had a mean score of 74.919.

The results obtained from table 4.16 is different from those obtainable from table 4.15. Male class performed better than female on the basis of attitudes in GIST and CIS groups while female performed better in control group than their male counterpart in the same group.

Hypothesis Five (a)

There is no significant interaction effect of treatment and text-type on the pre-service English language teachers with learning disabilities' learning outcome in summary writing.

There was significant interaction effect of treatment and text-type on achievement in summary writing, ($F_{(2, 87)}=11.316, p<.05, \eta^2=.227$). On this basis, the null hypothesis was hereby rejected. To further provide information on the magnitude of the post-test mean scores obtained by each of the two treatment groups and the control on learning outcome in summary writing, the Estimated Marginal Mean scores were computed and the results are shown in the Table 4.16 below:

Table 4.16: Estimated Marginal Mean scores of the treatment and learning style on the learning outcome in summary writing of the respondents

Treatment Groups	Text Type	Mean	Std.Error (SE)	95% Confidence Interval	
				Lower bound	Upper bound
GIST	Expository	17.543	.668	16.212	18.873
	Narrative	22.657	.608	21.448	23.867
CIS	Expository	14.898	.603	13.696	16.099
	Narrative	16.085	.765	14.560	17.609
Control group	Expository	14.229	.624	12.987	15.472
	Narrative	13.535	.630	12.280	14.790

Source: Field survey 2018

Table 4.16 above shows the Estimated Marginal Mean scores: GIST participants in the expository text had a mean score of 17.543 while in the narrative text they had a mean score of 22.657; CIS participants in expository text had a mean score of 14.898 while in the narrative text they had a mean score of 16.085; In the control group, the participants in the expository text had mean a score of 14.229 while in the narrative text, they had a mean score of 13.535.

The inference here is that, narrative text-type is on the higher side in GIST and CIS while expository took the lead in control group in summary writing.

Hypothesis five (b)

There is no significant interaction effect of treatment and text-type on pre-service English language teachers with learning disabilities' attitude towards summary writing.

There was no significant interaction effect of treatment and text-type on attitudes of participants with learning disabilities, ($F_{(2, 87)} = 1.222, p > .05, \eta^2 = .031$). The hypothesis was accepted. It was, therefore, concluded that there was no significant interaction effect of treatment and text-type on the attitudes of the participants with learning disabilities in summary writing. Further information on the summary writing of the participants was computed using Estimated Marginal Means (EMM) and the results are shown below:

Table 4.17: Estimated Marginal Mean scores of the treatment groups and text-type on the attitudes of the participants

Treatment Groups	Text Type	Mean	Std.Error (SE)	95% Confidence Interval	
				Lower Bound	Upper Bound
GIST	Expository	70.978	2.169	66.659	75.297
	Narrative	71.295	1.733	67.844	74.747
CIS	Expository	71.129	1.763	67.618	74.640
	Narrative	66.178	2.165	61.867	70.489
Control group	Expository	73.231	1.742	69.763	76.700
	Narrative	73.481	1.766	69.964	76.999

Source: Field survey 2018

Table above shows the Estimated Marginal Mean scores of the participants: GIST expository participants had a mean score of 70.978, while the narrative participants had a mean score of 71.295; CIS expository participants had a mean score of 71.129, while the narrative participants had a mean score of 66.178; Control group expository participants had a mean score of 73.231, while the narrative participants had a mean score of 73.481.

The reverse of inference on table 4.17 is obtainable in table 4.17 except in GIST group where the narrative text-type took the lead in both summary writing and attitudes of the participants.

Hypothesis six (a)

There is no significant interaction effect of gender and text-type on the pre-service English language teachers with learning disabilities' learning outcome in summary writing.

There was no significant interaction effect of gender and text-type on achievement in summary writing of the pre-service English language teachers with learning disabilities, ($F_{(1, 88)} = 1.222, p > .05, \eta^2 = .016$). Therefore, the null hypothesis was accepted. To further provide information on interaction effect of gender and text-type on the summary writing of the participants using GIST, CIS and control group, the Estimated Marginal Mean (EMM) scores were also computed and the results are shown below:

Table 4.18: Estimated Marginal Mean scores of gender and text-type on learning outcome in summary writing of the participants

Gender	Text-type	Mean	Std.Error (SE)	95% Confidence interval	
				Lower bound	Upper bound
Male	Expository	14.961	.551	13.863	16.058
	Narrative	17.411	.604	16.207	18.615
Female	Expository	16.152	.457	15.242	17.063
	Narrative	17.440	.460	16.524	18.356

Source: Field survey 2018

The table above shows the Estimated Marginal Mean scores: Male expository participants had a mean score of 14.961, while the narrative participants had a mean score of 17.411; Female expository participants had a mean score of 16.152, while the narrative participants had a mean score of 17.440.

Narrative text-type in both gender classes had higher mean score in summary writing of the participants.

Hypothesis six (b): There is no significant interaction effect of gender and text-type on the pre-service English language teachers with learning disabilities' attitudes towards summary writing.

There was no significant effect of gender and text-type on the attitudes of the participants ($F_{(1, 88)} = .390, p > .05, \eta^2 = .005$). Therefore, the null hypothesis was accepted. Consequently, it was concluded that there was no significant interaction effect of gender and text-type on the pre-service English language teachers with learning disabilities' attitude towards summary writing. To further provide information on interaction effect of gender and text-type on the summary writing of the participants using GIST, CIS and control group, the Estimated Marginal Mean (EMM) scores were also computed and the results are shown below:

Table 4.19: Estimated Marginal Mean scores of gender and text-type on the attitudes of the participants

Gender	Text-type	Mean	Std.Error (SE)	95% Confidence Interval	
				Lower bound	Upper bound
Male	Expository	72.265	1.734	68.812	75.717
	Narrative	69.831	1.713	66.420	73.241
Female	Expository	71.294	1.328	68.649	73.939
	Narrative	70.805	1.371	68.075	73.536

Source: Field survey 2018

The table above shows the Estimated Marginal Mean scores. Male expository participants had a mean score of 72.265, while the narrative participants had a mean score of 69.831. Female expository participants had a mean score of 71.294, while the narrative participants had a mean score of 70.805.

The results obtainable in table 4.19 are direct opposite of table 4.18 as expository took the lead in the attitudes of the participant.

Hypothesis Seven (a)

There is no significant interaction effect of treatment, gender and text-type on the pre-service English language teachers with learning disabilities' learning outcome in summary writing.

Table 4.20 below shows the interaction effects of treatment group, gender and text-type on knowledge of the participants. It was observed that there was a variance of 72.9 percent accounted for by the independent variables. Therefore, there was no significant interaction effect of treatment, gender and text-type on the learning outcome in summary writing ($F_{(2, 87)} = 1.181$, $p > .05$, $\eta^2 = .030$). The null hypothesis was therefore accepted. To further provide information on interaction effect of treatment, gender and text-type on the summary writing of the participants using GIST, CIS and control group, the Estimated Marginal Mean (EMM) scores were computed and the results are shown below:

Table 4.20: Estimated Marginal Mean scores of the treatment, gender and text-type on the learning outcome in summary writing of the participants

Treatment groups	Gender	Text-type	Mean	Std.Error (SE)	95% Confidence interval	
					Lower bound	Upper bound
GIST	Male	Expository	17.265	1.147	14.982	19.548
		Narrative	22.612	.936	20.748	24.47
	Female	Expository	17.821	.692	16.443	19.198
		Narrative	22.703	.767	21.174	24.231
CIS	Male	Expository	13.424	.874	11.684	15.163
		Narrative	16.312	1.353	13.618	19.005
	Female	Expository	16.372	.816	14.746	17.997
		Narrative	15.857	.670	14.523	17.191
Control group	Male	Expository	14.194	.833	12.535	15.852
		Narrative	13.309	.765	11.786	14.832
	Female	Expository	14.265	.887	12.499	16.032
		Narrative	13.761	.985	11.800	15.721

Source: Field survey 2018

Table 4.20 contains a comprehensive results on gender and text-type across treatment groups and control group in summary writing of participant.

Table 4.20 above shows the Estimated Marginal Mean scores: GIST (male) expository participants had a mean score of 17.265, while the narrative participants had a mean score of 22.612; GIST (female) expository participants had a mean score of 17.821, while the narrative participants had a mean score of 22.703; CIS (male) expository participants had a mean score of 13.424, while the narrative participants had a mean score of 16.312; CIS (female) expository participants had a mean score of 16.372, while the narrative participants had a mean score of 15.857 ; Control group (male) expository had a mean score of 14.194, while the narrative participants had a mean score of 13.309; Control group (female) expository participants had a mean score of 14.265, while the narrative participants had a mean score of 13.761.

Hypothesis Seven (b)

There is no significant interaction effect of treatments, gender and text-type on the pre-service English language teachers with learning disabilities' attitudes towards summary writing

The table 4.22 shows that the interaction effect of treatments group, gender and text-type on the attitudes of the participants was not significant. It was also observed that there was a variance of 18.2 percent accounted for by the independent variables. Hence, there was no significant interaction effects of treatments groups, gender and text-type on attitudes, ($F_{(2, 87)} = .836, p > .05, \eta^2 = .021$). The null hypothesis was therefore accepted.

Table 4.21: Estimated Marginal Mean scores of treatment, gender and text-type on the attitudes of the participants

Treatment groups	Gender	Text Type	Mean	Std.Error (SE)	95% Confidence interval	
					Lower bound	Upper bound
GIST	Male	Expository	70.927	3.876	63.209	78.645
		Narrative	72.535	2.540	67.477	77.593
	Female	Expository	71.029	1.936	67.174	74.883
		Narrative	70.055	2.376	65.324	74.787
CIS	Male	Expository	73.944	2.603	68.762	79.127
		Narrative	65.292	3.872	57.582	73.002
	Female	Expository	68.314	2.369	63.597	73.030
		Narrative	67.064	1.934	63.212	70.915
Control	Male	Expository	71.923	2.369	67.206	76.639
		Narrative	71.665	2.243	67.199	76.131
	Female	Expository	74.540	2.549	69.464	79.615
		Narrative	75.297	2.736	69.850	80.745

Source: Field survey 2018

A comprehensive results on gender and text-type across treatment groups and control group on the attitude of the participants were shown.

Table 4.21 above shows the Estimated Marginal Mean scores: GIST (male) expository participants had a mean score of 70.927, while the narrative participants had a mean score of 72.535; GIST (female) expository participants had a mean score of 71.029, while the narrative participants had a mean score of 70.055; CIS (male) expository participants had a mean score of 73.944, while the narrative participants had a mean score of 65.292; CIS (female) expository participants had a mean score of 68.314, while the narrative participants had a mean score of 67.064; Control group (male) expository had a mean score of 71.923, while the narrative participants had a mean score of 71.665; Control group (female) expository participants had a mean score of 74.540, while narrative participants had a mean score of 75.297.

4.3 Summary of findings

The following could be summarized as revealed in the findings:

- 1.** There is a significant main effect of treatments on learning outcome in and attitudes towards summary writing of the pre-service English language teachers with learning disabilities. GIST teaching strategy was found to have the most significant main effect on the summary writing of the pre-service English language teachers with learning disabilities followed by the CIS instructional strategy and the conventional method of teaching.
- 2.** There is no significant main effect of gender of the pre-service English language teachers with learning disabilities on learning outcome in and attitudes towards summary writing when exposed to treatments (GIST, CIS) and the control group.
- 3.** There is a significant main effect of text-type on the pre-service English language teachers with learning disabilities' learning outcome in summary writing but no significant main effect of text-type on the attitudes of participants with learning disabilities towards summary writing when exposed to the treatment.
- 4.** Findings showed no significant interaction effect of treatment and gender on learning outcome and also indeed no significant interaction effect of treatment and gender on the attitudes of the pre-service English language teachers with learning disabilities towards summary writing.
- 5.** Findings revealed significant interaction effect of treatment and text-type on the pre-service English language teachers with learning disabilities' learning outcome but no significant

interaction effect of treatment and text-type on the attitudes of the participants with learning disabilities towards summary writing.

6. There is no significant interaction effect of gender and text-type on learning outcome and also no significant interaction effect of gender and text-type on the attitudes of the participants towards summary writing of the pre-service English language teachers with learning disabilities.
7. There is no significant interaction effect of treatments, gender and text-type on learning outcome and no significant interaction effect of treatments, gender and text-type on the attitudes of the participants towards summary writing.

4.4 Discussion of findings

This study examined effect of GIST and CIS instructional strategies on learning outcome and attitudes of the pre-service English language teachers with learning disabilities in Oyo State towards summary writing. All the hypotheses were tested using ANCOVA. The findings are discussed as follows:

Hypothesis one (a): Main effect of treatment on learning outcome in summary writing of the participants

Hypothesis one (a) attempted to find out if there was significant main effect of treatments on the pre-service English language teachers with learning disabilities' learning outcome in summary writing. Findings showed that there was a significant main effect of treatments on learning outcome in summary writing. The findings of this study is in agreement with Ackerman and Goldsmith (2011) who observed that Generative Interaction between schemata and text (GIST) effectively winds up adaptable and individualized instruction using implanted prompts and highlights. Again, Braxton (2009) asserted that this methodology depends on expressed instruction using instructor modeling, guided practice, and finally independent practice. Sugiarti (2016) additionally found that using generative interaction between schemata and text (GIST) is a successful technique to show students of Junior High School summary writing ability particularly the eighth-grade students. Cubing instructional strategy similarly turned out to be viable in enhancing summary writing learning outcome among the members with learning disabilities. The findings attested to the principle of cubing which stated that while students are playing character cubing, the instructor moves around the study hall, validating precise information and taking note of misinformation that should be illuminated (Smekens Education

Solutions, 2011). This principle alone in itself can without much of a stretch cultivate summary writing learning outcome among the pre-service English language instructor as it clears up a territory of misinformation through the guide of teachers' input during the class work. To underline the viability of cubing system, Iskandar (2017) in his study with sixty-two students found that there was a noteworthy contrast in the eighth-grade students at SMP N 22 Palembang who were educated through cubing technique and the individuals who were instructed with the ordinary strategy. Iskandar similarly found that students in exploratory group, by using cubing methodology, had the capacity to combine their photos and texts to compose and effectively retain a subject posted on the divider.

Hypothesis one (b): Main effect of treatment on attitudes in summary writing of the participants

Hypothesis one (b) sought to determine if there was significant main effect of treatment on the pre-service English language teachers with learning disabilities' attitudes towards summary writing. Findings showed that there was a significant main effect of treatment on the attitudes of the pre-service English language teachers with learning disabilities. This finding is in line with Cunningham (1982) who utilized the GIST way to teach summary to 14 fourth-grade students in the Southeastern locale of the United States of America. Without studying the particular principles, the students figured out how to erase, sum up, and substitute in request to extricate the gist of every determination. Through instructor modeling, guided practice, and finally independent practice, the fourth-graders had the capacity to develop schemas containing 15 or less words. These students improved the nature of their composed synopses by learning the GIST technique. The students got nine, 25-minute exercises that crossed a 3-week time frame in a little room far from their homeroom. Cunningham instructed the students using just short sections that were at a third grade reading level, a dimension lower than the students' evaluation at the time. The sections were chosen from a strengthening reading arrangement that concentrated on the particular expertise of drawing ends (Boning, 1970). These materials were utilized in light of the fact that they best fit the study's center, and not on the grounds that they fit the content of the school's educational modules. Bean and Steenwyk (1984) worked with 6th grade students from a rural zone in California. They partitioned the students into three gatherings. One gathering got the GIST approach, a second gathering got instruction in the Rule-based methodology, and the third gathering got no express instruction on summary writing. Bean

and Steenwyk presumed that students profited similarly by receiving direct instruction in the GIST or Rule-based methodology. No contrasts between these two groups were noted.

Hypothesis two (a): Main effect of gender on learning outcome in summary writing of the participants

This hypothesis tested the main effect of gender on learning outcome in summary writing of pre-service English language teachers with learning disabilities. The results of the analysis indicated that there was no significant main effect of gender of the pre-service English language teachers with learning disabilities on the learning outcome in summary writing exposed to treatments (GIST, CIS and the control group). Although female participants had a higher mean score than the male participants in the treatment groups, the mean score was not significant. The finding agrees with Brandon School Division (2014) which found that there were significantly greater percentages of girls meeting expectations in some reading competencies, in every writing competency, and in Kindergarten fine motor skills. Some gender differences were found in English, with a greater percentage of girls meeting some Kindergarten English expectations, but with more boys meeting Grade 3 English expectations. These gender differences do not appear, however, at later grades.

