

**AN INVESTIGATION INTO THE POOR PERFORMANCE
OF GRADE TWELVE PUPILS IN SUMMARY IN
SELECTED HIGH SCHOOLS OF CHIPATA DISTRICT**

BY

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**A Dissertation submitted to the University of Zambia in Partial Fulfillment of
the Requirement for the Award of the Degree of Master of Education
in Applied Linguistics.**

Declaration

I, Francis Manda, do solemnly declare that this dissertation;

- (a) Represents my own work,
- (b) Has not previously been submitted for a degree to this or any other university and
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Approval

This dissertation of Francis Manda has been approved as partial fulfillment of the requirements for the award of the degree of Master of Education in Applied Linguistics by the University of Zambia

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Abbreviations and Acronyms and Operational definitions

The following abbreviations and acronyms have been used in this thesis.

1. UNZA - The University of Zambia
2. C.D.C. - Curriculum Development Centre
3. E.C.Z. - Examinations Council of Zambia

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Abstract

The main purpose of the study was to establish the reasons for the poor performance of pupils in selected high schools of Chipata District in summary. Specifically, the study was based on the premises that performance of pupils in English, and summary in particular, is a result of several variables. Among these variables are the teaching strategies that pupils are subjected to in their learning of summary, the teaching and learning materials and the teachers' and pupils' attitudes towards summary. The investigation was carried out through an examination of the mentioned variables in selected high schools in Chipata District.

The data were collected by administering a number of research instruments: The first one was a summary sample test. The second part involved conducting structured and unstructured interviews with teachers and pupils. The third one involved checking the different documents that were used in teaching and learning of summary.

Through the analysis of the answers that the pupils gave to the sample test, the teaching strategies, the teaching and learning materials and the attitudes of the teachers and the pupils towards summary, this study has shown that among the reasons for the poor performance in summary include, the fact that pupils are not taught the necessary summary skills and theories in these schools, negative attitudes of both teachers and pupils towards summary and lack of appropriate teaching and learning materials.

The findings suggest that summary skills and theories should actually be taught with the due attention that they deserve. This calls for the teacher-trainers, the teachers and the Ministry of Education officials to review the teaching of summary strategies; the writers of teaching and learning materials who may include curriculum developers and book publishers to re-write their materials, and lastly, the teachers and the pupils to change their negative attitudes towards summary to start looking at it as an important learning area that ought to be learnt with pleasure.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter introduces the study into the poor performance of Grade 12 pupils in summary in selected high schools of Chipata District. The presentation starts with background information that stresses the importance of summary and the problems encountered that necessitated the investigation. It also gives the background of high school summary that culminates into the Grade 12 examinations. Thereafter the chapter provides the profile of the district in which the investigation took place. This is followed by the statement of the problem and the purpose of the study. The objectives of the study, the specific research questions which addressed the objectives and the rationale are given. It also summarises the study methodology employed in data collection and analysis. The following section of the chapter outlines the theoretical framework and the conceptual framework of the study with specific focus on summary, showing the validity of each of them to the current study. The chapter concludes by giving the scope of the study, outlining some challenges and providing a summary of the issues dealt with in the chapter.

1.1 Background

English language syllabus in Zambia has four main components. These are structure, composition, comprehension and summary, the latter being the main subject of this investigation. According to Aragon, (2008) knowing how to write a summary is essential if students are going to be active listeners, good readers, responsible researchers and efficient writers. Summary also occupies a special place because summary skills are required in many areas of human endeavour including story writing.

As pointed out by Thomas (2009:65), “Your book starts in your head as a summary. It gets down on the pages in bits and pieces with summary between them and is presented to a publisher, agent or others through summary. This is what will sell or not sell your book.”

The primary school syllabus does not bring out the issues of summary. At grades eight and nine, summary is covered within comprehension and structure (MOE 2000), in such a way that the pupils may not realize that they are doing summary; and is examined within comprehension. At this level, the learners are taught the skills of providing the title to a passage, summarizing paragraphs into sentences and providing single words or phrases for longer sentences or paragraphs. Sometimes learners are required to fill in forms or charts or diagrams. To perform these tasks, the pupils are actually using summary skills. However, whether these skills are imparted in the learners is not known. Specifically, this study is more concerned about the performance of Grade 12 pupils. At high school level, According to government documents (MOE 2000), summary comes under the writing component of the syllabus and the learners are introduced to summary in stages.

Micheal (1995) carried out a study of the existing textbooks used in the teaching of summary and concluded that, there was no textbook which might persuade uncommitted or doubting teachers of the value of summary. Micheal (1995) argues that précis writing is most often included as an afterthought or as a force of ritual. In most cases, he adds reading comprehension is regarded as more important, and that those that are said to be books on summary consist of a little more than a selection of passages. Only the introductory chapter presents a model précis or two. He accuses the books of failing to show how clear thinking, conciseness, and precision can be achieved. Micheal (1995) further says that some books fail to present conceptualized examples of how précis writing gives training in life skills.

According to the Zambian English Language Syllabus, (MOE 2000) the learners are first taught to do note-taking. This refers to taking the main points from a spoken source. When pupils are well versed in this, they are introduced to note-making. Note-

making refers to getting the main points from a written source. After they have written the main points, the pupils are expected to join the points into prose. At this stage, they should work on ordering the sentences and connecting them with transition words. As observed by Levy (2008:22), “This is a good time to teach some transition words of time or of addition,” For the pupils to do this properly, they should also be introduced to individual summary skills. They are also required to apply some aspects of grammar such as reported speech and the gerund. The individual summary skills include how to deal with examples, avoidance of wordy expressions and condensing long sentences. Eventually, the pupils should be able to summarise a passage to a given number of words in continuous writing, as may be demanded by the question.

According to the Zambian Grade 12 Examination English Paper 2 Chief Marker’s reports (2005 to 2010) the pupils were not performing well in summary. For learners to perform well in summary, they are expected to have mastery of three main summary areas. Firstly, they should have the knowledge of summary skills. As advised by Aragon (2008), Teaching summary entails showing pupils to do three tasks. These are, firstly, identifying keywords, finding the thesis statement and the supporting points. These are the main skills that will enable them do summary. Secondly, they should have the skill to answer questions according to the rubric. If the question demands them to write the answer in 100 words, they should write around this number, and neither in 70 nor in 150 words. Thirdly, they should be able to do the task within a specified time. These three skills cannot be separated from each other. They are inter-related as shown in Figure 1 below.

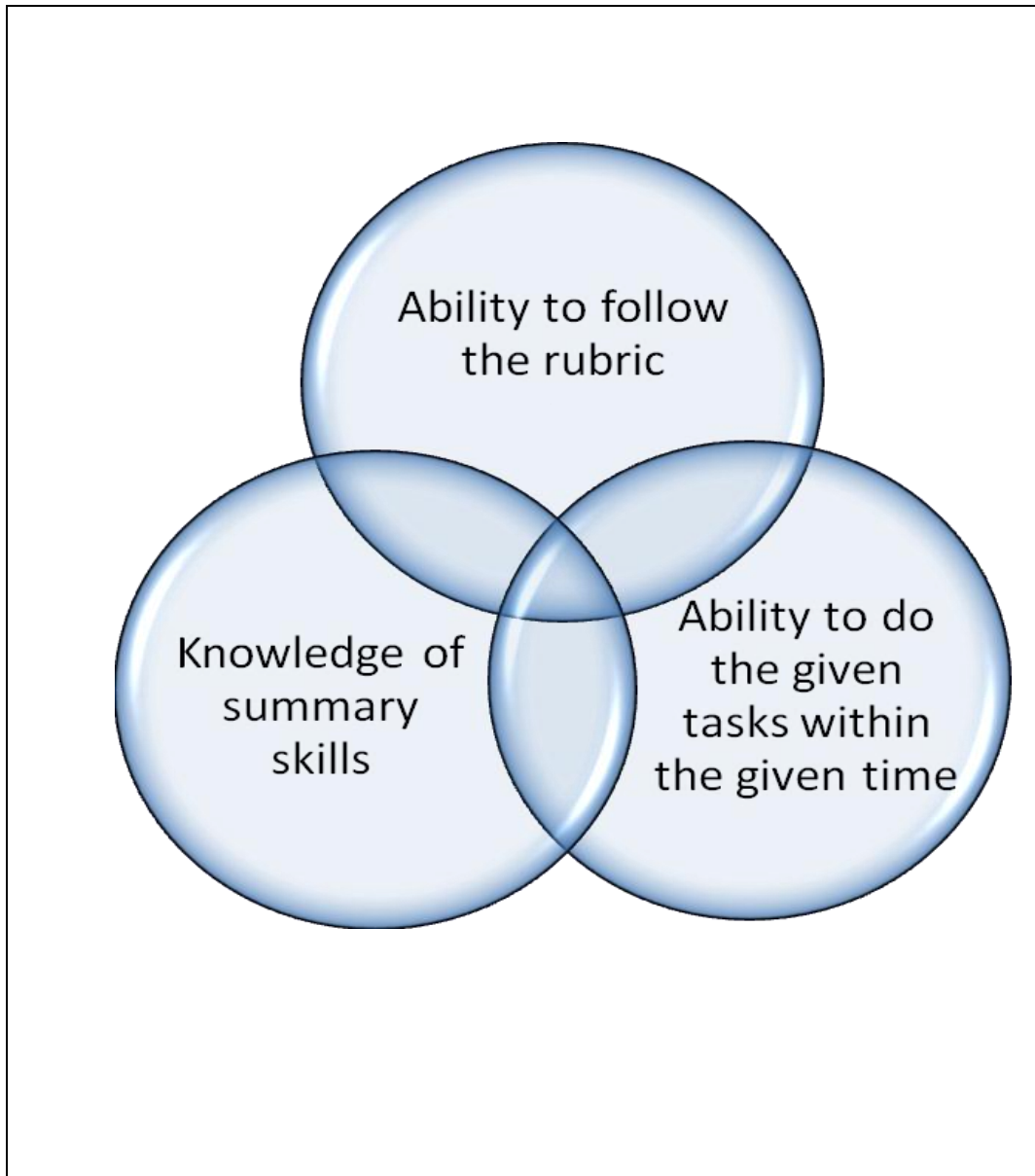


Figure 1: The tripartite relationship between the three main skills needed in summary

Figure 1 above shows the relationship between the three requirements that one needs to satisfy in order to perform well in summary. The intersection shows that the three areas are interdependent. In other words, a pupil cannot perform well if he or she is not doing well in one of the three areas. It is expected that the three skills are developed through teaching and learning. This aspect is stressed by Levy (2008:23) who points out that “summary writing isn’t easy and isn’t a skill that comes naturally.” If one is to

summarize properly, one must be well-grounded in all the areas. In other words, pupils must be taught summary skills. They must also know exactly what the question demands of them if they are to write a good summary. For example, if one is asked, “What happened in town yesterday?” One should know how much information the person who is asking wants. Otherwise, one may bore the questioner with unnecessary details. According to the Senior Secondary School Syllabus (MoE 2000) English Language is given seven periods per week. Out of these, one period of 40 minutes is allocated to summary.