Hypothesis two (b): Main effect of gender on attitudes in summary writing of the participants

The hypothesis two (b) examined the main effect of gender on the pre-service English language teachers with learning disabilities attitudes towards summary writing. Finding revealed that there was no significant main effect of gender on the attitude of the pre-service English language teachers with learning disabilities. The findings support Braten and Stromso (2006) who found that students' attitudes towards learning influenced their interest in the learning exercises paying little heed to gender. Visser (2008) likewise discovered that students' faith in information securing was a noteworthy factor in their execution. The students who trusted that learning happened rapidly or not in the least were bound to have less issues in searching for information or assessment than the students who thought learning to be a continuous procedure, requiring both time and exertion. Students' confidence in acquiring information apparently triggered learning.

Hypothesis three (a): Main effect of text-type on learning outcome in summary writing of the participants

This hypothesis tested the main effect of text-type on the pre-service English language teachers with learning disabilities' learning outcome in summary writing. The results indicated that there was significant main effect of text-type on the pre-service English language teachers with learning disabilities' learning outcome in summary writing exposed to the treatment group (GIST/ CIS) and the control group. The participants in the narrative group had a higher mean score than the participants under expository group. The implication of this finding is that the students under account summary writing performed better than those under explanatory group. The findings concur with the supposition that story text or writing depends on discernment in time. The portrayal has to do with the telling of a story; the progression of occasions is given in sequential request. In any case, by using the GIST and the cubing strategies, it was seen that the story text-type is superior to the explanatory text-type. The reason might be that the informative text makes speculations regarding what occurs. It requires more separation or reflection by authors than does recording or reporting, yet not exactly does theorizing (Sloane, 2001).

Hypothesis three (b): Main effect of text-type on attitude in summary writing of the participants

This hypothesis sought to find out if there was significant main effect of text-type on pre-service English language teachers with learning disabilities' attitudes towards summary writing. The finding revealed that there was no significant main effect of text-type on the pre-service English language teachers with learning disabilities' attitudes towards summary writing. The finding implies that summary writing involves the understanding of texts. According to Kintsch and Van Dijk (1978) and Radev, Hovy and McKeown (2002), talk comprehension essentially involves the acknowledgment of text structures and the capacity to abridge. There is presently an extensive proportion of understanding about the fundamental parts of text structure, in spite of the fact that there are numerous distinctions in the subtleties of the examination. Cunningham (2001) additionally stated that a summary is a blend of essential thoughts in a text. Summarizing requires the students to determine the imperative points in their reading, to consolidate this information, and to place it in their very own words. Students utilize higher-request thinking abilities to break down and combine what they have perused in explanatory texts.

Hypothesis four (a): Interaction effect of treatment and gender on learning outcome in summary writing of the participants

This hypothesis sought to determine interaction effect of treatment and gender on the pre-service English language teachers with learning disabilities' learning outcome in summary writing. The finding revealed that there was no significant interaction effect of treatment and gender on the pre-service English language teachers with learning disabilities' learning outcome in summary writing. The finding is at variance with additional analyses that showed a significant time by intervention and by gender interaction for implicit questions (but no effect for explicit questions). GIST group male participants outperformed the female participants, while the reverse was the case in the Rule-based group (Braxton, 2009).

Hypothesis four (b): Interaction effect of treatment and gender on attitudes in summary writing of the participants

Hypothesis 4 (b) examined the interaction effect of treatment and gender on the pre-service English language teachers with learning disabilities' attitudes towards summary writing. The results showed that there was no significant interaction effect of treatment and gender on the attitude of pre-service English language teachers with learning disabilities. The implication of the findings is that attitude assumes a key role in the treatment and gender of the pre-service English language teachers with learning disabilities attitude towards summary writing. The study of summary writing from spoken input in an unknown dialect (L2), and its relationship with the students' real learning to compose was investigated by Strobl (2015). Students attending a course in summary writing in L2 within a lone ranger program in Applied Languages (n=38) pursued an individual online learning module containing both instructivist fill-the-hole activities and model arrangements with constructivist guiding inquiries for self-appraisal. The students' real learning gain was estimated through pre-test and post-test, and contrasted and their apparent learning gain, as expressed in self-assessment. The correlation uncovered a polarity between the students' watched learning bend and their very own underestimation advance. This division was found to originate from a jumble between their desires towards the online learning module and the qualities of the constructivist criticism passed on. This confuse can be credited to three key components: assessment, linguistic center, and student motivation.

Hypothesis five (a): Interaction effect of treatment and text-type on learning outcome in summary writing of the participants

The hypothesis investigated the significant interaction effect of treatment and text-type on the pre-service English language teachers with learning disabilities' learning outcome in summary writing. Finding showed that there was significant interaction effect of treatment and text-type on achievement in summary writing. This finding revealed that every one of the members under story text-type accomplished a superior outcome in summary writing. The findings authenticate the attestation of Ormrod (2014) who stated that summary writing depends on an existing text and it is on a very basic level not quite the same as the general composing task. Summary writing requires activities dependent on an effectively planned and created talk, while other writing assignments involve watchful planning of content and structure, age of center thoughts and related subtleties, and continuous shifting between these procedures. That is, the most imperative worries of the summary author are what to include and eliminate from the original text, what combinations or changes of thoughts bode well and whether the original structure should be revamped.

Reidle (2011) further contended that there may, indeed, be a relationship between's general composing capacity and the capacity to compose a summary. He pointed out that the capacity to plan and utilize essential text information in a summary might be a refinement of the general writing capacity, however a low dimension of general capacity would certainly do nothing to upgrade one's summary writing capacity.

Hypothesis five (b): Interaction effect of treatment and text-type on attitudes in summary writing of the participants

This hypothesis sought to know if there was significant interaction effect of treatment and text-type on the pre-service English language teachers with learning disabilities' attitudes towards summary writing. The results revealed that there was no significant interaction effect of treatment and text-type on attitudes of participants with learning disabilities. The hypothesis was accepted. It was, therefore, concluded that there was no significant effect of treatment and text-type on the attitudes of the participants with learning disabilities in summary writing. Further information on the summary writing of the participants was computed using the estimated marginal mean scores and the results showed that the GIST expository participants had a lower mean score than the narrative participants; the cubing expository participants had a higher mean

score than the narrative participants; the control group expository and narrative participants' mean scores were not significant.

The outcomes demonstrated that attitudes added to the accomplishment of students with learning disabilities in both informative and account texts in summary writing. The outcomes likewise affirmed that learning to abridge could have various advantages for students, for example, improving reading comprehension, enhancing the nature of composed schemas, and helping to retain information gained in content territories, for example, social investigations and science. Despite the fact that summary writing is a perplexing assignment, considers proposed that center evaluation students were as yet ready to benefit from direct instruction in summary writing (Cunningham, 1982; Doctorow, Wittrock, 1990; McNeil and Donant, 1982).

Hypothesis six (a): Interaction effect of gender and text-type on learning outcome in summary writing of the participants

This hypothesis looked into significant interaction effect of gender and text-type on the pre-service English language teachers with learning disabilities' learning outcome in summary writing. The results showed that there was no significant interaction effect of gender and text-type on the learning outcome in summary writing of the pre-service teachers with learning disabilities. Therefore, the null hypothesis was accepted. The estimated marginal mean (EMM) score showed that male expository participants had a lower mean score than the narrative participants. Similarly, female expository participants had a lower mean score than the narrative participants.

These outcomes inferred that the learning outcome in summary writing of the pre-service teachers with learning disabilities was improved through the interaction of sexual orientation and text-type using evaluated marginal methods. The members under account text-type had a higher mean score than the members under the interpretive text-type in summary writing. The findings are in line with the accommodation of Winograd and Bridge (1986) who noticed that guiding the students through the way toward reading instruction using some summary writing strategies improves comprehension of text since it urges the students to give more consideration to the text while making a summary. Besides, they pointed out that using the summary writing strategies to instruct not just furnishes the students with information through which they can turn out to be progressively skilled readers however it additionally spurs them and places them responsible for their learning.

Hypothesis six (b): Interaction effect of gender and text-type on attitudes in summary writing of the participants

Hypothesis six (b) examined the significant interaction effect of gender and text-type on the pre-service English language teachers with learning disabilities' attitudes towards summary writing. The results showed that there was really no significant interaction effect of gender and text-type on the attitudes of the participants towards summary writing. Therefore, the null hypothesis was accepted. Further information revealed that the estimated marginal mean scores were computed showing that male expository participants had a higher mean score than the narrative participants. Likewise, female expository participants had a higher mean score than the narrative participants.

It is inferred from the findings using the evaluated marginal mean scores that members under the interpretive text-type had a progressively inspirational attitude towards summary writing using GIST and cubing instructional strategies. The findings confirm Braxton (2009) who announced that survey reaction from his research demonstrated that there was the best change for students in the two evaluations and interventions on ideas of summary writing. Ratings indicated an increase in information about summary writing, paralleling the gained learning that was clear in students' post-test rundowns. The outcomes proposed that both summary writing strategies can improve the informative reading comprehension and summary writing of urban, Title 1 students. The finding stresses the need to teach summary writing strategies to advance reading accomplishment particularly among students who are lagging behind their mates in reading. The study additionally broadened summary writing research by using credible interpretive text instead of research-created material, and by instructing understudy populace that had constrained representation in the past examinations.

Hypothesis seven (a): Interaction effect of treatment, gender and text-type on learning outcome in summary writing of the participants

The hypothesis examined the significant interaction effect of treatment, gender and text-type on pre-service English language teachers with learning disabilities' learning outcome in summary writing. The finding revealed that there was no significant effect of treatment, gender and text-type on achievement in summary writing. The null hypothesis was therefore accepted. The estimated marginal mean (EMM) scores showed the following: GIST (male) expository participants had a lower mean score than the narrative participants; GIST (female) expository

participants had a lower mean score than the narrative participants; CIS (male) expository participants had a lower mean score than the narrative participants; CIS (female) expository participants had a higher mean score than the narrative participants; Control group (male) expository had a higher mean score than the narrative participants; Control group (female) expository had a higher mean score than the narrative participants.

All these show that there was no interaction effect among treatment, gender and text-type on learning outcome in summary writing. The results underscore the fact that summary writing is a reading comprehension task that involves taking larger selections of text and reducing them to their bare essentials. It encompasses understanding the key points or the main ideas of what is being read. For many students, identifying the key points of a reading passage tends to be a difficult task. Many students require lots of instruction and practice in this skill. To effectively teach the skill of summary writing, the teacher must be prepared to model frequently and provide students with ample practice time with appropriate feedback (Khoshnevis, 2015).

Hypothesis Seven (b): Interaction effect of treatment, gender and text-type on attitudes in summary writing of the participants

This hypothesis investigated the significant interaction effect of treatment, gender and text-type on the pre-service English language teachers with learning disabilities' attitudes towards summary writing. The finding showed that there was no significant effect of treatment groups, gender and text-type on the attitudes of the participants. The null hypothesis was therefore accepted.

Furthermore, the estimated marginal mean scores showed the following: GIST (male) expository participants had a lower mean score than the narrative participants; GIST (female) expository participants had a lower mean score than the narrative participants; CIS (male) expository participants had a higher mean score than the narrative participants; CIS (female) expository participants had a higher mean score than the narrative participants; Control group (male) expository participants had a higher mean score than the narrative participants; Control group (female) expository participants had a lower mean score than the narrative participants.

The general outcomes demonstrated that GIST and cubing instructional strategies have the tendency to encourage positive attitudes towards summary writing. A study carried out on second-grade students of SMA N 3 Padang found that Generative Interaction between Schemata and Text (GIST) was better than the traditional teaching procedure in improving students' reading comprehension of descriptive text and summary writing. It further uncovered that normal

score of students who were instructed through GIST methodology was higher than that of the students who were educated through the ordinary technique (Mukhaiyar and Rozimela, 2013). Generally GIST procedure and convictions about language learning were considered to affect language learning (Braxton, 2009).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the findings, educational implications, conclusion, recommendations, limitations of the study and contributions to knowledge as well as suggestions for further studies

5.1 Summary

The study adopted the acceptable format of five chapters stipulated by the University of Ibadan. Chapter one comprises background to the study, statement of the problem, purpose of the study, hypotheses, significance; scope of the study and operational definition of terms. Chapter two reviews related literature conceptually, theoretically and empirically. In chapter three, research design, selection of participants, instruments, procedure for data collection and method for data collection are discussed. Chapter four focuses on the presentation of the findings of the study. Chapter five is devoted to conclusion of the study and recommendations for English language teachers, teachers of students with learning disabilities, government at all tiers and policy-makers.

The study was carried out using quasi-experimental research design of pretest-posttest control group of 3 x 2 x 2 factorial matrix. Ninety participants were selected for the study using multi-stage sampling procedure. Thirty participants each were assigned to three groups (two experimental groups and one control group). This study arose from the need to examine the effectiveness of GIST and cubing instructional strategies in enhancing summary writing skill among pre-service teachers with learning disabilities in Oyo State. Data were generated via pre-treatment score and post-treatment using both self-developed and standardized scales. Data were analysed using descriptive statistics, analysis of covariance and Bonferroni post-hoc test at 0.05 level of significance. On the whole, the findings revealed that Generating interactions between schemata and text, and cubing instructional strategies enhanced academic achievement in and attitudes towards summary writing among the participants.

5.2 Conclusion

This study has examined the effect of GIST and cubing instructional strategies on learning outcomes in summary writing among pre-service English language teachers with learning disabilities in Oyo state. Unsurprisingly, pre-service English language students with learning disabilities rarely have the opportunity to develop summary writing skills in spite of their long period at the colleges. Aside from the issues of some complexities involved in summary writing, there are absence of adequate instruction of summary writing which makes it more demanding and challenging for the pre-service English language teachers with learning disabilities. As stated earlier chapter, summary writing requires peculiar instructional strategies and without teachers training and suitable instructional strategies (GIST and CIS) teachers or lecturers teaching pre-service English language students are likely to encounter many problems in teaching summary writing to the students if they continue to teach with the conventional method (read and answer the questions that follow).

5.3 Contributions to knowledge

It has been established based on the findings of this study that this research work has contributed to knowledge in the following ways:

1. The study affirmed that GIST and cubing instructional strategies enhanced achievement in summary writing but GIST instructional strategy was more effective in improving summary writing achievement among pre-service English language teachers with learning disabilities than cubing.
2. The study revealed that GIST and cubing instructional strategies enhanced attitude towards summary writing but cubing instructional strategy was more effective in enhancing attitude towards summary writing among pre-service English language teachers with learning disabilities than GIST instructional strategy.
3. The study has affirmed that text-type and gender have no effect on learning outcome and attitude of pre-service English language teachers with learning disabilities towards summary writing.
4. The study has provided the awareness to special educators, parents, and other professionals relating with students with learning disabilities to update their knowledge with effective instructional and learning strategies appropriate for teaching summary writing and by extension other aspects of English language.

5.4 Recommendations

Based on the findings of this study, the following recommendations are made:

1. GIST and cubing instruction strategies should be adopted as modes of instruction in teaching summary writing to the pre-service teachers at the college of education level.
2. Teachers should set up the classroom/resource room in such a way that the pre-service teachers with learning disabilities will have the opportunity to access important strategies such as GIST and CIS many times per day during which the teacher teaches the students to appropriately summarise a given passage whether narrative or expository text-type.
3. Effective summary writing skill is a prerequisite for quality learning outcome. In the event that the pre-service students notice a deviation in their achievement and attitudes to summary writing, appropriate help should be sought from their lecturers or teachers.
4. Teaching summary writing to the pre-service English language teachers is a work in progress. Thus, once a diagnosis is given, an appropriate step that involves both the students and the teachers should be taken for its remediation.
5. Teachers should endeavour to foster learning outcome and attitude of the pre-service teachers in summary writing over a long period of time using GIST and cubing instructional strategies. This recommendation is necessary to allow GIST and CIS steps to permeate the curriculum and to become wholly intertwined with the pre-service teachers' summary writing.
6. Teachers should avail themselves of current practices in the implementation of GIST and cubing instructional strategies by attending seminars, workshops and conferences since most strategies are revised and reviewed from time to time based on the current empirical evidence.
7. Classmates are an important resource for all pre-service teachers with learning disabilities. This study, therefore, recommended that the GIST and cubing instructional strategies be used in such a way that peers of the pre-service teachers with learning disabilities are incorporated into the teaching programme. The teachers can promote summary writing by effectively managing the students' behaviour and by adopting these strategies with peer input to facilitate summary writing skill. Lesson time-tables and classroom arrangement should be flexible enough to accommodate the implementation of GIST and cubing instructional strategies.