As to whether or not pupils learn the skills mentioned above (Figure 1) in the selected schools in Chipata District was not known; hence this study.

1.2 Profile of Chipata District

This study took place in Chipata District. Chipata District houses the provincial headquarters of the Eastern Province of Zambia. It is located about 560 kilometres east of Lusaka. It is geographically about 10% urban and 90 % rural. It has a population of about 600 000. These mostly speak Cinyanja.

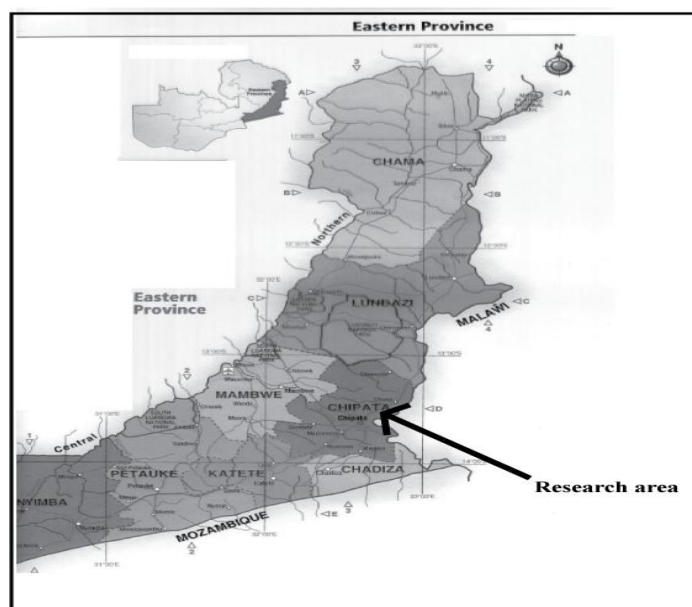


Figure 2: The map showing where the research took place (Zambia Google Satellite @www.maplanda.com).

Chipata District has nine high schools, five of which are in the urban area. Even if these schools are mostly in Chipata urban, they get most of their pupils from the rural areas within and outside Chipata urban. Most of these schools do not have libraries and depend entirely on what the teachers provide in class for their learning.

1.3. Statement of the Problem

Since the introduction of the Cambridge School Certificate of Education Examinations in Zambia in English, summary has always been part of the English language syllabus (MOE, 1982), contributing 20 per cent of the total mark at Grade 12 level. Apart from contributing to the mark in English, summary is a skill used in the learning of other subjects. Reports by Grade 12 Paper 2 chief markers have always mentioned the poor performance of the learners in summary at Grade 12. What has become a known fact based on Grade 12 results is that performance in summary is poor. However, it is not clear as to why pupils' performance in summary is consistently poor.

1.3 Purpose of the Study

The purpose of the study was to find out the reasons for the poor performance in summary by Grade 12 pupils in selected high schools of Chipata District.

1.4 Objectives of the Study

The study intended to:

1.4.1 Assess Grade 12 pupils' summary skills in selected schools of Chipata district in order to gauge their competences.

1.4.2. Find out the strategies used by the teachers to teach summary

- 1.4.3 Determine the adequacy and quality of the materials used in the teaching of summary.
- 1.4.4 Establish the attitude of high school pupils towards summary
- 1.4.5 Establish the attitudes of teachers towards summary.

1.5 Research Questions

The study sought to answer the following questions:

- 1.5.1 What is the performance of pupils in selected summary exercises?
- 1.5.2 What strategies do teachers employ in teaching summary?
- 1.5.3 What materials do teachers use for teaching summary?
- 1.5.4 What attitudes do high school pupils exhibit towards summary?
- 1.5.5 What attitudes do teachers have towards summary?

1.6 Significance of the Study

Firstly, the findings of this study may help teachers understand the challenges they face in the teaching of summary, and consequently improve their teaching. Secondly, teacher education institutions may use the results of the study as literature on which to base their planning and teaching of the courses. Thirdly, the findings may lead to further research in the teaching methods and even in other components of English. Fourthly, book writers and publishers may use this literature in their writing of high school books in English and specifically in summary. Lastly, school heads and standards officers or school inspectors may start monitoring the teaching of summary more effectively, equipped with the necessary knowledge. According to Levy (2008) summary is important because it will help the pupils improve their summary skills, their vocabulary

skills and their critical thinking skills. Consequently, the findings may result in improved pupil performance not only in summary examinations, but in other subjects too.

1.7 Conceptual Framework

This conceptual framework explains both in a narrative form and graphically, the main variables to be studied. This investigation is based on the behaviorism theory which was first developed in the 1920s and 1930s by psychologists such as Skinner, Pavlov and Thorndike. According to Muijs and Reynolds (2007:13), this theory emphasizes change in behavior as the main outcome of a learning process. Muijs et al (2007) further explain that the behaviorist theory is also concerned with how external stimuli affect learning. Using experimental methods, behaviorists looked at how behavior can be conditioned, for example, by providing rewards and punishments.

This investigation was based on the belief that learning is marked by changes in behavior as the main outcomes. As a result, the present study was preoccupied with addressing the concern of poor performance in summary by grade 12 pupils in Chipata District high schools by first looking at some of the variables that may affect learning. As stated by Muijs et al (2007:32) the following are some of the variables that can bring out desired outcomes in any learning area according to the Behaviourist Theory: external stimuli, provision of rewards and punishments, thinking, planning and activation. They further argue that the learning must also have motivation, interest and assessment. The above variables are put into perspective below.

According to Mujis et al (2007), some of the factors that bring out the contribution in learning are external stimuli. These stimuli may include the environment. According to Pintrich (1996) the behaviorists argue that behavior can be conditioned by either rewarding it or punishing it. Rewarding and punishing a piece of work may refer to marking and providing feedback to the pupil. According to Schunk (2005), effective learning should go with forethought, planning and activation. Planning refers to the use

of schemes of work. Schemes of work are the guidelines designed to make the teaching of subjects more manageable. Schemes of work provide supporting information about planning and teaching the subjects. They also form important documentary evidence about what is to be taught in the course. Another variable that stands out in the works of Pintrich (1996) is motivation. This brings out goal setting by the pupil and monitoring of the activities by the teachers to find out if the learning is on target. According to Schunk (2005), goal orientations are often the reasons why learners engage in tasks; for example, they may want to earn a high grade in a course. Schunk (2005) further argues that learning goes with task value beliefs and those task-value beliefs include perceptions of the relevance, importance, and usefulness of the learning. The other variable is interest, which denotes the degree of liking that pupils have for the content area or topic being learned. The attitude of the teacher towards the content area is also of great value.

The factors itemized above constitute the general aspects of all learning processes. When these are translated into summary, the theory states that summary must actually be taught and learnt. Since learning involves a change of behavior, it must be absorbed. This is done through rewarding a behavior or punishing a behavior. The behavior in this case may refer to a performance. This requires that a teacher should actually mark the summary exercises, and from it the pupil should know whether or not he or she has written something worthwhile. The pupil too must be motivated. They should understand why they are learning summary. For example, they may be motivated to pass because the results may offer a good job. Apart from this the skills learnt here may help them in their study of other subjects. The pupils also need to know that they may need to use summary skills in their later life whether at work or out of work. However, it should be noted that the child may have all the motivation, but if he or she has no interest, he or she may not perform well. It is up to the teacher to create both motivation and interest in the pupils to learn summary.

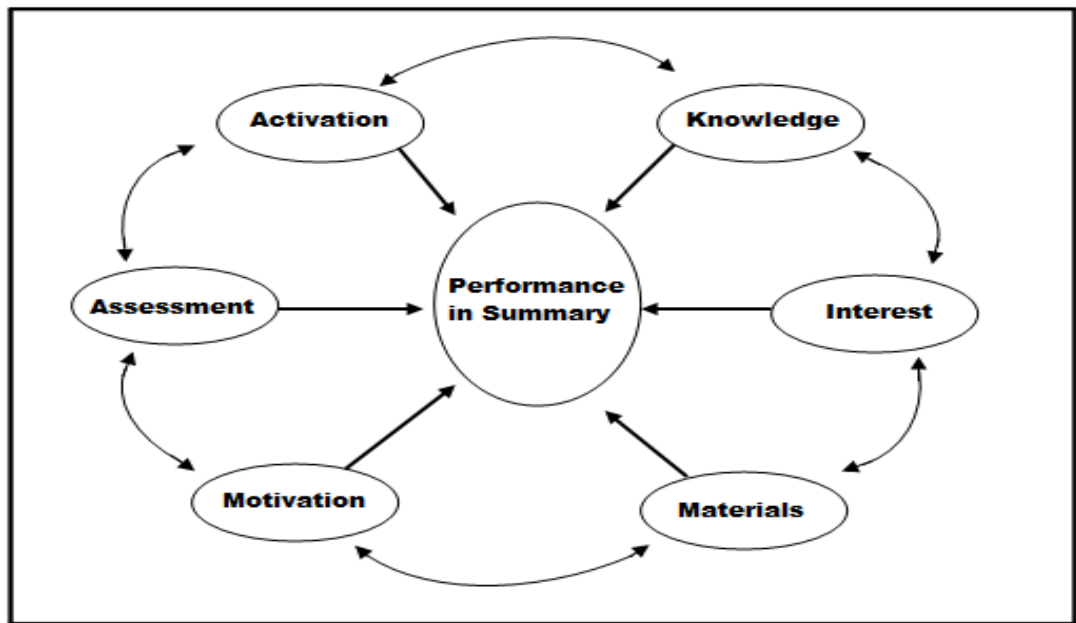


Figure3:Conceptual framework of the investigation graphically presented (own generated).

In Figure 3 above, the main problem is the poor performance of the pupils in summary. This problem is surrounded by a number of variables.

It was for this reason that the investigation focused firstly, on finding out the performance of pupils who were preparing to write their examinations in summary. This performance is surrounded by numerous variables as follows: the summary knowledge and theories, the materials used for teaching and learning, the way it is assessed, how it is planned for and the interests that the pupils and the teachers have in the subject and finding out if there was any activation.