8. The different tiers of government should establish adequately serviced resource libraries in every CoEs where GIST and cubing instructional strategies can be practised in case it becomes difficult to use the regular classrooms due to distractions from peers. GIST and cubing can be incorporated into the individualized educational programme for students with special educational needs
9. The College of Education administrators should provide funds for materials and facilities and training of specialists in possible new trends in the implementation of the GIST and cubing instructional strategies.
10. The College management should formulate new plans for the implementation and enforcement of the GIST and cubing instructional strategies in special education and general education settings. Special Education should also be taught as a course at all CoEs to expose the pre-service teachers with learning disabilities to the current trends in special education practices.

5.5 Suggestions for further studies

This study has provided insight for future studies in the area of learning outcome in and attitudes to summary writing among the pre-service teachers with learning disabilities. From the limitations highlighted, the following suggestions were made for further studies:

1. A study of this nature should cover a wider scope with more research assistants than what the researcher attempted to cover in this present study.
2. It also suggested that a replication of this study be carried out after a few years to confirm the authenticity of the results obtained in the study.
3. Further research is needed to determine the potential long-range effect of treatment interventions. For instance, studies can be conducted using the learning outcome in and attitude to the summary writing of the pre-service teachers with learning disabilities' interventions for a period longer than eight weeks. It could also span up to a year or more. Perhaps, longitudinal studies could be carried out to determine how learning outcome in and attitudes to the summary writing of the pre-service teachers with learning disabilities change over time.
4. The study should also be replicated in other parts of the country to enable a more generalizable result.

5. In addition, the study should be carried out to determine the differential effectiveness of GIST and cubing instructional strategies on learning outcome in and attitudes to the summary writing of the pre-service teachers with learning disabilities.
6. It is also advisable to experiment the independent variables utilized in this study individually, so as to determine their effect on learning outcome in and attitudes to the summary writing of the pre-service teachers with learning disabilities separately.

5.6 Educational implications of the study

This study has proved that GIST and cubing strategies are effective in enhancing learning outcome in summary writing of the pre-service English language educator with learning disabilities. GIST is an all encompassing methodology created by Cunningham (1982) and it improves the accomplishment in summary writing by maximizing the intensity of reinforcement and by encouraging speculation. It represents top-down text processing which continues from entire to part. Applying this technique to summary writing, the reader begins with the entire text which is then simplified into its parts in request to infer meaning. Then again, cubing instructional procedure is an extraordinary device for providing separated instruction that enables teachers to present content in various approaches to suit the necessities and learning styles of individual students. This basic framework follows a fairly set progression of instructional programmes. CIS was originally made to assist students with using an assortment of thinking abilities to think about a single idea. When utilized along these lines, each side of the 3D shape has an alternate brief, for example, portray it, look at it, partner it, examine it, apply it and assess it. CIS is an adaptable technique, like an agreement, which enables the instructor to design distinctive exercises for various students or gatherings of students dependent on understudy readiness, learning styles, and interests.

Besides, each side of the cube prompts the student to consider a specific aspect of reading comprehension and summary writing. Students can work individually or in groups to move through all the six sides of the cube to determine the important elements of a story. For example, one might have students working individually, each with a cube, where they are asked to roll the cube three times and respond in writing to the three concepts that they roll. In this fashion, stress-free and knowledge-enhancing learning is emphasized which is very significant in improving the students' overall learning outcome.

Teaching the pre-service English language teachers with learning disabilities to appropriately and functionally summarise a given passage using effective instructional strategies such as GIST and CIS, whether it is narrative or expository text-type would most certainly involve setting up an environment that motivates them to want to summarise a given passage. In other words, the classroom schedule must be set up in such a way that the students will have the opportunities to access these highly desired strategies multiple of times per day during which the teacher teaches them to write summary appropriately.

The study exposed the weakness of the conventional method of teaching. It was, therefore, emphasized that teachers should discontinue this ineffective and unprofitable method of teaching summary writing skills. One of the most common errors made during conventional teaching is inadequate prompting, which often frustrates the students and leads to poor learning outcome in summary writing.

In addition, the educational implications of this study stress the need to intensify the use of GIST and cubing instructional strategies in teaching the English language at the College of Education and at the secondary school levels. This study has provided empirically proven evidence to justify the adoption and implementation of these strategies in the Nigerian schools. A further implication of this study is the need to facilitate summary writing skills of the pre-service English language teachers, notwithstanding their learning disability status. Although the pre-service teachers may not attain the same level of proficiency all at once, the fact remains that effective utilization of the two strategies can at least improve their learning outcome.

The study also has implications for National Commission for CoEs in Nigeria and other stakeholders to encourage the teachers to adopt and employ GIST and cubing instructional strategies in their English language classes. The study stressed the need for proper implementation of these strategies especially among the pre-service English language teachers with learning disabilities. This point is worth stressing because if these strategies are not well implemented, their objectives may not be achieved.

The findings of this study have shown the importance of using well-organized summary writing instructional strategies to teach students especially the pre-service English language teachers, who are expected to teach other students later in life. It is a fact that many teachers tend to find it very difficult to select the most appropriate instructional strategies to handle the ever-growing students' population. The challenge becomes more daunting particularly when it comes

to choosing a strategy to teach subjects such as English language and Literature-in-English. Hopefully, the present study has demonstrated that teaching strategies like GIST and CIS can alleviate this problem. It was revealed in this study that the students exposed to treatment were able to improve their summary writing skill.

5.7 Limitations to the study

This study is fraught with obvious limitations. For instance, some factors were noted to have negatively influenced the findings of the study and they include possible wrong peculiarities in summary writing skills among the students with learning disabilities, possible subjectivity or bias among research assistants, at the various times of the day and the specific days of the week that the students were taught, variations in environmental settings where summary writing was taught and variations in how prompting was interpreted or provided.

Time constraint was also another limitation because a study of this nature is usually time-consuming. To be candid, the eight weeks spent to conduct the study might not be enough to provide meaningful interventions on summary writing to the pre-service teachers with learning disabilities who have been struggling with their academic programmes right from the time of their admission into their various departments in their respective colleges. In addition, the researcher had to borrow some of the items used in conducting the study as she could not afford them due to her limited financial resources.

However, despite these limitations, the findings of the study are convincing enough and can serve as a basis for further studies in the area of summary writing interventions, helping to facilitate and foster learning outcome in and positive attitudes towards summary writing among the pre-service teachers with learning disabilities.

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APPENDIX I

Slosson Intelligence Test

The researcher tested the respondents by asking them the following questions and used the Slosson Individual Test Form to score them.

Date: _____

Matric no: _____ Sex: _____

Age: _____ College: _____

Level: _____ Course combinations: _____

Text-type: _____

Note: The respondents are not expected to have direct access to this type of test. The reason is that the answers have already been provided at the bottom of each question to guide the researcher on what is expected from the respondents.

Instruction: Answer the following questions accordingly

Begin age eleven

1. Four boys earn eight naira each. How much did they earn in all?

Thirty-two naira

2. Who were the Wright Brothers? What did they do?

Invented (built, made) the (first)airplane; were the first (early, pioneer) flyers; built early aeroplanes.

If the examinee responds: Made bicycles, ask for further explanation. The examinee must state that the Wright Brothers were connected with early aviation.

3. What does fragrance mean?

Sweet or agreeable in smell; smells good or nice; a pleasant (pretty, good) odour.

Score zero: Bad, unpleasant or pungent smell.

The examinee must pass both

4. How are calm and excitedalike and how are they different?

Alike: They show feelings; show how one acts; show states of mind.

Different: Calm means one is quiet, tranquil, serene and excited: it also shows that one is eager, active or aroused. Both show opposite emotional states.

5. Listen carefully and say this sentence after me as I will not repeat it. Say: “Every morning father gets up early to catch a bus to go to work.”

The examinee must repeat the sentence exactly and in the correct order.

6. If a boy has 45 kobo. How many nickels or 5 kobo sticks of gum can he buy?

Nine

7. If two boys divided a bag of 28 marbles in half. How many marbles would each boy have?

Fourteen

8. What is the principal kind of work done by a pharmacist?

Runs a drug store; makes and sells medicines and gives out prescriptions; fills prescriptions.

Score zero: A druggist (no further comment).

9. What does scarce mean? For example, what does it mean to say that food is scarce?

Not much there; you would be poor and hungry; rare; not many.

10. What is the difference between contraction and expansion?

Expansion means to get larger, get bigger, and grow bigger. Contraction means to get smaller (shrink or decrease in size); one gets bigger-expansion, the other gets smaller-contraction. The examinee must be able to distinguish between the two. Contraction can also mean word reduction. For example, the word ‘cannot’ can be shortened to ‘can’t’.

Begin age twelve.

11. How many days are there in a year?

365; 356 ¼; 366, 365.25.

12. What does environment mean?

Surroundings; the outside things which influence us; all around us

13. Why does the government require nurses to pass a written examination before being employed?

To be sure they know what to do; have been well-trained; have the knowledge to do nursing; know how to take care of sick people.

14. Finish what I say: art is creative. A tornado is _____.

Destructive

15. Listen carefully and say this sentence after me as I will not repeat it. Say: "Goes fast."
Now listen carefully and say exactly what I say: "The train goes fast on the tracks carrying people and bags of mail."

Must repeat the sentence exactly in the correct order

16. Who was Thomas Edison? What did he do?

Inventor; worked with electricity; invented (discovered) light bulb, movies, phonograph (or any of his other inventions).

17. How long must a person work at ₦5.00 per hour to earn ₦60.00?

Twelve hours

18. What would a man do if he took an inventory of his store?

He would count everything to see how much he had; itemize his goods; make a list of what he had on his shelves; take stock of his goods; list his goods (at the end of the year).

19. Why should we recycle glass and paper?

To conserve glass, wood, trees; for conservation reasons; to save energy needed to make (produce) glass and paper.

Score zero: It is the patriotic thing to do.

20. How many minutes are there in three-fourths of an hour?

Forty-five (45)

Begin age thirteen.

21. What does migrate mean?

To move (from one place to another); to go from one place to another; to go south in the winter like birds and north in the summer; to go like fish from fresh water to salt water, like salmon.

22. What is an advantage of working a long time at one's pace rather than changing jobs often?

One builds up security and retirement; establishes a good reputation; one is more likely to advance. Any sensible response in reference to working a long time at one place

23. What should a healthy person's temperature be when he/she has no fever?

97-99 degrees F or 36-38 degrees C. Accept either answer.

Must pass one set.

24. Say these numbers backwards. For example, if I should say: 1 2 3, you would say: 3 2 1, now say these numbers backwards when I finish saying them: 7 2 4 8 1. If failure, say these numbers backwards: 5 3 9 6 2.

Say the numbers slowly, about one second apart; do not group the numbers in any way.

Must repeat one series backwards

25. What is the difference between latitude and longitude on a map?

Latitude-imaginary lines north and south of the equator while longitude goes east and west; latitude is horizontal to the equator while longitude is perpendicular to it: longitude runs from the North Pole to the South Pole and latitude runs east and west; longitude goes east and west from the Greenwich meridian.

If there is any doubt, have the individual illustrate “which is which” on the circle on the back of the score sheet.

26. Why would leaders or powerful nations meet often?

To talk to settle differences so there will not be war; to work out agreements so there would be no conflicts; to show some trust; to work together; so there will be no war.

Any sensible response in references to why leaders of nations should meet

27. What is the principal kind of work done by an architect?

Makes plans for the construction of buildings and houses; designs churches and buildings; tells the carpenter what kind of a house to build with drawings.

If the individual responds by defining a landscape architect in any way, say: “Yes, that’s a landscape architect, but what does a regular architect do for a living?”

28. Why do we need to vote for people to run the government?

To get people who will represent the majority of the people’s opinions (feelings); that is what we do in a democracy; so we would not have the same people in office pass the job down to others.

29. What is an eclipse?

The earth gets between the sun and the moon and its shadow covers the moon; the earth gets between the sun and the moon and blocks out the light to the moon; the moon gets between the earth and the sun and we cannot see (the moon’s shadow blocks out) the sun.

30. Eight boys earned ₦96 and they divided it equally among one another. How much did each boy receive?

Twelve naira.

Begin age fourteen.

31. What does detain mean? What would it mean if someone were to be detained?
To be kept back (delayed, restrained, withheld); to check; to hold back or keep in custody and the like
Must pass both.
32. If I tear a piece of paper in half, I will have 2 pieces. If I tear both of these in half again, I will have four pieces. If I tear each of these again I will have eight pieces. How many will I have if I tear each piece again?
an Wait for an answer. Then say: and if I tear each of these again, how many will I have?
Sixteen and thirty-two pieces
33. What is a geyser?
A natural hot water fountain; spouts (hot) water regularly.
Score zero: Yellowstone Park has it
34. Listen carefully and say this sentence after me as I will not repeat it. Say: "As the hurricane approached, the sailors secured the shrimp boats to the dock."
Must repeat the sentence exactly in the correct order
35. Finish what I say: a dog is a canine. A cat is a _____.
Feline
36. Finish what I say: the sun gives off light, but the light from the moon is _____.
Reflected
37. What does this saying mean? "The early bird catches the worm?"
Be there first and you will get it; be the first to get things; be the first to get credit.
38. What does mutilate mean?
Injure; make imperfect by cutting off a part; demolish; hurt; deface.
Must pass one set.
39. Say these numbers just the way I say them when I finish:
1 4 2 9 3 5 6. If failure, say these numbers when I finish: 9 7 4 2 6 5 8.
Say the numbers slowly, about one second apart, do not group the numbers in any way.
Must repeat one set of numbers correctly
40. Mother bought eight cans of beans for ₦2.00. How much did she pay for each can?

Twenty-five kobo.

Begin age fifteen

41. What does abundant mean? For example, if you heard that potatoes were abundant, what would it mean?

Plenty of them; plentiful, lots and lots of things; not scarce and the like

Must pass both.

42. a. In what way are an octave and octopus the same or alike?

Both pertain to eight.

b. How are octave and octopus different?

Octave pertains to music and octopus is an animal (with eight arms or tentacles).

43. Who was Longfellow? What did he do to become famous?

Author; writer; wrote poems; wrote novels.

44. Which fraction of a million dollars would you prefer to inherit:

$\frac{3}{4}$, $\frac{2}{3}$, $\frac{5}{8}$?

Two-thirds

45. Listen carefully to the following story. I will say this only once. A night watchman just came off work and met his boss, the watchman said, "I just had a dream that I won a ₦10,000,000 (Ten million naira) prize. I hope it comes true." His boss became angry and immediately fired him. Why?

The watchman slept on duty.

46. A girl rented a fishing pole for 50 kobo an hour for 5 ½ hours. How much money did she spend?

₦2.7 kobo .

47 Listen carefully and Say this sentence exactly as I say it. Listen carefully as I will not repeat it: "The president and vice president made a special trip to the embassy to meet the ambassador."

Must repeat the sentence exactly in the correct order

48 What is the purpose of social security?

To help people in their old age; to give people an income in their old age; to help dependents (those who become disabled); to help those who cannot work and earn an income.

49. A boy who had ₦10.00 took his girl to the movies. If the tickets cost ₦1.50 each and they both had 60 kobo soft drinks after the show. How much money did he have left?

₦5.80

Must pass one set.

50. Say these numbers just the way I say them when I finish: 5 1 7 4 8 2 9 4. If failure, say:
'Say these numbers when I finish: 2 4 9 6 3 8 1 7.

Say the numbers slowly about one second apart, do not group the numbers in any way.

Must repeat one set of numbers correctly

Begin age sixteen and above.

51. What is a deficit?

Deficiency in amount; to be "short"; an amount lacking a negative difference between income and outgo (spending).

If the examiner responds: The government has it, request further explanation.

Must pass both.

52. a. How are carnivore and herbivore alike?

They are both animals.

b. How are they different?

One eats flesh/meat and the other eats plants.

Must pass both.