This refers to finding out, for instance, how often the pupils learnt summary in the previous one year, whether or not it was assessed, and how it was assessed. It sought to find out the kind of feedback that the learners got from the teachers. The research also sought to find out what type of learning materials were used for learning summary. Another factor to probe was the knowledge that the teachers had by asking if they understood how summary was marked and what advice they gave to learners, for example, whether to use words from the passage or their own words when summarizing

a passage. It was also important to find out the attitude of learners and teachers towards summary.

It is also worth noting that the variables are related in many ways. For example, knowledge and interest may be related in that it is likely that a pupil who has no interest and motivation in a subject may not acquire any knowledge (Schunk, 2005). The same goes for materials. Learning materials provide the needed knowledge which must actually be taught. At the end this knowledge has to be assessed. So, according to the Behaviorist Theory each of the above variables plays a very important role in the acquiring of knowledge by the pupil, hence putting them under investigation.

1.8 Limitations

There were a few limitations and challenges met in this study. Firstly, finances were inadequate for the researcher to have monitored the teaching of summary for a longer period of, say, four weeks, in his research. The second constraint was that the researcher came from the Ministry of Education. This made some of the would-be respondents disappear from the schools. These feared that they would be reported on if they did not present lessons satisfactorily. However, adequate information was collected as the main focus of the study was on the pupils

1.9 Structure of the Dissertation

This dissertation is made up of six chapters. The first chapter introduces the whole study. It has a general introduction to the study, outlining the reasons and the organization of the study. Chapter two looks at the literature that has been reviewed. This starts with what some literature says on sample test to show its justification in the study. It then provides information on the different teaching strategies in which the learners can learn summary. There is also information on teaching and learning

materials and ends with a look at the attitudes of learners and teachers towards summary. Chapter three deals with the description of the methodology and methods applied in the study. Chapter four presents the findings of the study. Chapter five discusses the findings and tries to put them in the perspective of the investigation. Chapter six provides the conclusions and recommendations.

1.10 Operational Definitions

The following is a list of words that have been repeatedly used in the research dissertation and have been defined according to the way they have been used.

Summary- an exercise meant to provide a short account of a longer piece of writing while retaining its essential meaning.

Note-taking - involves writing the most important information from a text while listening.

Note-making – involves writing the most important information from a written source.

Performance - refers to the achievement level reached by learners in summary writing.

Rubric – refers to the written instructions to pupils on an exercise, test or examination paper.

Wash-back - refers to the effect testing has on teaching and learning. This may be negative or positive.

1.11 Summary

This chapter introduced the study into the poor performance of Grade 12 pupils in summary in selected high schools of Chipata District. It started with the background of the study, showing the importance of summary not only for examination purposes, but

also in the later working life of the pupil. It also looked at what entailed learning of summary at the different levels. It also gave the profile of Chipata District, and gave the statement of the problem. The objectives of the study and the research questions were also given. The theoretical and conceptual frameworks of the investigation were also given; as one based on the behaviourist theory that summary must be taught using the correct teaching and learning materials, assessed with the correct and consistent tools; with the teachers and pupils motivated to teach and learn respectively. The chapter concludes by giving a presentation of the scope of the study, giving out some of the limitations and giving a summary of the issues dealt with in the chapter.

The next chapter looks at some of the available literature which is deemed to be directly relevant to the present study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents different literature on summary. It starts with what other authorities say about the importance of summary and the strategies used in teaching it. It also looks at the teaching and learning materials for summary and the attitude of teachers and learners towards summary. The literature review ends by reviewing two of the rare researches on summary which were done by Nelson et al (1992) at the University of Nebraska and another study on summary which was conducted by Liu (1996) in China. This information provided the yardstick for measuring the performance, the teaching strategies, the materials and the attitudes of teachers and pupils which could have affected the performance of the pupils in summary in Chipata District high schools.

2.1 Teaching Strategies

Thomas (2009) describes summary as a part of writing that is as natural and important to someone as breathing. This view of summary is backed by Klaassen (2009) who argues that summarization deserves as much respect as a fiction writing mode, and concludes that without summarization, fiction would be tedious and disjointed.

Levy (2008) argues that summary writing is an important skill that students will use throughout their academic careers and that summarizing improves reading skills as students pick out the main ideas of a reading passage. Levy (2008) further argues that summary helps with vocabulary skills as students paraphrase a passage, altering the

vocabulary and grammar as they do so, thereby helping improve their critical thinking skills.

According to College (1999), some colleges of law take time to teach their first year students how to summarize, adding that in daily life, you must be able to summarize, saying, every time you are asked a question such as: what was the movie about? What happened? The expectation is that one should select the important details and summarize them for the person asking the question. In the field of work, College (1999) gives an example of politicians and corporations who employ people to read every news magazine and summarize relevant stories and articles on their behalf.

In addition, according to the Examinations Council of Zambia English Paper 2 Examination, summary forms a major component of the English Language General Certificate of Education Examination, comprising 20% of the total marks.

Summary skills mastered at secondary school level are necessary for the students' study at tertiary levels of education. In a study of the Senior Secondary School English syllabus conducted in 1984, (MoE 1984) it was reported that 70% of the lecturers of first year students at the University of Zambia said that over half of their students had difficulty with summary, which involved both note-taking and note-making. The lecturers rated this problem as by far the weakest skill. Subsequent reports do not show any improvement in summary. For example, the 2009 Chief Examiner's Report for Paper 2 English (MOE 2009), noted that the performance in summary was very poor (below 50%). The report also indicated that there were some candidates that scored zero. At the Annual General Meeting of the Language Teachers' Association of Zambia (LATAZ) in 2008 both teachers and lecturers claimed that the pupils at Grade 12 performed badly in summary. These are some of the factors that necessitated the research. It was hoped that the research would uncover the reasons for the poor performance, which would in turn contribute to the body of knowledge in the field of Applied Linguistics, and consequently facilitate the development and implement appropriate teaching strategies which will equip learners with better summary skills that

will not only make them better scholars, but also improve their performance at Grade 12.

2.1.1 Schemes of Work

According to Brown (2004) schemes of work help teachers organize their work so that course delivery remains on target and in accordance with the syllabus content. They are also useful in the event that if a teacher leaves the class the next teacher will know from the schemes of work what has been taught, and to what extent. Brown advises that the schemes of work ought to be flexible in order to take account of local teaching needs and resources. According to Brown, the scheme of work should contain the following information.

- Definition of the learning objective. In this it describes the necessary steps to build up the knowledge and understanding of a subject or a topic.
- Definition of teaching activities.
- Description of the teaching resources to be used.
- The key skills to be acquired by the learners.
- Definition of the learner outcome, which is the knowledge and understanding the learner is expected to acquire in the session.

In a summary programme, according to Roberts (2009), summarizing includes recognizing the main ideas of a passage and being able to retell those ideas in fewer words. Below is an example of a scheme of work for summary.

- The difference between important ideas and less important ideas.
- Identifying elements of a good summary and then create a summary to be done in small groups and independently.

- Using important events to summarise literary texts and then write summaries for longer stories.
- How to create a summary from a story read aloud to them.
- Make a long story short.

Forms of schemes of work vary from school to school and from subject to subject. However, what is important is that they should contain the basic information.

Above, different teaching strategies and the importance of schemes of work have been presented. However, up to this time, it is not known what strategies were used in Chipata District high schools.

2.1.2 Marking

Below are the two different types of marking given by different authorities. According to Brown (2004), summary can be marked by impression. This impression is formed from the content, the organization and language. In this manner of marking, the marker may decide, for example, to award four marks for content, three marks for organization and three marks for language use. Another way of marking by impression is shown in the table below. In this scheme, the marking scheme divides the mark categories into bands, as in Table 1 below:

Table 1: The 2009 Trial Examination marking scheme

Mark out of 10	Band Description
9 – 10	The response is relevant to the specified task, with evidence from the text.
7 – 8	The response is relevant to the task, and links with the knowledge from the text.
5 – 6	The answer contains the majority of the following: Intermittently relevant to specified task; reasons are generally clear, and can be understood but lack organization.
1 – 2	Answers that have no understanding of the task requirement. The writing is disorganized and incoherent. The answers are irrelevant to the specified task.
0	This is for responses that may not be English or not related to the question.

Table 1 above presents one type of marking scheme in summary.

The Examinations Council of Zambia English Language marking scheme (MOE 2005, 2006 – 2008) gives the benchmarks upon which all summary marking depends. According to this scheme, the main method that is used is by awarding marks according to each point that has been captured in the answer. If the point is represented according to the way it is indicated in the marking scheme, a full mark is given. A half point may be given if the point does not come out clearly. If the point does not make sense, it is ignored, and nothing is indicated against this point. At the end, the marker finds the

total of all the marks that he or she has awarded, and this becomes the total mark. On word limit, the rubric warns the candidate against using more than the number of words required. However, candidates are allowed to use words from the passage.

Above, two main differences of marking summary have been discussed. Firstly, according to the Examinations Council of Zambia (ECZ), marks are awarded for each point raised ECZ (2006) while as According to Brown (2004) marks are given according to the impression made from content, organization and expression of the work presented. The 2009 SPM TRIAL EXAMINATION gives marks according to bands, dependent on the impression the marker makes of the work he or she is marking. The differences seen above provided very important information for the study to establish, firstly, if the teachers were conversant with the different ways in which they were supposed to mark summary and what type of marking was employed in the selected schools in Chipata District. This could help establish some of the factors that contributed to the poor performance in summary in some schools.

2.1.3 Teaching and Learning Materials

According to Crawford (1996) teaching and learning materials include books, worksheets or readers; non-print materials such as cassettes or audio materials, videos and even materials that are not designed for instructional use, such as magazines, newspapers and TV materials. Teaching materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in. Crawford (1996) further says that materials may provide the major source of contact for pupils with the language apart from the teacher. The type of teaching and learning materials can have a bearing on the results of the pupils, hence the probe in the type of materials used in the teaching of summary in the investigation in Chipata District.

O'Banon (2009) advises that summary is introduced to pupils in stages. The teacher may start with the multiple choice type of summary. The pupils may be required to find titles for paragraphs, followed by sentence summaries. This would develop up to essay type of summaries. This agrees with the Senior Secondary School Syllabus (MoE 1980) which gives the areas to be taught in summary. These areas are presented in stages of the order in which summary may be approached. These include providing possible titles to given short passages and choosing the best summary and explaining why the others are inadequate. It also includes answering questions with a word, phrase or sentence as required by the question. Another skill is filling in the blanks while the teacher is reading a passage and completing a table using information from the passage read to them. There are also the skills of giving single sentence summaries, listing the main points in a given passage and making own notes. In this case teachers would be expected to draw up a scheme of work that tabulates all the above skills. The absence of a scheme of work or the manner in which a scheme of work is designed may be a contributing variable to the poor performance of the pupils in summary.