53. a. What planet is closest to the sun?

Mercury

b. What planet is farthest from the sun?

Pluto (Also accept Neptune)

54. Why do judges have the authority to give different sentences for the same or similar crimes?

There may be different circumstances under which the crime was committed; it may be a first (repeated) offender; it may be a very young offender; the person may have a family to support and could not if in jail.

Score zero: Someone bribed the judge, the judge showed favouritism.

55. A girl took 80 kobo to school for lunch. If she gave 20 kobo to a friend. What fraction of her money did she have left?

$\frac{3}{4}$ or 75 or 75%.

Must pass both.

56. How are concave and convexalike and how are they different?

Alike: They are both curves.

Different: They are curved differently; concave is curved inward and convex is curved outward.

57. What does malicious mean: (Pronounced me-lish es)

Wicked or mischievous intentions or motives; showing malice or ill will; something evil

58. Say this sentence exactly as I say it. Listen carefully as I will not repeat it. Say: "The opera singer made a lasting impression on the audience with her interpretation of the song."

Must repeat the sentence exactly in the correct order

59. Why does the government have the power to buy your land for a road even if you do not want to sell it?

The government has the right to do the most good for its citizens. The government has the right to reclaim property keeping in mind what is in the best interest of its citizens.

Any sensible response referring to the government's right to buy land.

60. What does this saying mean? "Big oaks from little acorns grow."

Big (important) things may have small (unimportant) beginnings.

61. What does mutiny mean?

A rebellion on a ship (army, navy, etc); like on a boat when the sailors take over and refuse to obey the captain; when any group under discipline refuses to take orders

62. Why do nations need to use espionage?

To gather information which could not be gathered by any other means; to check on the internal affairs of other nations; to get information.

Any sensible response referring to why nations need to use spies and espionage

Must pass both.

63. a. What is the highest mountain in the world?

Mt. Everest

b. Where is it located?

China. Tiber, Nepal and/or the Himalaya Mountains.

Score zero: India

64. A girl went to the rink early each Saturday so she could rent skates cheaper. If she rented skates for 50 cents an hour and skated 1 ½ hours for six Saturdays. How much money did she spend?

~~₦~~4.50

65. What does facsimile mean? (Pronounced fak-sim e-le)

An exact copy; duplicate; reproduction; the same; letter sent by telephone (lines) to another fax (facsimile) machine.

Must pass both.

66. a. How are a province and a statealike?

Both are (geo) political divisions within a nation.

- b. In what way are they different?

Some nations have states and some have provinces. Canada has provinces and the United States (US) has states.

Any sensible response referring to how a state and a province are alike and different

Must pass one set.

67. Say these numbers backwards, for example, if I say: 1 2 3 you would say: 3 2 1, now say these numbers backwards when I finish saying them: 8 3 2 9 4 7. If failure, say: 'Say these numbers backwards: 5 2 7 4 1 6'.

Say the numbers slowly about one second apart; do not group the numbers in any way.

Must repeat one series backwards

68. What does this saying mean? "A bird in the hand is worth two in the bush."

A sure thing is better than something (very good) which is not so sure.

69. What is a panorama?

An unobstructed or complete view of a region in every direction; a comprehensive presentation of a subject; a complete picture exhibited a part at a time, by being unrolled before the spectator.

Must pass both.

70. a. What is the area, or how many square feet (meters) are there in a room which is 9 feet (meters) wide and 12 feet (meters) long?

108 square feet or 108 square meters

b. What is the perimeter of the room?

42 feet or 42 meters

71. Say this sentence exactly as I say it. Listen carefully as I will repeat it. Say: "It is necessary to employ all personnel without regard to their religious or ethnic background."

Must repeat the sentence exactly in the correct order.

Must pass both.

72. What and where is the Ganges?

A (sacred) river in India.

Must pass both.

73. Two people painted a barn for ₦1,000. If one person worked 8 days and the other worked 12 days. How much money should each receive?

The one who worked 12 days would receive ₦600 and the one who worked eight days would receive ₦400.

74. What does prognosticate mean? (Pronounced prag-nas-te-kat)

To foretell from signs or symptoms, to prophesy, to predict

Must pass both.

75. How are the numbers 25 and 36 alike and how are they different?

Alike: Both are perfect squares; have perfect square roots; can take the square root and not have any remainder; both are numbers times themselves.

Different: One is odd and one is even; the square roots are odd and even.

If the examinee responds: They are composite numbers: both are two digit numbers, ask for another answer.

76. Finish what I say: A maple tree is deciduous: a pine tree is _____.

Evergreen or coniferous.

77. At a public meeting consisting of 300 people. The men outnumbered the women 5 to 1.

How many men were present?

250 men

Must pass both.

78. A bottle and cork cost ₦1.10k. If the bottle cost a naira more than the cork. How much did each cost?

The bottle costs ₦1.05 and the cork .05k

Must pass one set.

79. Say these numbers backwards. For example, If I say: 1 2 3, you would say 3 2 1. Now say these numbers backwards when I finish saying them: 9 3 5 7 1 8 4. If failure, say: 'say these numbers backwards: 3 7 1 9 4 6 5.'

Say the numbers slowly, about one second apart, do not group the numbers in any way.

Must repeat one series backwards

80. Who wrote the adventures of Sherlock Holmes?

(Arthur Conan) Doyle

Must pass one set.

81. Say these numbers just the way I say them when I finish: 5 7 8 4 2 1 3 6 9. If failure, say: 'say these numbers when I finish: 6 8 5 1 4 2 9 4 3.'

Say the numbers slowly, about one second apart; do not group the numbers in any way.

Must repeat one set of numbers correctly

82. What does prevaricate mean? (Pronounced pre-var-e-kat)

To lie, to deviate from the truth, to equivocate, to be false

83. What is the circumference of the earth?

Accept the correct answer in miles or kilometre. Meridian is 24,860 miles and equatorial is 24,900 miles, about 25,000 miles or about 40,000 kilometres. Any answer between 23,000 and 27,000 miles or 37,000 and 43,000 kilometers.

84. Why might an anthropophagite relish a visit from an unsuspecting anthropologist?
(Pronounced an(t)-thre-paf-e git) (an(t)-thr e- pal-e-jest)

An anthropophagite is a cannibal and so he would enjoy eating an anthropologist.

Must pass both.

85. What is the difference between vortex and vertex?

A vortex is a whirlpool while a vertex is the top or apex. A vortex is like a liquid having a whirling or circular motion and tending to form a cavity or vacuum in the centre of the circle.

A vertex is the top portion, the zenith or summit, the point opposite to and farthest from the base. The point where the two sides of an angle meet

86. A man left ₦40,000 in his will and specified that the money be divided so that the ratio of the wife's share to the daughter's share should be 5 to 3. How much money would the daughter receive?

₦15,000

87. A girl bought a pair of rabbits at the end of the first year she had 4. At the end of the second year, she had 12. At the end of the third year, she had 48. At this rate, how many did she have at the end of the next or fourth year?

The first year the rabbits multiplied by 2, the second year by 3, the third year by 4, the fourth year by $5.5 \times 48 = 240$

88. What does prestidigitation mean? (Pronounced pres-te dij-e ta-shen) sleight of hand. Legerdemain. Tricks done by a magician with cards.

89. A chicken farmer had 1,000 eggs. If 10% of the eggs are cracked and 5% of the remainder were found to be defective after handling. How many eggs could be sold in the market?

(10% of 1,000 = 100, $1,000 - 100 = 900$. 5% of 900 = 45, $900 - 45 = 855$).

855 (eggs)

90. In ancient times, who was the God of dreams?

Morpheus

91. Say this exactly as I say it. Listen carefully as I will not repeat it. "The doctor found the boy was suffering from a server psychosomatic disorder and therefore sent him to a psychiatrist for therapy."

Must repeat the sentence exactly in the correct order

Must pass 3 out of 4

92. What would the following people carry in order to identify themselves?

a. A philatelist (Pronounced fe-'lat-l-est)

A stamp album or some stamps

b. A lexicographer (Pronounced lek-se-'kag-re-fer)

A dictionary

c. An ornithologist (Pronounced or-na-thal-e-jest)

A bird or something to do with fish

d. An ichthyologist (Pronounced ik-the-al-e-jest)

A fish or something to do with fish

93. What is the cube root of 216: Or in other words, what number when multiplied by itself and then multiplied by itself again, equals 216?

Six

Must pass both

94. What is the difference between a plutocracy and a theocracy?

Plutocracy means government by the wealthy. Theocracy means government by the priests, ministers as representatives of God.

95. What does ratiocination mean? (Pronounced rat-e-os-n-a-shen)

Reasoning or the process of exact thinking

96. Say this sentence exactly as I say it. Listen carefully as I will not repeat it. Say: “The proper and safe disposal of hazardous industrial wastes presents a monumental task in a high-level decision making.”

Must repeat the sentence exactly in the correct order.

Must pass 3 out of 5

97. Who wrote the following?

a. Communist Manifesto

Karl Marx and Friedrich Engles

b. Pilgrim’s progress

John Bunyan

c. A tale of two cities

Charles Dickens

d. Much ado about nothing

William Shakespeare

e. Alice in Wonderland

Lewis Carroll

Must pass 3 out of 4.

98. What does each of the following mean?

a. Sub Rosa (Pronounced seb-ru-ze)

In strict confidence, privately

b. Savoir Faire (Pronounced sav- ,war-‘fa(e)r)

Tact, poise, sophistication

- c. Esprit de corps (Pronounced is-pred-e- 'ku(e)r, -ku(e)r)

Comradeship, spirit

- d. Bete noire (Pronounced bet-ne- 'war, bat-)

An aversion, strong dislike

99. Say this sentence exactly as I say it. Listen carefully as I will not repeat it. Say:
“microcomputers in use today have significantly more storage capacity than the mainframe computers from over a decade ago.

Must repeat the sentence exactly in the correct order

Must pass 5 out of 6

100. What parts of an animal's body are indicated by the following?

- | | |
|---------------------|----------------------|
| a. <u>Caudal</u> | Tail |
| b. <u>Dorsal</u> | Back |
| c. <u>Ventral</u> | Abdominal |
| d. <u>Cephalic</u> | Head |
| e. <u>Oral</u> | Mouth |
| f. <u>Occipital</u> | Back portion of head |

101. Say this sentence exactly as I say it. Listen carefully as I will not repeat it. Say: “The latest atomic reactor has the most recent safety and environmental safeguards to protect the local population from any potential nuclear accident.”

Must repeat the sentence exactly in the correct order

102. What does ubiquitous mean? (Pronounced yu-bik-wat-es)

Existing or being everywhere at the same time or omnipresent.

103. Distinguish between a palaeontologist and a philologist (Pronounced pa-le-an-tal-e-jest also ff-)

A palaeontologist is a scientist who studies the life of the past geological periods through analysis of rocks and fossils. A philologist studies all phases of languages and literature.

APPENDIX II

The Delta Screening Tool

Guidelines for completing the Delta Screener

It is suggested that the Delta Screener be used as part of an interview process rather than having the learners completing it on their own, as the interview format provides an opportunity for a complete investigation of areas of concern.

Delta Screener

Today's date: _____ Revised: May, 2003

Name _____ Age _____ Birth date _____

Year /month /day

Completed together with _____

Post-secondary academic status

Full-time student Part-time student Special Studies

Program _____ Semester/Level _____

1. How many courses are you taking this semester? _____

Please list each of your courses below:

2. What difficulty are you experiencing now?

3. Please indicate any of the following problems currently affecting your learning:

- Attendance test taking
- Note-taking not handing in assignments
- Disorganization procrastination
- Time management over-extended with work/activities
- Study skills memory problems
- Anxiety: test ____, speaking ____, performance ____

6. Were you registered with the Special Needs Office at that institution?

Yes No

7. If yes, did you receive any accommodations (for example extra time for exams)?

Yes No

If yes, please specify:

Previous Academic History

(Attach transcripts where available)

8. Please list the schools you have attended: (Elementary, Secondary, Specialized, Adult Ed.)

9. What was the highest grade that you completed?

10. What grades, if any, did you repeat?

11. Did you receive a Secondary School Diploma? Yes No

12. What type of courses did you take at the secondary school?

(Advanced/General/Basic, University/College/Mixed/Workplace)

(Please attach high school transcripts)

13. How old were you when you left the secondary school?

14. Why did you leave school?

15. What further courses or training have you had since you left school and where did they take place?

16. Did you have frequent or extended absences from school? Yes No

17. If you were, was it due to illness or for some other reason?

18. What were your favourite or best subjects? (Explain why)

19. What were your least favourite or most difficult subjects? (Explain why)

20. What format of exams is difficult for you?

Multiple choice math/technical word problems

Short answer written computer theory tests

Essay written math calculations

21. Did you have difficulty completing exams within the allotted time?

22. Did you receive any special education/remedial/resource assistance/specialized tutoring at elementary or secondary school? Yes No

If yes, what kind of help was it and in which grades did this help take place? (Be specific)

23. What did you find helpful (or not helpful) about this extra help?

24. Who in your family helped you with your homework?

25. Approximately how many hours per night did you receive help with your homework? _____

26. Do you find it easier to learn by

- listening or hearing?
- reading?
- writing?
- saying things out loud?
- working with your hands?

27. Did you have any special testing for your school problems? (This refers to psycho-educational assessment and not to regular class tests and exams.) Yes No

28. What did you understand about your assessment? (*Please attach reports if available*)

29. Were you ever told that you had a learning disability or an attention-deficit disorder?

(Other terms such as perceptual handicap or dyslexia may have been used.)

30. Have you ever been prescribed medication for an attention-deficit disorder (e.g. Ritalin)?

Yes No

31. Were you ever considered to have a behavioural problem at school? Yes No

32. How would your parents or teachers have described you as a child (for example nicknames, frequent comments)?

33. Have you ever been identified as an exceptional student:

(*Please attach documents if available*)

i) by an Identification, Placement and Review Committee (IPRC)? Yes No

ii) Have you been supported by an Individual Education Plan (IEP)? Yes No

iii) Did you have any transition planning? Yes No

34. Have you received any training in assistive technology or learning strategies? Yes
No

35. What learning strategies or assistive technology do you find most helpful? (For example, mind mapping, flashcards, colour coding, tape recorder, voice synthesis computer...)

Do you have access to computer technology at home? Yes No

36. What other comments would you like to make regarding your schooling or any of the problems that you face when you are learning?

Language and developmental history

37. What language is spoken at home? 1st _____ 2nd _____

38. What language were you schooled in?

39. If other than English, did you have trouble learning to read and write in your first language? Yes No Not applicable

40. Do you need to translate back and forth between English and your native language while doing schoolwork? Yes No Not applicable

41. Did you have any difficulty learning to talk? Yes No

42. Did you receive any Speech and Language Assessment or Therapy? Yes No

If yes, please describe:

43. Did your birth history include any of the following complications?

Premature birth Yes No

Low Birth Weight (< 3 lbs.) Yes No

Respiratory Distress Yes No

44. Did you receive an Occupational Therapy Assessment or Training for difficulty with fine motor skills? Yes No

If yes, please describe:

Family history

45. Has anyone in your family (children, parents, siblings, etc.) had problems with learning?

Yes No

If yes, please explain:

46. What was the highest grade achieved by your parents? Father: _____

Mother: _____

47. Does anyone in your family have difficulties with an attention-deficit disorder, substance abuse, and/or mental health problem?

Yes No

If yes, please explain:

Health and medical history

48. Do you have any recurrent or chronic health problems or conditions?

Yes No

If yes, please specify:

49. Have you ever had a serious accident or illness? Yes No

If yes, please specify:

50. Have you ever been unconscious? Yes No

If yes, provide details:

51. Do you take any medications on a regular basis? Yes No

If yes, please list type of medication and purpose

53. Have you had a history of depression, anxiety or other emotional or psychological difficulties (for example: OCD, school phobia, suicide attempts?)