Having drawn the schemes of work, teachers would now be involved in the actual teaching of summary. Summarizing involves reducing large sections of text to their bare essentials. According to Jones (2006) these bare essentials are the gist, the key ideas and the main points that are worth noting and remembering. Jones (2006) advises that when summarising, the summariser should strip away the extra verbiage and extraneous examples and focus on the heart of the matter. He concludes that the aim of summary is to capture the main idea and the crucial details necessary for supporting them.

Tunncliffe et al (1996) looked at how to summarise a passage. These start by pointing out the ability to select from a piece of writing just those facts, ideas or opinions that we need for a particular purpose. The candidate may be asked to select points for a purpose or an aspect of the topic. Alternatively, he or she may be asked to summarize the whole passage, either in a set number of his or her own words, or in about one-third or a quarter of the length of the original passage.

Holmes et al (1976) advise candidates to read the passage carefully several times and write down the main ideas. This is to be followed by writing the essay, based on the main ideas from the passage. They also encourage the learners to avoid quoting whole phrases or sentences from the text.

College (2008) suggests that when doing summary, it is important to first assimilate the argument. The word 'assimilate' here is used to mean absorb, digest or adapt. In other words, the candidate is supposed to understand the complete work to get the central argument. College also encourages the candidate to develop the argument 'exactly as the writer has presented it and gives the rules to be followed when doing summary. They include: reading the article many times carefully; taking the entire argument and presenting it in a logical progression.

There are other skills. These include dealing with repetitions, unnecessary emphasis, contractions and ellipsis. Jovanovich (1986) advises candidates to use their own words. In taking notes, he emphasises, "be certain to use your own words." According to Jovanovich (1986) there are also questions to be considered while doing the summary. Firstly, the writer should figure out what the general topic of the title is about. This is taken from the first and last paragraphs of the passage. Secondly, sub-titles or headings within the article should be considered as very important information. Thirdly, supporting details such as specific dates, examples or descriptions can be left out. The use of the dictionary to look up unfamiliar words or phrases is encouraged. Lastly, Jovanovich advises that the writer use his or her own words. The length is put from one fourth or one third of the original passage. On writing the answer, Jovanovich (1986) advises that one first writes a rough draft before the final draft. When writing the final draft, the learner will be expected to cut long details or add those that are missing. You will also need to replace the author's words with your own. If the sentence is too long, you are advised to remove some words. In short, there is a need to look at summary in relation to each aspect of English structural item.

According to Abbott (2008), to write a good summary, one needs to read with concentration, sensitivity to word meanings and the author's viewpoint. The writer should also be able to distinguish between major and minor points. Lastly, the writer should have a sense of proportion and emphasis.

O'Bannon (2002) aims to present material which the student summarises without having to initiate his or her own material, adding that the skills of summary and note-making belong to the category known as 'transactional' writing. In other words, the writer has a purpose in life, and wishes to get something done. The above advice is important because Summary has the role of service subject. As a service subject, it helps us understand other subjects. It helps us get the main points in other subjects for easy understanding.

Beals, (2009) advises the following procedure:

- Select a short text, and for a start, a text with one central idea and several supporting examples. The teacher should then create a graphic organizer using the model on the following page. Explain to students that readers are more interested in the main points
- The first step is to read the text carefully and think about the most important ideas. Ask students to ask themselves what the central idea is and ask them to look for key words that are repeated many times in the text. Let the pupils find the main idea in the text. This should be followed by an explanation by the teacher that a written summary includes both the overall main idea as well as the most important details that support the main idea. This should be discussed and agreed upon by the class.
- In summary, ask the students to read the passage, decide on the main idea, and then select the most important and relevant supporting details to include in their summaries.

Jones (2006) advises that after the students have underlined the important points, you should have students write successively shorter summaries, constantly refining and

reducing their written piece until only the most essential and relevant information remains. He also advises students to go with the newspaper mantra of the Five Ws, which are Who, What, When, Where, Why and How. Paul (2010) agrees with this approach. She explains, that when someone asks you to tell them “quick” or “fast” what went on, all they would like to know is the main information as to what happened, with whom, when, where and the end result. Jones advises using newspaper articles from which the titles have been removed, and have the pupils practise writing headlines or matching the severed headlines to the stories without headlines.

Widdowson (1986) said when teaching summary, “Have students imagine they are placing a classified ad or sending a telegram, where every word used costs them money. Tell them each word costs 10 cents, and then tell them they can spend so much.” He then advises that they keep adjusting the number of words.

Pau (2010) suggests, firstly, suggested asking students to do self-assessment to gain feedback on their success. The students should use text material from numerous core subject areas, which will give them an opportunity to apply what they are learning in other college classes. In this case, this means that pupils at high school would use materials from history, geography and other subjects that they learn. Through this the students will be motivated. Paul (2010) would like the candidates to make use of the skills they use every day in their lives the same way they would summarise market scenery or a car accident for a friend, and suggests the following steps:

1. Read the passage to get a general understanding of the article.
2. Read the question asked by the examiner so that you have a better understanding about the information you need to get from the passage.
3. Read the passage again and highlight the points that you think are appropriate to use in answering the question.
4. Place the points in their order of priority.
5. Begin writing ensuring that you provide the answers to the question asked by the examiner.

After these steps, Paul offers dos and don'ts. She emphasises that the candidates stick to the word limit at all times. They should also use their own words at all times, except when using proper names.