Yes No

Have you ever taken medication for this condition? Yes No

If yes, please give details:

APPENDIX III

Questionnaire on Attitudes towards Summary Writing

Personal data

Kindly tick (√) the appropriate spaces in the following items

1. **Sex:** Male () Female ()
2. **Age:** 15 – 20 () 21 – 30 () 30 – above ()
3. **Course combinations:**
4. **Level:**
5. **Name of institution:**

SECTION B

Please tick (√) the portion that best describes you as follows:

- SA = Strongly Agree
 A = Agree
 D = Disagree
 SD = Strongly Disagree

Student’s attitude towards learning summary writing

S/N	ITEMS	SA	A	D	SD
1.	Summary writing is an enjoyable and easier task.				
2.	I found summary writing easier than reading for details.				
3.	Summary writing should not have been included in our syllabus.				
4.	Summary writing is too difficult to learn or to do.				
5.	I dislike summary writing as an aspect of the English language.				
6.	I do not like being given an assignment on summary.				
7.	When one is good at summarisation, one will not find it difficult jotting down notes in the class.				

8.	Learning summary is always difficult and uninteresting.				
9.	It requires some difficult skills to teach or learn summary writing effectively.				
10.	I prefer summary writing to essay writing.				
11.	Essay writing is easier to pass than summary writing.				
12.	I prefer team learning to individual learning when it comes to summarisation.				
13.	When it comes to teaching an aspect of summary, I am always attentive.				
14.	I enjoy my lessons because our English language teacher always engages us when teaching summary writing.				
15.	Speaking in good English will assist one's skill in summary writing.				
16.	Our English language teacher has a unique method of teaching summary.				
17.	Summary writing should be made compulsory at all levels for the English language students in the CoEs.				
18.	Summarisation skills assist students to describe their thought processes orally or in a written form during problem-solving.				
19.	Our lecturers encourage students to ask questions when difficulties or misunderstanding occur during summary writing lessons.				
20.	Summary writing helps students to express themselves in good English.				
21.	Summary writing guides students to be aware of their thinking				

	processes (metacognition).				
22.	We have more than enough books on summary writing in our library.				
23.	The knowledge of summary writing is useful in other courses.				
24.	Writing project, assignments and other related academic activities are connected with proficiency in summarisation.				

APPENDIX IV

SUMMARY WRITING TEST (Screening for difficulty in summary writing)

Instruction: *You are advised to spend about 40 minutes on this section.*

Read the passage below carefully and answer the questions on it.

All over the world, money and prestige go together. The more money a person has, the more successful he is judged to be.

When a person lives on inherited income, whether it *supplements* what he earns or frees him from working, he is judged as coming from a successful family. 'Old money' is thus a symbol of family success. By contrast, 'new money', or money earned by the person himself, is regarded as a symbol of personal success. In every culture greater prestige is associated with old money than with new, and the person with old money is more favourable judged.

Values relating to money change with experience in the use of money and with the realization of the role of money in personal and social adjustments. However, money contributes to some end that is important to a person at every age. To the young child, money is a means of getting things his parents do not give him, mainly sweets. At school, the child who has money to spend for things his friends regard as important, gains prestige and respect in their eyes.

For the adolescent, money contributes to two important ends; independence and social status. He would learn if he had money, that he would be able to 'buy' popularity in the form of material possessions and commercial amusements which he could enjoy with his peers. All these increase his social acceptability. He also, discovers that leadership, like popularity, can be brought if one has enough money. In planning for his future therefore, it is not surprising that the adolescent is more concerned about how much a job pays than about the nature of the work, how interesting it is to him, or what opportunities it offers for future advancement.

To the young adult, as to the adolescent, money is primarily a means of acquiring prestige symbols, respect and of fulfilling his needs for entertainment. He also discovers that other symbols of success have a price tag. Should he want to go to a famous college; a graduate or professional school to prepare for a prestigious occupation, or wants to belong to the exclusive social and professional organisations of the community, he must have money to pay for it.

A person does not view money as a source of security until he experiences the problems related to lack of money. So long as he is a minor and lives under the parental roof, he will be

taken care of even if the breadwinner of the family is unemployed. Social security and other aids guarantee him this security.

When adults discover that satisfying their desire for prestige symbols often means buying in installments and being constantly in debt, they begin to change their attitude about budgeting and saving money. This is hastened by the anxiety that comes from fear of losing their jobs, being unable to pay their debts, and having to ask their families or friends for help.

Middle-aged people worry about unemployment, the difficulty of getting another job, and the financial distress they would face if the family breadwinner should die or be invalided. They place high value on saving on spending freely for what they now regard as “extravagences”.

Extracted from (National Examination Council, 2016)

- (a) In **two** sentences, one for each, differentiate between ‘old money’ and ‘new money’.
- (b) In **four** sentences, one for each, state the reasons adults change in their attitude towards saving money.

APPENDIX V

LEARNING OUTCOME TEST IN SUMMARY WRITING (LOTSW)

1. Expository text

Instruction: You are advised to spend about 40 minutes on this section.

Read the passage below carefully and answer the questions on it.

The General Studies and National Awareness Programme is designed to give the undergraduate of Nigerian Universities a broad-based education which no sectional discipline within the university system can single-handedly afford to provide. Experience often shows that in the attempt by students to specialise in a field of learning, there is much tendency towards devoting all available time to the particular field of specialisation, thereby ignoring other fields, however interesting and attractive such fields might appear to be.

Consequently, a situation arose which indicated that most of our earlier university products in Nigeria were experts in their own fields, but ignorant, almost completely, in any other field of learning. It was in order to rectify such a situation, and prevent its recurrence, that the Federal Government decided that General Studies and National Awareness Course should be made compulsory for students in Nigerian Universities.

Before the Federal Government's directive came into existence, General Studies and National Awareness Programme was not accorded any significant place in curricula of the Nigerian Universities. In some older universities, it was not given any place at all. Too much emphasis was laid on specialisation in particular fields and not much consideration was given to the broad inter-disciplinary approach towards the studies available in most of the universities.

Two reasons may be adduced for the apathy shown towards the programme of that time. First, the need for a developing country like ours to urgently provide the necessary skill and know-how with which to create a virile and progressive nation made our earlier academic planners to overlook such a programme. Secondly, in the modern world there has emerged a great deal of research materials which make it incumbent on the modern academics to drink deep into their various disciplines in order to have a better grasp of them than hitherto. Consequently, the curricula in the different disciplines became so much specialist oriented that the students did not have much opportunity for probing into fields other than those of their specialisations.

It must, however, be pointed out that while academic specialisation is a very important aspect of the university system, it must not go to the extent of confining students to a very

narrow and parochial outlook. A good university education must broaden the view of its recipients and afford them the opportunity to be reasonably knowledgeable in areas outside their main fields of specialisation.

Besides the purely academic advantage of General Studies, our national consciousness demands that such studies must be geared towards a re-orientation of the minds of our students to the effect that they should become fully aware and appreciative of the national goals and objectives. They should be made conscious of the problems facing us as a nation, and must be resolved to be prepared to make their own contributions towards solving the problems. It is indeed, envisaged that through the National Awareness Programme, part of the students' minds would be made open to a willingly active, positive and effective participation in the arduous task of nation-building.

Through the General Studies and National Awareness Programme, the university system of the country hopes to make it possible for all Nigerian students to have a broad understanding of those courses that influence and shape the destiny of the nation; so that whenever they would be called upon to contribute towards the smooth running and stability of the country, they would not be found wanting. It is hoped that through the medium of the programme, students would be exposed to knowledge of the social organization, custom, culture and history of the various people that inhabit the country.

Also, by means of the programme, university students would be able to develop such mental attitude that would appreciate the importance of self-help projects and community service. It will in addition remove the age-long idea which considers the university as an ivory tower. Above all, it is expected that the General Studies and National Awareness Programme would inculcate in the students a vivid and continuous sense of responsibility and total commitment to the nation.

Extracted from (National Examination Council, 2016)

- (a) In four sentences, one for each, highlight the relevance of General Studies and National Awareness Programme in Nigerian Universities
- (b) In two sentences, one for each, state the reasons adduced for the early apathy towards General Studies and National Awareness Programme in Nigerian Universities.

(60 ARKS)

2. Narrative text

Instruction: You are advised to spend about 40 minutes on this section.

Read the following passage carefully and answer the questions on it.

We believed that the teacher would not be home that weekend. My father had strictly warned us not to go out at night since recent happenings had shown that it was unsafe. However, the thought of those mouth-watering fruits in the teacher's compound made us spend many sleepless nights. We decided that fateful night to sneak out and get some delicious mangoes to feast on.

Towards midnight, my two cousins and I crept stealthily out of the house. The fresh air invigorated us. The moon shone with unusual brightness and that enabled us to see our way clearly and the ripe mangoes as well. We soon reached the teacher's house, a stone's throw from ours. We climbed over the wall, as nimbly as monkeys. Since I was skilled in climbing, my cousins asked me to go up the tree which was laden with ripe mangoes. In no time, I reached the branch which appeared to be most heavy with fruits. I shoot it and many juicy mangoes fell to the ground. My cousins gathered them into their bags and we blessed our stars for this windfall.

Suddenly, the powerful headlights of an approaching care warned us of impending danger. To our amazement, it was the teacher and he had already spotted us. In my haste to get down, I lost my balance and fell heavily, injuring my arm. My cousins ran like the wind and escaped, leaving me to my fate. I attempted to run away but could not. I lay on the ground groaning in pain.

The teacher raised an instant alarm and the neighbours came rushing to the scene. I pleaded with them not to harm me. The teacher and another man lifted me up and brought me to my father's house. The teacher called my father to open the door but he did not answer.

'We have your son here and he is wounded,' the teacher explained.

'My son is sleeping peacefully in his room,' my father retorted.

My mother, who had been awake all this while and listening to these exchanges, went into our room to verify the truth. My cousins pretended to be fast asleep. When she discovered my absence, she gave a heart-rending cry which at last brought my father out. He took the whole scene in at a glance and stood speechless, gazing at me in shock and disbelief. He thanked the teacher profusely. After my mother had bandaged my arm, my father sat me down and rained

abuses on me. I broke down in tears and made a clean confession. This softened him but did not prevent him from giving my cousins the spanking of their lives.

- (a) In not more than one sentence each, summarise each paragraph in the passage above.
- (b) Describe in one sentence what led to the writer's injury.
- (c) In one sentence of your own words, identify the reason why the writer's father warned the boys against going out at night.
- (d) Given another sentence of your own words to replace the first sentence in the fourth paragraph of the above passage.

(40 Marks)

APPENDIX VI

PASSAGES FOR TREATMENT SESSIONS

PASSAGE 1: HEALTHY ENVIRONMENT

Instruction: You are advised to spend about 40 minutes on this section.

Read the passage below carefully and answer the questions on it.

The government and people of our nation are becoming increasingly aware of the need for a healthy environment. Many deadly diseases which are highly contagious are as a result of unhygienic habits such as the pollution of our water supply, careless defecation in public places, the careless disposal of refuse and the eating of bad food. It has been a matter of great concern to note in the recent years the frequent outbreak of various epidemics especially measles, chicken pox, yellow fever, malaria, sleeping sickness, dysentery and diarrhoea which have all resulted in the unnecessary deaths of both young and old. These infectious diseases which are so easily contacted are spread by such agents as flies, mosquitoes, bad water, bad food and human faeces which provide a haven for the germs of these diseases.

In order to help the people develop good health habits and maintain a healthy environment, many local councils have now resorted to the use of sanitary inspectors whose duty is to visit people's compounds or streets to ensure they maintain good clean environments, that they do not litter the streets and homes with rubbish, that human faeces are not thrown about or exposed, that people do make use of proper toilet facilities or water closets rather than open pit latrines or the bucket, that sewage pipes and open gutters are not blocked and that everywhere is kept clean.

Many diseases which can easily become fatal can be prevented through vaccinations. The government and health workers are accordingly encouraging people to get vaccinated against these diseases.

Smallpox, cholera, tetanus and measles can be prevented by vaccination. When people are vaccinated, a weak strain of the disease-causing germ is introduced into their bodies. The person's body quickly provides immunity against the germ by producing the appropriate germ-fighting anti-bodies which will later prevent any further or future infection of the person. It is through that smallpox has been eradicated.

Some infectious diseases are carried by known germs for which effective clinical treatment and cures have been developed. However, many illnesses have no known cures so far.

Indeed many obscure diseases caused by viruses are incurable and usually fatal. Virologists, people who study viruses, say that they are obscure biochemical substances, half living and half non-living which are highly toxic: they poison the body system causing great pain, malfunctioning and eventual debility and death.

The discovery of penicillin by Dr Fleming and the subsequent development and use of antibiotics in the form of syrups, capsules, and tablets has been a major breakthrough in the fight against diseases and epidemics. Today, many epidemics, which in the past wiped out towns and villages, can be controlled and even prevented by the use of appropriate doses of antibiotics and vaccines or even simple preventive hygienic measures.

Extracted from: 2016 National Examination Council

- (a) In **two** sentences, **one** for each, give the reasons why the local councils resorted to the use of sanitary inspectors.
- (b) In **two** sentences, **one** for each, state the reasons why vaccines are administered.
- (c) In **two** sentences, **one** for each, mention the effects of viruses on an individual.

PASSAGE 2: THE RISE IN POPULATION

Instruction: *You are advised to spend about 40 minutes on this section.*

Read the following passage carefully and answer the questions on it.

The announcement in 2011 that the world population had hit the seven billion mark seemed to have taken many people by surprise. Most people wondered how humanity could have grown by a billion within two decades. However, anyone conversant with factors relevant to human growth should understand this phenomenal increase. Let us examine the factors that have prompted the rise in population.

To begin with, think of the health facilities obtainable some centuries earlier compared with now. Man's knowledge of medical care was appalling some centuries ago. Today, with medical centres within easy reach of most people, and with drugs available to combat virtually all forms of diseases, the death rate has been drastically reduced, while life expectancy has risen significantly in most countries. This has caused the great reduction in infant mortality and subsequently increased the number of senior citizens.

Similarly, there is the vital role of education. The spread of education has created a great level of awareness about human welfare and health. Even primary school pupils know the dangers of drinking unwholesome water, living in an unclean environment and ignoring simple

rules of hygiene. Besides, education has deflated the various myths and superstitions that pervaded our fathers' lives.

Nutrition is also a significant contributor. As agricultural practices continue to be aided by serious research efforts, and as tools for farming the land continue to be more available, food supply has been greatly enhanced in an unprecedented way. Today, more food crops can be available in less land area than was the case in the past. Thus, the monster of hunger that used to cause starvation and death is being progressively tamed.

Finally, think of the relative security humanity has enjoyed in the past few decades. In the past centuries, major wars were a common phenomenon. Wars that ravaged Europe and Africa for many decades have almost been forgotten. Although there are still some skirmishes in some parts of the world, these have not been serious enough to bring about a significant change in population.

What then is the net result? Each factor translates to a healthier, safer and longer life. Consequently, our population multiplies at a consistent rate. So, we need not be surprised that the world population is seven billion. Indeed, in the next quarter of a century, another billion may be added, and by the end of this century, we may have double the present number. But in this lies another danger: that of gross over-population. If the present trend continues unabated, the planet Earth may soon become too small to house mankind. For example, arable land may be grossly inadequate to support food production for the very large population. Also, if the population continues to grow unchecked, there will be too many people who may contribute to polluting the environment. Just imagine the amount of waste that would be generated daily by homes, industries and institutions. These waste and debris, if not collected regularly and disposed of properly, may lead to environmental degradation. We should, therefore, watch it.

- (a) In **four** sentences, one for each, summarise the factors that have prompted the rapid increase in world population.
- (b) In **two** sentences, one for each, summarise what is likely to follow the continuing rapid population growth.

PASSAGE 3: THE CONDUCT OF AN EXAMINATION

Instruction: Read the following passage carefully and answer the questions on it.

We have often heard students making wild assertions that the public examining bodies are their worst enemies. Some, in fact, see the officials of these public examining bodies as

wicked souls scheming day and night to devise ways of failing them. How correct are these assertions? The facts will speak for themselves.

The task of setting an examination paper begins long before the examination day. Indeed, months or years before then, seasoned experts in the various subjects are given the teaching and examination syllabus and requested to set questions. These are compiled for subsequent scrutiny. Then a second set of experts is invited to examine the questions critically, make necessary modifications and come up with questions that conform to acceptable standards. The result of this exercise is a set of polished and unambiguous questions that are very fair to those being examined. These questions are then securely stored.

The next stage is the registration of candidates. This stage involves not just the examining body, but also the candidates, their parents, their teachers, principals and some other members of the public. This is so because apart from the candidate having to fill in the forms, his principal has to endorse them while the parents have to provide the registration fee. Any mistake or inaction on the part of any of these may ruin the candidate's chances. If, for instance, the candidate makes a mistake in his choice of subjects or in completing his forms, or if the principal does not forward the registration fee at the right time, his chances in the examination may be jeopardized.

Next is the conduct of the examination itself. Again, more officials from outside the examining body than from within it are involved. Think of the supervisors, the invigilators, and even the security officials. They are definitely more in number than the staff of the examining body, and any one of them could take an action that might result in the failure of candidates. Take the invigilator for instance, if he is negligent candidates could swap answer scripts under his very nose; and when this is detected by the markers, as it often is, the results of the candidates may be cancelled.

Probably, the most hated person to the candidates is the marker whom they, in their ignorance, regard as a wicked drunkard who delights in failing candidates. What candidates do not realize is that an examiner is trained to score points strictly according to a carefully prepared marking scheme from which he must not deviate. It is his constitution. Besides, his work is consistently checked by his team leader and the chief examiner. Should he be discovered to have marked inaccurately he could be removed. So, contrary to candidates' opinion, the examiner is a seasoned teacher, a careful scorer, a person always on his guard.

The final stage comes with the collation of results. This stage is mainly computerized, and computers do not make mistakes. A candidate's results may not be processed if he is involved in a malpractice, has used a wrong examination number or no number at all or if he fails to write all the papers that make up a subject. So, when a result is withheld, the fault is mostly that of the candidate.

How then should we view the activities of the public examining bodies? Definitely, we should view them with understanding, sympathy and appreciation.

- (a) In one sentence, summarise the writer's purpose in this passage.
- (b) In two sentences, one for each, state how the actions of the candidate and the invigilator can jeopardize the candidate's chances of success.
- (c) In three sentences, one for each, summarise the steps taken by examining bodies to ensure that candidates are given a fair chance of success. (May/June 1998 Question)

PASSAGE 4: THE IMPORTANCE OF DICTIONARY

Instruction: Read the following passage carefully and answer the questions on it.

No one can deny the fact that anyone who wants to be successful in learning the English languages needs a good English dictionary. Such a dictionary should be a source of information about the language information that is not generally available in grammar books. It should not only contain a list of words and their meanings, but also a lot of information that can help a learner to speak and write good English.

In order to use a word correctly, the reader needs to know how to link it with other words in a sentence. He should also know the structures that often precede or follow it, and whether it is formal or informal. This will help him to choose what word is appropriate for a particular context. The dictionary is, therefore, an invaluable aid to reading as well as writing skills.

If the meaning of a particular word in a passage impedes the overall comprehension of the main ideas presented in it, then a dictionary should be used. Most teachers must have observed a widespread tendency among their students to attack a new passage by reading it word by word, stopping to reach for a dictionary whenever they come across a word they do not know. This is a wrong approach; the dictionary should be used only as a last resort. The main objective of reading a passage is not to define specific words but to understand the ideas and concepts of the passage. The frequent use of a dictionary tends to focus the reader's attention on words when he should be concentrating on understanding the main ideas of the passage. Efficient reading

implies obtaining the greatest amount of information from the passage in the shortest time possible. The frequent use of a dictionary takes too much time – time that can better be employed in getting an overall understanding of the passage.

Instead of turning to the last resort, the reader should continue reading. Very often, the meaning of an unfamiliar word can be guessed from the context in which it is used. The passage may give a definition, cite examples or describe the circumstances surrounding the use of such a word well enough for him to know what it means. After reading the whole passage, the reader may realize that he has understood the important ideas presented without knowing the meaning of every word. If, after reading the entire passage, the reader is still unable to guess the meaning of a word from the context, then he should study the structure of the word. The word may be a compound word which, when broken into its component parts, can be easily understood.

If after exhausting these approaches, the reader still does not understand the meaning of a word, and if this word is vital to the comprehension of the whole passage, then and only then, should he refer to a dictionary.

- (a) In one sentence state the purpose of a good dictionary.
- (b) In two sentences, one for each, state the two disadvantages of constantly referring to a dictionary when reading a passage.
- (c) In three sentences, one for each, summarise the three steps that a reader should take before referring to a dictionary.

PASSAGE 5: Military Activities -The 1966 Coup

The officers saw the problems of the country which stared them in the face, as emanating from the weak leadership that was moving the nation steadily but surely into self-destruction.

It became clear to the officers during the planning stages that they had to strike at the centre and the regional capitals. They opted for a bloody coup from the onset, as they regarded some personalities as too dangerous to spare, if their plan was to succeed. The issue of winning more support from other officers was pursued relentlessly by both Chukwuma and Ifeajuna.

The issue of date had to be settled. The period of army weapons meeting in Enugu was considered and discarded, as the coup was designed against the civilian government, and a concentration of military officers had no particular advantage. In fact, it was seen as a disadvantage. Once communication was established and manner and code of operation were worked out, it was smooth sailing. The movement of important political figures was monitored

and tagged. So was the movement of senior army officers. They settled for the night of 14th January 1966, as 'N-night' and 0200 hours on 15th January, as 'H-hour'.

Under the pretext of a military exercise, the troops of the Nigerian Military Training College where Chukwuma was chief instructor, had been called out with troops of other units in Kaduna, and the brigade headquarters had approved the exercise without suspecting anything. Exercise 'Damisa' or 'Lion Hunt' turned out to be a coup, designed to hunt down the political and military leaders.

PASSAGE 6: The Roles of Women

Read the following passage carefully and answer the question on it.

Apart from bringing forth children, a mother has also helped to cater for their emotions welfare. She plays a vital role in helping a child learn about love and affection – lessons that maybe just as important as the satisfaction of his physical needs. In order to develop into a well-balanced adult. A child needs a warm. Secure environment while growing up. Here again, a mother's role is crucial. So whatever else a woman might do, this is her primary function in society. besides looking after her children, the mother is often their principal teacher. It is mainly the mother or grandmother who patiently teaches the child to speak, to walk, and to do household chores and countless other things. Little wonder then that one's language the world over is referred to as one's "mother tongue" rather than "father tongue".

Today more women than ever have to work outside the home to help support their families. Millions of women work on the land, or care for livestock. This labour, usually underpaid or unpaid feeds half the world. In Africa. 70 per cent of the food is grown by women, in Asia the figure is 50-60 percent and in Latin America 30 percent.

In this Western World most women leave home daily to work in offices, schools and factories. Many of them are indeed getting into top positions, although they are still outnumbered by men at this level.

Although they generally earn less than men, simply because they are women, they nonetheless provide very essential services that keep many factories and institutions running. Indeed, in many countries of the world. Most nurses, midwives, doctors and teachers are women. One of the greatest gifts that women can give their families is compassion. When a family member falls sick, the mother takes on the role of a nurse, while still shouldering all her other responsibilities. A woman's compassion may even motivate her to eat less herself so that her

children do not go without food. Researchers have found that some women consider their food intake as sufficient even though they are malnourished. They are so accustomed to giving the larger share to their husbands and children that as long as they can still work, they considered themselves adequately fed.

Sometimes a woman's compassion is expressed in her concern for the local environment. That environment matters to her, since she also suffers when drought. Desertification, and deforestation impoverish the land. In one town in India, women were outraged when they learned that a lumber company was going to cut down about 2500 trees in a nearby forest. When the loggers arrived, the women were already in place, hands joined, protectively encircling the trees. "You will have to cut us down as well if you want to cut down the trees." They told the loggers. The forest was saved.

Perhaps because of her biological role as the provider of succor and compassion, a woman is hardly ever a soldier. However, if need be, she can take up arms to save her children and her community. And when a woman does that, oh, she can be terrible! The Dahomey warriors who tormented the ancient Egba for ages were women in arms! However, it is perhaps best to save women the abominable role of killers and reserve them for what they best at: bringing forth and bringing up the young ones.

1. In six sentences, one for each, state the functions of women in society.

PASSAGE 7: Characteristics of Boss

As bosses, managers often unaware of the misuse of their power in relation to subordinates and of the contradictory messages they send and their motives for doing so. For example, they may tell subordinates that they expect them to be candid and to feel free to offer criticism. Yet they communicate, at the same time, disapproval of candid feedback through subtle and sometimes not so subtle cues.

Managers may even confuse excessive deference (pleasing behaviour) with the normal level of compliance that they feel they have a legitimate right to expect. They may not see the way in which they signal to subordinates their demands for excessively deferential behaviour – and they are often unaware of the deep resentment these demands produce.

In the superior role, most managers say that they are more concerned about their subordinates performance than with obedience for its own sake or with workers doing things the way of the boss. Despite the overt message they send, however of good performance is what

really counts in my department many managers communicate subtly to subordinates that obedience and deference are just as important, if not more so. This is usually subconscious on the managers part.

Most executives have trouble learning about the expectations their subordinates have of them simply because they are rarely forthright about how they like bosses to behave. Actually, most subordinates work hard to adapt their behaviour to what they think the boss to change – even when invited to criticize.

This reticence can lead to surprising angry outbursts when smoldering resentment suddenly surfaces. They superior ends up wondering. Why didn't you come to me earlier with this problem? Bosses will often deny blame and claim they've always had an open- door policy. Many apparently assume that such a policy alone is sufficient to guarantee a fully open relationship and to minimize the effects of power.

As subordinates managers develop an exaggerated concern over pleasing their bosses because they believe they have very little power to change the superior is behaviour. Whatever the rhetoric of the boss may be, they are convinced they know the real score. As a result, they spend much time scrutinizing the behaviour of the boss for cues that indicate approval or disapproval.

As one manager put it I suppose it's true" I study my manager's likes, dislikes, and other personal tastes; his objectives and motivations and the time pressure he may be under. One division head said of his superior. I take into account how his thinking differs from mine, what things he is likely to view in a different way!.

- (a) In four sentences, summarize the general characteristics of bosses as supervisors
- (b) In two sentences, summarize the general characteristics of bosses as subordinates.

APPENDIX VII (A)

LESSON NOTE

The participants in the experimental group were exposed to the treatment. The treatment programme was carried out twice a week for seven weeks. The duration of each lesson was forty minutes.

GENERATIVE INTERACTIONS BETWEEN SCHEMATA AND TEXT (GIST) STRATEGY TREATMENT PACKAGE

WEEK ONE LESSON ONE

Topic: Summary writing passage- Healthy Environment

Duration: 40 Minutes

Instructional materials: Copies of the reading passage were given to the students and the images related to the passage were drawn on a chart.

Objectives: At the end of the lesson, the students should be able to:

- i. Apply GIST strategy to the passage
- ii. Identify the main ideas in the passage.
- iii. Summarise the passage in their own sentences

STEPS

Step 1: (Introduction of the Generating Interaction between Schemata and Text strategy to the students). The research assistant described the implementation of the GIST strategy using a passage on summary. The GIST steps included the following: predictions, reading of the passage and inference of an outline or image under which it is likely to be presented to the mind.

Step 2: The text was divided into sections that served as stopping points. To do this, the research assistant grouped the class into two. The research assistant directed the group members to apply GIST strategy to the given passage. The students were asked to study the topic sentence, the picture presented and the words in bold print. The researcher asked the students questions that helped them to infer an outline or image of the concept under which it is likely to be presented to the mind. The research assistant called on the students to discuss their findings.

Step 3: (The students were asked to read the text paragraph by paragraph). When the students had finished reading, the research assistant asked group members to summarise the paragraphs in their own sentences.

Step 4: The research assistant asked the students to read the passage again

Step 5: As the students read, the research assistant observed them and tried to assist them in eliminating words difficulty. The research assistant facilitated students' thinking and understanding of the comprehension and summary passage by asking them the following questions:

- (i) What do you think the first paragraph is all about?
- (ii) Identify the topic sentence in the passage.
- (iii) Provide a suitable title for the passage you have just read.

Evaluation: Identify the main ideas in paragraph one and two of the passage

Conclusion: The research assistant gave the highlight of the lesson.

Assignment: The students were told to summarise the three paragraphs of the passage in one sentence each.

WEEK ONE LESSON TWO

Topic: Revision (Passage- Healthy Environment)

Duration: 40 minutes

Instructional materials: Copies of the reading passage; picture of a healthy environment and a dirty one drawn on a chart and hung on the board.

Objectives: At the end of the lesson, the students should be able to:

- i) Apply the GIST strategy to the passage
- ii) Answer questions on the passage correctly.
- iii) Mention five effects of a healthy environment.

STEPS

Step 1: The research assistant started by collecting the assignment from the students.

Step 2: (Introduction of the GIST strategy to the students). The research assistant told the students that the day's lesson was a revision of the last lesson using the GIST strategy. The research assistant described the implementation of the GIST strategy using a passage on "an unhealthy environment". The GIST steps included the following activities: predicting, reading, confirming, revising, inferring and initiating a summary of the reading passage. The research assistant modelled the questioning/predicting activities for the students.

Step 3: (Students set purposes and make inferences). The students were asked to resume their group activities as the research assistant directed. The research assistant asked the students to

read the passage and review the productions on the content of the passage with the following questions: (i) What is the story about? (ii) Why do you think so? (iii) What part of the story gives you the clue (iv) In your own words, explain what each paragraph is all about.

Step 4: (The students were asked to re-read the passage). To validate the students' response, the research assistant asked the students to re-read the passage silently and answer the questions on it.

Step 5: (Confirm, adjust and revise predictions). After reading the passage, the research assistant challenged the students by asking them to read aloud and he also asked the group representatives to summarise and give the findings of each group to the whole class.

Evaluation: The students were asked to answer oral questions on the passage such as (i) what is the story about? (ii) Why do you think so? (iii) What part of the story gives you the clue? (iv) From the diagram, state in two sentences the two major differences between a healthy environment and a dirty environment.

Conclusion: The research assistant corrected the students' errors and gave the highlight of the lesson.

Assignment: The students were given the following homework:

(1) In your own words, briefly explain the following words as used in the passage you have just read: (i) contact (ii) outbreak (iii) immunity (iv) incurable (v) infections

(2) Each student was to identify any passages of not more than 4 paragraphs and bring them for class discussions the next day.

WEEK TWO LESSON ONE

Topic: Summary writing (Passage-The rise in population)

Duration: 40 minutes

Instructional materials: Copies of the reading passage and charts

Objectives: At the end of the lesson, students should be able to:

- i) Apply the GIST strategy to the passage.
- ii) Identify the main ideas in the passage.
- iii) Summarise the passage in reasonable minimal sentences.

STEPS

Step 1: (Introduction of the GIST strategy to the students). The research assistant described the implementation of the GIST strategy using the passages brought by the students. The GIST steps included the following activities: predicting, reading, confirming, revising, inferring and initiating a summary of the passage that had been read. The research assistant modelled the questioning/predicting activities for the students.

Step 2: (Students set purposes and made predictions). The research assistant divided the class into groups. The research assistant directed group members to identify a purpose for reading the passage. The students were asked to study the passages and draw a picture to represent the word prints. The research assistant then asked the students the following questions to set them thinking: (i) Give your passage a relevant topic (ii) What is the story about? (iii) Why do you think so? (iv) Summarise the first paragraph in one sentence.

Step 3: Students were asked to read the passage silently, paragraph by paragraph while in their group. This enabled the research assistant to check the students' predictions. The research assistant moved around the class to listen as the students read and assisted them to eliminate words difficulty.

Step 4: The research assistant asked some questions on students' selections such as:

- (i) Are your predictions correct?
- (ii) Why do you think so?
- (iii) Give another prediction with the same meaning or interpretation as the ones earlier given without using any of the words you have earlier used.

Step 5: The research assistant asked the students to re-read the sections of their selections to confirm or contradict their findings. Each group judged whether or not the offered proof was trustworthy. The teacher encouraged the students to ask questions to validate their findings to help them to become active readers and thinkers. Also, each group representative was called upon to share the group's findings on the segment read, with the whole class.

Evaluation: The students were asked oral questions on the passage such as: (i) What is your impression about the passage? (ii) Why (iii) Give the passage an appropriate title.

Conclusion: The research assistant gave the highlight of the lesson.

Assignment: The students were told to summarise their life experiences in not more than three paragraphs.

WEEK TWO LESSON TWO

Topic: Revision (Passage-‘The rise in population’)

Duration: 40 minutes

Instructional materials: Copies of the reading passage

Objectives: At the end of the lesson, the students should be able to:

- i) Apply the GIST strategy to the passage
- ii) Identify main ideas in the passage

STEPS

Step 1: The research assistant described the implementation of the GIST strategy using a passage titled ‘The rise in population’. The activities to be done were explained to the students, and these included the following: predicting, reading, confirming, revising, inferring and initiating a summary of the passage of the reading passage.

Step 2: The research assistant divided the class into groups. The students were directed to study the passage after which the research assistant asked them the following questions to set them thinking: (i) What is the story about? (ii) What do you think happen in the story and why? The students answered these questions and recorded their answers in their notebooks for a review later. The research assistant then called on the students to share their findings and to discuss how each of them arrived at them.

Step 3: The research assistant moved round to check the students’ answers and observed their weaknesses.

Step 4: When the students had finished reading the passage, the research assistant asked them questions to encourage critical thinking and open discussion. The research assistant asked questions such as: (i) Give four different titles to the passage you have just read (ii) Summarise each passage in not more than one sentence.

Step 5: The research assistant asked the students to read through what they had written and asked them to give five challenges that increase in population could pose in the nearest future.

Evaluation: The students were asked questions on the passage such as: (i) Summarise in your own words four factors that prompted the rapid increase in world population (ii) Identify the main idea in each paragraph.

Conclusion: The research assistant gave the highlight of the lesson.

Assignment: The students were told to write two paragraphs on the term ‘underpopulation’

WEEK THREE LESSON ONE

Topic: Summary writing (Passage on ‘The conduct of an examination’)

Duration: 40 minutes

Instructional materials: Copies of the reading passage.

Objectives: At the end of the lesson, the students should be able to:

- (i) Apply the gist strategy activities to the passage.
- (ii) Identify the main ideas in the passage.
- (iii) Summarise the passage.

STEPS

Step 1: The research assistant collected the assignment given to the students and reviewed the previous lesson by asking some questions.

Step 2: The research assistant explained the implementation of the GIST strategy to the students using the instructional materials that were provided.

Step 3: The research assistant asked the students to: (i) Read the passage silently (ii) Identify the purpose of reading the passage (iii) Give the passage a suitable title (iv) Justify the title given.

Step 4: Whilst still in their groups, the students were asked to discuss the passage within the group to enable the research assistant to check their predictions. As the students discuss the passage, the research assistant moved round to observe them and correct their mistakes.

Step 5: When the students had finished the discussion of the selection, they were asked to identify the main ideas in each paragraph.

Step 6: The research assistant asked the students to summarise the whole passage to a reasonable number of sentences.

Evaluation: The students were asked to answer oral questions on the passage as follows: (i) What do you think the story is about (ii) Justify your answer (iii) What part of the story gives you the clue?

Conclusion: The research assistant corrected students’ errors and gave the highlight of the lesson.

Assignment: The students were asked to summarise in their own words the purpose for which the author wrote the passage they had read.

WEEK THREE LESSON TWO

Topic: Revision (Summary writing: passage-‘The conduct of an examination’)

Duration: 40 minutes

Instructional materials: The copies of the reading passage.

Objectives: At the end of the lesson, the students should be able to:

- (i) Apply the gist strategy to the passage.
- (ii) Answer question on the passage.
- (iii) Mention the three steps taken by the examining bodies to ensure that candidates are given a fair chance of success as indicated in the passage.

STEPS

Step 1: The research assistant started by reviewing the assignment given to the students.

Step 2: The research assistant informed the students that the day’s lesson was going to be a revision of the last lesson through the application of the GIST strategy. He then described the implementation of the GIST strategy using the passage titled “The conduct of an examination”. The GIST step included the following activities: predicting, reading, confirming, revising, inferring and initiating a summary of the given passage.

Step 3: The students were asked to resume their group activities as the research assistant directed. The research assistant asked the students to read the passage and to review the predictions on the content of the passage the following questions: (i) What do you think the passage is all about? (ii) Justify your answers (iii) Summarise the first paragraph in one sentence?

Step 4: The students were asked to re-read the passage to validate their answers. The research assistant asked the student to re-read the passage silently and to answer the questions on it.

Step 5: After reading the passage, the research assistant told the students to read aloud and he also asked the group representatives to summarise the passage and to give the findings of each group to the whole class.

Evaluation: The students were asked to answer oral questions on the passage as follows: (i) What do you think paragraph two is all about? (ii) Why do you think so? (iii) What part of the story gives you the clue to what the passage is all about?

Conclusion: The research assistant corrected the students’ errors and gave the highlight of the lesson.

Assignment: The students were told to summarise the given passage paragraph by paragraph in not more than one sentence each.

WEEK FOUR LESSON ONE

Topic: Summary writing (The importance of a dictionary)

Duration: 40 minutes

Instructional materials: The copies of the reading passage and a dictionary

Objectives: At the end of the lesson, the students should be able to:

- (i) Apply the GIST strategy to the passage.
- (ii) Identify the main idea in the passage.
- (iii) Summarise the passage in reasonable minimal sentences.

STEPS

Step 1: (Introduction of GIST strategy to the students). The research assistant described the implementation of the GIST strategy using a given passage.

Step 2: (Students set purposes and make predictions). The research assistant asked the student to resume their groups and urged them to study the passage in order to create an impression about it in their minds. The research assistant asked the students the following questions to set them thinking: (i) What is the story about? (ii) What do you think happen in the story? (iii) Justify your answers. The students were expected to answer these questions and to record their answers in their notebooks for a review later. Then the research assistant called on the students to discuss their findings or answers.

Step 3: The research assistant moved round to check the students' answers and observed their weaknesses with a view to correcting them.

Step 4: When the students had finished reading the passage, the research assistant asked them to give three different titles to the passage they had just read and to summarise the passage in one sentence. These activities were meant to encourage critical thinking and to stimulate open discussion among the students

Step 5: The research assistant later asked the students to read through what each group had written and asked them to give two importance of a good dictionary.

Evaluation: The students were asked questions on the passage as follows: (i) Summarise in your own word, two disadvantages of constantly referring to a dictionary when reading a passage (ii) In not more than two sentences, identify why you think a dictionary is necessary in reading.

Conclusion: The research assistant gave the highlight of the lesson.

Assignment: The students were given an assignment to summarise three steps that a reader should take before referring to a dictionary, considering their knowledge of the passage they had read.

WEEK FOUR LESSON TWO

Topic: Revision/Exercises on the passage (The importance of a dictionary)

Duration: 40 minutes

Instructional materials: Copies of the reading passage and a dictionary

Objectives: At the end of the lesson, the students should be able to:

- (i) Identify the main idea in the passage
- (ii) Answer the questions on the passage correctly
- (iii) Summarise the passage in reasonable minimal sentences.

STEPS

Step 1: The research assistant started by collecting the students' assignments.

Step 2: The research assistant informed the students of the objective of the day's lesson and the strategy to be employed. He later described the steps to take to the students.

Step 3: The students resumed their group activities as the research assistant directed. The research assistant asked the students to skim the reading passage and review their predictions or answers on the content of the passage.

Step 4: To validate the students' answers, the research assistant told them to re-read the passage silently and answer the questions on it.

Step 5: After reading the passage, the research assistant asked each group to answer the questions that follow and present their answers to the whole class.

Evaluation: The research assistant asked the following questions based on the lesson: (i) What is a dictionary? (ii) Summarise the whole passage paragraph by paragraph in not more than a sentence each. The research assistant ensured that the answers given by each group were not the same.

Conclusion: The research assistant corrected the students' errors and summarised the lesson.

Assignment: The students were asked to take any passages of not more than four paragraphs from any of the national dailies and summarise them in four sentences.

WEEK FIVE LESSON ONE

Topic: Summary writing (Passage on Military Activities -The 1966 Coup)

Duration: 40 minutes

Instructional materials: Copies of the reading passage.

Objectives: At the end of the lesson, the students should be able to:

- (i) Apply the gist strategy activities to the passage.
- (ii) Identify the main ideas in the passage.
- (iii) Summarise the passage.

STEPS

Step 1: The research assistant collected the assignment given to the students and reviewed the previous lesson by asking some questions.

Step 2: The research assistant explained the implementation of the GIST strategy to the students using the instructional materials that were provided.

Step 3: The research assistant asked the students to: (i) Read the passage silently (ii) Identify the purpose of reading the passage (iii) Give the passage a suitable title (iv) Justify the title given.

Step 4: Whilst still in their groups, the students were asked to discuss the passage within the group to enable the research assistant to check their predictions. As the students discuss the passage, the research assistant moved round to observe them and correct their mistakes.

Step 5: When the students had finished the discussion of the selection, they were asked to identify the main ideas in each paragraph.

Step 6: The research assistant asked the students to summarise the whole passage to a reasonable number of sentences.

Evaluation: The students were asked to answer oral questions on the passage as follows: (i) What do you think the story is about (ii) Justify your answer (iii) What part of the story gives you the clue?

Conclusion: The research assistant corrected students' errors and gave the highlight of the lesson.

Assignment: The students were asked to summarise in their own words the purpose for which the author wrote the passage they had read.

WEEK FIVE LESSON TWO

Topic: Revision (Passage on Military Activities -The 1966 Coup)

Duration: 40 minutes

Instructional materials: Copies of reading passage.

Objectives: At the end of the lesson, the students should be able to:

- (i) Apply the GIST strategy to the passage.
- (ii) Identify the main ideas in the passage.
- (iii) Summarise the passage.

STEPS

Step 1: The research assistant collected the assignments given to the student and he also reviewed the previous lesson by asking some questions.

Step 2: The research assistant explained the implementation of the GIST strategy to the students using the instructional materials that were provided.

Step 3: The students resumed their group activities as directed by the research assistant. (i) The research assistant told the group members to identify the purpose for reading the passage (ii) The research assistant asked the students to give the passage a suitable title.

Step 4: Whilst still in their groups, the students were asked to read the passage silently and this enabled the research assistant to check the students' predictions. As the students read the passage, the research assistant observed their mistakes and gave them necessary assistance to overcome their difficulties.

Step 5: When the students had finished reading the selection, they were asked to identify the main ideas in each paragraph.

Step 6: The research assistant asked the students to summarise the whole passage to a reasonable number of sentences.

Evaluation: The students were asked to give three different titles suitable to the passage read. Also, they were asked to give three main ideas that could be generated from the passage.

Conclusion: The research assistant gave the highlight of the lesson and corrected mistakes.

Assignment: The students were told to give a vivid description of any lecturer of their choice in not more than six sentences.

WEEK SIX LESSON ONE

Topic: Summary writing on the passage The Roles of Women

Duration: 40 minutes

Instructional materials: Copies of the reading passage.

Objectives: At the end of the lesson, the students should be able to:

- (i) Identify the main ideas in the passage.
- (ii) Answer the questions on the passage correctly.

STEPS

Step 1: The research assistant started by collecting the students' assignments.

Step 2: The research assistant informed the students that the day's lesson was going to be a revision of the last lesson using the GIST strategy. He then described the steps to take.

Step 3: The students resumed their group activities as the research assistant directed. The research assistant asked the students to skim the reading passage and to review their predictions on the content of the passage.

Step 4: To validate their findings, the research assistant told the student to re-read the passage silently and to answer the questions on it.

Step 5: After reading the passage, the research assistant asked each group to answer the questions that follow and to present their answers to the whole class.

Evaluation: The research assistant asked questions based on the lesson, such as: (i) In not more than a sentence, summarise the whole passage paragraph by paragraph. The research assistant ascertained that the answers given by each group were not the same.

Conclusion: The research assistant corrected student's errors and summarised the lesson.

Assignment: The students were asked to take any passage of not more than three paragraphs from any of the national dailies and summarise it in three sentences.

WEEK SIX LESSON TWO

Topic: Revision on the passage: The Roles of Women

Duration: 40 minutes

Instructional materials: reading passage, charts, flash cards

Objectives: At the end of the lesson, the students should be able to:

- (i) Apply the GIST strategy to the passage.
- (ii) Identify main ideas in the passage
- (iii) Summarise the passages in the newspapers.

STEPS

Step 1: The research assistant collected the students' assignments and reviewed the previous lesson by asking some questions.

Step 2: The research assistant reviewed the implementation process of the GIST strategy using the passages in the newspapers. He then modelled the questioning/predicting/summarising activities for the students.

Step 3: The students were asked to resume their group activities as the research assistant directed. The research assistant asked the group members to identify the purpose of reading the passages in the newspapers.

Step 4: The students were asked to give the passage a suitable title and to give the impressions that the passages created in their mind.

Step 5: The research assistant then called on the students to share their predictions and to discuss how they arrived at them.

Step 6: While in their respective groups, the students were asked to read the passages and this enabled the research assistant to check their various answers.

Step 7: The research assistant asked the group members some target questions to encourage active reading and critical thinking.

Evaluation: Students were asked to respond to oral questions on the passage such as:

- (i) What are the lessons learnt in the passage just read?
- (ii) In not more than a sentence each, identify the topic sentence in the first and the second paragraphs.

Conclusion: The research assistant gave the highlight of the lesson and corrected the students' mistakes.

Assignment: The students were told to write a story similar to the one they read in the newspapers.

WEEK SEVEN LESSON ONE

Topic: Summary writing: passage- Characteristics of Boss

Duration: 40 minutes

Instructional materials: The copies of the reading passage.

Objectives: At the end of the lesson, the students should be able to:

- (iv) Apply the gist strategy to the passage.
- (v) Answer question on the passage.
- (vi) Mention the three steps taken by the examining bodies to ensure that candidates are given a fair chance of success as indicated in the passage.

STEPS

Step 1: The research assistant started by reviewing the assignment given to the students.

Step 2: The research assistant informed the students that the day's lesson was going to be a revision of the last lesson through the application of the GIST strategy. He then described the implementation of the GIST strategy using the passage titled "The conduct of an examination". The GIST step included the following activities: predicting, reading, confirming, revising, inferring and initiating a summary of the given passage.

Step 3: The students were asked to resume their group activities as the research assistant directed. The research assistant asked the students to read the passage and to review the predictions on the content of the passage the following questions: (i) What do you think the passage is all about? (ii) Justify your answers (iii) Summarise the first paragraph in one sentence?

Step 4: The students were asked to re-read the passage to validate their answers. The research assistant asked the student to re-read the passage silently and to answer the questions on it.

Step 5: After reading the passage, the research assistant told the students to read aloud and he also asked the group representatives to summarise the passage and to give the findings of each group to the whole class.

Evaluation: The students were asked to answer oral questions on the passage as follows: (i) What do you think paragraph two is all about? (ii) Why do you think so? (iii) What part of the story gives you the clue to what the passage is all about?

Conclusion: The research assistant corrected the students' errors and gave the highlight of the lesson.

Assignment: The students were told to summarise the given passage paragraph by paragraph in not more than one sentence each.

WEEK SEVEN LESSON TWO

Topic: Revision using the passage Characteristics of Boss

Duration: 40 minutes

Instructional materials: The copies of the reading passage.

Objectives: At the end of the lesson, the students should be able to:

- (iv) Apply the GIST strategy to the passage.
- (v) Identify the main idea in the passage.
- (vi) Summarise the passage in reasonable minimal sentences.

STEPS

Step 1: (Introduction of GIST strategy to the students). The research assistant described the implementation of the GIST strategy using a given passage.

Step 2: (Students set purposes and make predictions). The research assistant asked the student to resume their groups and urged them to study the passage in order to create an impression about it in their minds. The research assistant asked the students the following questions to set them thinking: (i) What is the story about? (ii) What do you think happen in the story? (iii) Justify your answers. The students were expected to answer these questions and to record their answers in their notebooks for a review later. Then the research assistant called on the students to discuss their findings or answers.

Step 3: The research assistant moved round to check the students' answers and observed their weaknesses with a view to correcting them.

Step 4: When the students had finished reading the passage, the research assistant asked them to give three different titles to the passage they had just read and to summarise the passage in one sentence. These activities were meant to encourage critical thinking and to stimulate open discussion among the students

Step 5: The research assistant later asked the students to read through what each group had written and asked them to give two importance of a good dictionary.

Evaluation: The students were asked questions on the passage as follows: (i) Summarise in your own word, two disadvantages of constantly referring to a dictionary when reading a passage (ii) In not more than two sentences, identify why you think a dictionary is necessary in reading.

Conclusion: The research assistant gave the highlight of the lesson.

Assignment: The students were given an assignment to summarise three steps that a reader should take before referring to a dictionary, considering their knowledge of the passage they had read.

APPENDIX VII (B)
CUBING STRATEGIC TREATMENT PACKAGE

WEEK ONE LESSON ONE

Topic: Summary writing- Healthy Environment

Duration: 40 Minutes

Instructional Materials: Copies of the reading passage and six six-sided boxes with different activities to be done.

Objectives: At the end of the lesson, students should be able to:

- a. Apply cubing strategy activities to the passage
- ii. Identify the main ideas in the passage
- iii. Summarise the passage.

STEPS

Step 1: The research assistant introduced the cubing strategy.

Step 2: The class were divided into six sub-groups. The research assistant assigned a leader, a recorder or a secretary, an answer, and a time-keeper to each group. Each group leader asked his group members to say what they already know about the topic. Also, he led them to what to learn. Besides, he appointed a group member to read out the passage to the group. The research assistant intimidated the group with the steps to follow when using cubing strategy in summary writing. The group leader also took note of any questions arising from the passage which might be clarified during the whole class.

Step 3: The research assistant moved around the classroom as the students begin to work in their groups. He directed students to remain on the given tasks, providing assistance where necessary.

Step 4: The research assistant discussed the passage with the whole class.

Evaluation: The students were asked oral questions on the passage as follows: (i) identify the purpose for reading the passage. (ii) Give four different titles suitable for the passage.

Conclusion: The research assistant gave the highlight of the lesson and corrected the students' mistakes.

Assignment: The students were to draw a picture of a cube and ask themselves six different questions on the passage.

WEEK ONE LESSON TWO

Topic: Revision (Passage- Healthy Environment)

Duration: 40 minutes

Instructional materials: Copies of the reading passage and some cube-shaped pictures.

Objectives: At the end of the lesson, students should be able to:

- (i) Apply the cubing strategy to the passage
- (ii) Answer questions on the passage correctly.

STEPS

Step 1: The research assistant reviewed the assignment given and introduced the lesson by drawn on students' prior knowledge.

Step 2: The research assistant informed the students of the objectives of the day's lesson using the cubing strategy. He described the implementation of the cubing strategy activities and modelled the questioning activities for the students.

Step 3: The research assistant wrote six different activities and divided the class into groups. The groups were divided into an equal number. For example, if there were twelve groups, two groups would be asked to tackle the same activity. The research assistant told the students to read the passage silently and answer the questions on it.

Step 4: After reading the passage, the research assistant asked the students some questions as follows: (i) Describe the whole passage in not more than three sentences (ii) Relate this passage to the first one in not more than two sentences.

Evaluation: The students were asked the following questions: (i) In not more than a sentence, state what you think summary writing is all about (ii) Summarise each paragraph of the given passage in a sentence each

Conclusion: The research assistant corrected the students' mistakes while summarising the lesson.

Assignment: The students were asked to write a story of not more than two hundred and fifty words against next lesson.

WEEK TWO LESSON ONE

Topic: Summary writing (Passage-The rise in population)

Duration: 40 minutes

Instructional materials: Copies of the different passages brought by students and a cube-shaped diagram.

Objectives: At the end of the lesson, the students should be able to:

- iv) Apply the cubing strategy to the passage.
- v) Identify the main ideas in the passage.
- vi) Summarise the passage.

Step 1: (Introduction of the cubing strategy to the students). The research assistant described the implementation of the cubing strategy using the passages brought by the students.

Step 2: The research assistant collected the students' assignment and reviewed the previous lesson by asking some questions. He then directed the students to go back to their groups as arranged in the previous lesson.

Step 3: The research assistant reviewed the implementation process of the cubing strategy activities and re-distributed the passages submitted by the students.

Step 4: The research assistant ensured that the students were not given the same passage. The students were asked to read the given passages silently after which they were expected to answer the questions on them.

Step 5: The students were asked to give the passage a title and draw six different activities from the passage given to them. When the students had finished their activities, the research assistant asked each group to present its findings. The research assistant asked each group to present a student to re-read the passage to the whole class and present its findings.

Evaluation: The research assistant asked some questions and called on any student to answer them.

Conclusion: The research assistant gave the highlight of the lesson and corrected the students where necessary.

Assignment: The students were asked to extract any ten words from the passage and use them to form ten correct sentences.

WEEK TWO LESSON TWO

Topic: Revision- (Passage-The rise in population)

Duration: 40 minutes

Instructional materials: Copies of the reading passage and cube pictures depicting six different activities.

Objectives: At the end of the lesson, the students should be able to:

- (i) Apply the cubing strategy to the passage
- (ii) Answer questions on the passage correctly.

STEPS

Step 1: The research assistant selected another set of passages from the assignments submitted by the students during the previous lesson.

Step 2: The passages were distributed at a random and the students were asked to read silently as it was in the previous lesson.

Step 3: The research assistant informed the students that the day's lesson was going to be a revision of the last lesson through the application of the cubing strategy. He then described the process of the cubing strategy and prepared the questioning activities for the students.

Step 4: The students were asked to re-read the passage and answer the questions on it.

Step 5: After reading the passage, the research assistant asked the representative of each group to present the group's findings or answers. After that, the research assistant informed the class that any member of the group apart from the group representative was free to answer any questions posed.

Step 6: The research assistant corrected the students' mistakes.

Evaluation: Questions were asked orally to assess the students' ability to answer questions from any source.

Conclusion: The research assistant corrected the students' mistakes and summarised the lesson.

Assignment: The students were asked to write a page essay on "My Mentor".

WEEK THREE LESSON ONE

Topic: Summary writing passage - 'The conduct of an examination

Duration: 40 minutes

Instructional materials: Copies of the reading passage and a six-sided cube.

Objectives: At the end of the lesson, the students should be able to:

- (i) Apply the cubing strategy in their learning groups
- (ii) Explain the central idea of the passage

- (iii) Answer the questions on the passage correctly.

STEPS

Step 1: The research assistant reviewed the assignment given during the previous lesson and then gave the students the passage titled “The rise in population” for their consideration.

Step 2: The research assistant guided the students to engage in the cubing activities. First, he divided the students into groups and assigned roles to them. He then rotated the roles for effective implementation of the cubing strategy.

Step 3: Each group leader led the students to look at the title and the difficult words in the passage after which they which they were to write down their ideas. The research assistant then told the groups the portion of the passage to be read.

Step 4: The research assistant moved round the groups to ensure that the activity was smoothly implemented. Also, he assisted the group members to clarify their difficulties while modelling the cubing strategy at the same time.

Step 5: After reading the passage, the group leader called on group members to write down their questions.

Step 6: The research assistant discussed the day’s passage, reviewed it and answered the students’ questions.

Evaluation: The students answered oral questions based on the passage as follows: (i) Give four other titles relevant to the given passage apart from the one already given. (ii) Summarise the whole passage paragraph by paragraph in not more than one sentence each.

Conclusion: The research assistant gave the highlight of the lesson.

Assignment: The students were asked to identify six different verbs and use them to ask questions relevant to the passage.

WEEK THREE LESSON TWO

Topic: Revision -The conduct of an examination

Duration: 40 minutes

Instructional materials: Copies of the reading passage.

Objectives: At the end of the lesson, the students should be able to:

- (i) Apply the cubing strategy to the passage.
- (ii) Explain the meaning of words used in the passage.

- (iii) Answer the questions on the passage correctly.

STEPS

Step 1: The research assistant began by collecting assignment from the students and then reviewed the previous lesson.

Step 2: The students broke up into their various groups to review their implementation of the cubing strategy. They started by identifying the main idea of the passage.

Step 3: The research assistant moved around as the students began to work in their learning groups. He clarified and corrected the students' mistakes while they remained on the task.

Step 4: The groups were asked to re-read the passage, to answer the questions on it and to share their ideas or predictions with the whole class.

Evaluation: The students answered oral question on the passage as follows: (i) What are the implications of the rise in population (ii) Summarise the first and second paragraphs in not more than one sentence each.

Conclusion: The research assistant corrected the students' errors and gave the highlight of the lesson.

Assignment: The students were directed to write two paragraphs on 'Under-population'.

WEEK FOUR LESSON ONE

Topic: Summary writing (The importance of a dictionary)

Duration: 40 minutes

Instructional materials: Copies of the reading passage and a six-sided cube.

Objectives: At the end of the lesson, the students should be able to:

- (i) Apply the cubing strategy to the passage.
- (ii) Identify the main ideas in the passage.
- (iii) Summarise the passage.

STEPS

Step 1: The research assistant reviewed the assignment given during the previous lesson. He then announced the new passage for the students' consideration after which he led the students to read the passage. The students explained what they already knew about the given passage and what they hoped to discover in the passage.

Step 2: The research assistant divided the students in the class into six groups and assigned different roles to the group members. He then led the students to identify the difficult words and concepts in the passage and asked them to identify the most important ideas in the given passage. The time-keeper ensured that the groups knew the time to move on.

Step 3: The research assistant called on each group leader to read out the passage and ensured that all the group members understood the lesson. Those who did not understand were told to write out their problems. The research assistant led the groups to pick out the main ideas of the given passage. The students wrote down the main ideas and the groups leaders ensured that all the groups members understood the lesson.

Step 4: The research assistant moved around the group to ensure that the group activity was smoothly implemented and to assist the group members to clarify their problems.

Step 5: The research assistant asked oral questions from the students.

Evaluation: The students were asked to answer oral questions on the passage as follows: (i) What do you think the story is about. (ii) Why do you think so? (iii) What part of the story gives you the clue?

Conclusion: The research assistant gave the highlight of the lesson and corrected the students' mistakes.

Assignment: The students were directed to summarise the writer's purpose in the given passage as briefly as possible.

WEEK FOUR LESSON TWO

Topic: Revision (The importance of a dictionary)

Duration: 40 minutes

Instructional materials: Copies of the reading passage and six-sided cube pictures.

Objectives: At the end of the lesson, the students should be able to:

- (i) Apply the cubing strategy to the passage.
- (ii) Answer questions on the passage correctly

STEPS

Step 1: The research assistant reviewed the assignment given and introduced the lesson by drawing on the students' prior knowledge.

Step 2: The research assistant informed the students that the focus of the day's lesson was going to be on the revision of the last lesson through the utilization of the cubing strategy. He then described the implementation of the cubing strategy.

Step 3: The students resumed their group activities as the research assistant directed. The research assistant asked the students to skim the reading passage and reviewed their predictions with the following questions: (i) What do you think the story is about? (ii) Why do you think so? (iii) What part of the story gives you the clue? (iv) Justify your answer.

Step 4: To validate the students' finding, the research assistant told them to re-read the passage silently and answer the questions on it.

Step 5: After that, the research assistant asked the students the following questions: (i) How did the story end? (ii) How did your predictions turn out?

Step 6: The group representatives summarised the presentations of the groups and presented them to the whole class.

Evaluation: The students answered oral and written questions on the passage as follows: (i) What do you think paragraphs one and three are all about? (ii) Why do you think so? (iii) What part of the story gives you the clue of what the passage is all about?

Conclusion: The research assistant corrected the students' errors and summarised the lesson.

Assignment: The students were directed to give a vivid description of their college in not more than six sentences.

WEEK FIVE LESSON ONE

Topic: Summary writing (Passage on Military Activities -The 1966 Coup)

Duration: 40 minutes

Instructional materials: Copies of the reading passage.

Objectives: At the end of the lesson, the students should be able to:

- (i) define what examination is
- (ii) identify four conducts of examination
- (iii) mention three major examination bodies in Nigeria
- (iv) read the passage.

STEPS

Step 1: The researcher defines what examination is.

Step 2: The researcher identifies conducts of examination.

Step 3: The researcher mention examination bodies in Nigeria (such as: WAEC, NECO, JAMB, ICAN etc.

Step 4: She leads the students in reading the given passage and explains what the passage is all about as well as the content of the passage and the topic of the day.

Step 5: The research moves round the class to monitor the students.

Evaluation: Students were asked the following:

- (i) define examination
- (ii) identify three (3) conducts of examination.
- (iii) Mention three major examination bodies in Nigeria
- (iv) In two sentences, summarise the passage you just read.

Conclusion: The teacher summarises the lesson and gives answers to questions answered by students.

Assignment: Give four (4) things you can do to violate the rule of examinations.

WEEK FIVE LESSON TWO

Topic: Revision (Passage on Military Activities -The 1966 Coup)

Duration: 40 minutes

Instructional materials: Copies of the reading passage and six sided boxes indicating six different activities to be done.

Objectives: At the end of the lesson, the students should be able to:

- (i) identify main ideas in the given passage
- (ii) summarise the passage

STEPS

Step 1: The research assistant introduces the lesson by explaining the main ideas in the passage.

Step 2: He summarises the passage.

Step 3: He explains how cubing strategy is to be applied on the given passage.

Evaluation: Students were asked to answer the following questions:

- (i) explain briefly what this passage is all about.
- (ii) identify the main ideas in the passage.
- (iii) explain how cubing could be applicable to the passage you just read.

- (iv) in not more than three (3) sentences, summarise the passage read.

Conclusion: The teacher summarises the lesson and gives answers to questions answered by students.

Assignment: Write a story of not more than three paragraphs.

WEEK SIX LESSON ONE

Topic: Summary writing (The Roles of Women)

Duration: 40 minutes

Instructional materials: Copies of the reading passage and English dictionary.

Objectives: At the end of the lesson, the students should be able to:

- (i) explain what dictionary is
- (ii) identify main idea in the passage
- (iii) ask different six questions on the passage from their mates in the class.

STEPS

Step 1: The research assistant explains what dictionary is and its usage in comprehension and summary writing.

Step 2: He discusses the passage in detail and how its used in summary writing.

Evaluation: Answer the following questions:

- (i) what is dictionary
- (ii) identify three main ideas in the passage.
- (v) use your dictionary to check the meaning of underlined words in the passage.

Conclusion: The teacher summarises the lesson and gives answers to questions answered by students.

Assignment: Give two (2) other words each that can be used to replace the underlined words in the passage read.

WEEK SIX LESSON TWO

Topic: Revision (The Roles of Women)

Duration: 40 minutes

Instructional materials: Copies of the reading passage and English dictionary.

Objectives: At the end of the lesson, the students should be able to:

- (i) use the dictionary to check word meaning
- (ii) answer questions given on the passage correctly
- (iv) summarise the passage into a reasonable minimal sentences.

STEPS

Step 1: The researcher still lay emphasis on uses of dictionary to check meanings.

Step 2: She teaches how to answer questions on the passage correctly.

Step 3: She summarises the passage.

Evaluation: (i) use the dictionary to check the meaning of the following words.

(ii) read the passage silently and summarise it in not more than four (4) sentences.

Conclusion: The teacher summarises the lesson and gives answers to questions answered by students.

Assignment: Identify five words from the passage and use each in two different sentences.

WEEK SEVEN LESSON ONE

Topic: Summary Writing

Duration: 40 minutes

Instructional materials: Different stories brought by students.

Objectives: At the end of the lesson, the students should be able to:

- (i) answer questions from different perspectives
- (ii) identify main idea in any given passage
- (iii) summarise the passage given.

STEPS

Step 1: The research assistant collects the assignment for review and asks some questions from previous lesson.

Step 2: He identifies the main ideas in any given passage.

Step 3: He summarises the passage given

Step 4: He explains how cubing could be applied.

Evaluation: He asks the students to answer these:

- (i) in six different ways explain six (6) different things you learnt in the passage.
- (ii) identify any two main ideas in the passage.
- (iii) in not more than three (3) sentences summarise any passage.

Conclusion: The teacher summarises the lesson and gives answers to questions answered by students.

Assignment: Give five (5) different suitable titles to the given passage.

WEEK SEVEN LESSON ONE

Topic: Summary writing (Revision)

Duration: 40 minutes

Instructional materials: Copies of the passages.

Objectives: At the end of the lesson, the students should be able to:

- (i) apply cubing strategy activities with a passage.
- (ii) identify main idea in the passage.
- (iv) summarise the passage.

STEPS

Step 1: The researcher collects assignment given to the students and review previous lessons by asking questions.

Step 2: She directs the students in applying cubing strategy activities with a passage.

Step 3: She summarises the passage.

Evaluation: (i) Take any passage of your choice and apply cubing strategy activities with it.

(ii) Identify the main ideas in the first two paragraphs.

(iii) In not more than three (3) sentences, summarise the passage in your own words.

Conclusion: The teacher summarises the lesson and gives answers to questions answered by students.

Assignment: Take any six (6) active verbs of your choice from the passage make a cube with different activities.