The book, *Grade 11 English* (Manda et al 1995) which is a textbook used in Zambian secondary schools, contains questions on summary, not necessarily reflecting the examination system in Zambia. There are parts where summary questions are asked without giving the word limit; and there are also parts where the rubric demands that you answer the question in a specific number of words. There is, however, a procedure of summary to be followed: First, the learner is asked to write a set of numbered points after reading the passage. The second part of the question asks the learner to use the notes in the first part to write a brief account in prose using the points got from the first question, without mentioning the number of words needed. For example, the learners are asked to shorten given sentences according to the number of words required for each.

The next part of teaching materials looks at past papers. According to Brown (2004) past examination papers are commonly used for pupils to practice answering the questions, especially near the time of the examination itself. These are used to assess whether the pupils have learnt the material or to identify gaps in their knowledge, and for the pupils to familiarize themselves with the format of the examination, the type of questions and the style in which they are phrased. Brown (2004) cautions that trying to identify trends in previous year's paper is not a productive way of learning one's subject and calls it a risky strategy.

2.1.4 Attitude of teachers towards summary

Gardner (1989) argues that attitudes play a significant role in any learning, including summary. Negative attitudes towards summary can lead to less knowledge and

understanding of English in general. By identifying both positive and negative attitudes towards learning summary, the study was able to establish if attitudes have had anything to do with the poor performance in summary in Chipata District high schools.

Gardner (1991:65) argues that “Attitudes are very important because they affect teachers’ motivation to engage with their students, which can in turn translate into higher student motivation and performance.” Klaassen (2009) calls summary an unfairly maligned fiction writing mode. Bowling (2009) described summary as Tedious but helpful. He also adds that he would not follow step-by-step technique because he thought it was too constraining. Colledge (2008) opens her article with the warning: Good summaries are harder to write than you may think – bad summaries are easy. The question of attitude towards summary is so important that it was one of the questions this study set out to investigate.

2.1.5 Attitudes of pupils towards Summary

McDonald (2009:68) says that when learners go into class to learn summary, they are often blank, and they depend on the teacher to form their opinions. But with time, they find summary difficult because of the need for a wide vocabulary. “Often, learners are overwhelmed.” McDonald concludes that it is up to the teachers to shape the attitude of the learners towards summary. The attitudes of students towards learning are affected by the roles of the instructor, valuation and class activities. Their attitude is also influenced by the knowledge they acquire from what they learn, the assessment and how the instructor looks at the student. This attitude may have great influence on any learning. The importance attached to attitudes of both the teacher and the learner in Chipata District was not known; this necessitated the investigation into the attitude of both teachers and learners in Chipata District to find out if this could affect the performance of the learners.

2.2 Major Studies on Summary

According to Levy, (2005:1) summary writing “is a skill worth the time and effort as students will use it throughout their academic careers and that it also provides the benefits in reading, writing, and critical thinking skills.” Nelson, et al (1992) carried out a summary-skills learning strategy on the comprehension of science texts.

According to Nelson et al (1992:229) “Summary skills strategies were developed because the summarization of texts is particularly useful for those readers who cannot spontaneously use comprehension strategies.” The objective of the study was to find out the effects of a summary skills learning strategy and its effects on the overall completeness of the students’ written summaries. Following the baseline, the summary skills strategy was introduced in both group and individual reading settings according to a multiple baseline across settings design. Student performance was assessed in both settings, and maintenance was probed after four weeks in the individual reading setting. The strategy produced clear improvement in the comprehension of science texts, which was associated with similar improvements in the completeness of the written summaries. The students reported that the summary skills strategy was effective in helping them understand science texts. Furthermore, a group of 15 general education elementary school teachers thought that the strategy was effective and that it would be easy to implement.

This study in summary skills was conducted in such areas as writing, mathematics, academic task completion, test-taking skills, memory and reading. This study was conducted on pupils who were identified to have learning disabilities and had difficulties in identifying main ideas, having difficulty in summarizing texts and difficulty in monitoring their learning. The pupils were given some instructional sequence which was designed to help the learners acquire some summary skills.

According to Nelson et al (1992:229) the learners at intermediate and high school levels were taught five summarizing rules: collapse lists, use topic sentences, remove unnecessary detail, collapse paragraphs, and polish the summary.

For this research, the passages were developed or modified to meet the task demands associated with summarization strategies. Each passage typically contained one major point that could be indicated in a topic sentence, unnecessary information that had to be deleted, and a list of items or actions that had to be incorporated into a super ordinate term.

The purpose of this study was to assess the effects of the instruction in a summarization strategy on the comprehension of science text. The generalization and maintenance of the treatment effects were also studied.

The study followed the following method: Five culturally diverse students with learning disabilities from a large Midwestern school district participated in this study. This study was conducted at a university-affiliated education centre. The pupils were assessed for completeness of the students' text summaries and reading comprehension. In addition, social validity of the summary skills strategy was measured. All training occurred in a group setting, and maintenance and generalization were assessed in an individual setting. The teacher directed a group science reading and writing activity. Students then worked independently on a related reading and writing assignment.

According to Nelson et al, (1992:233), the study came up with a nine-step summary skills strategy:

“Identify and organize the Main Idea and Important Information.

- a. What was the main idea? Write it down.
- b. What important things did the writer say about this? Write them down.
- c. Check to make sure you understood what the main idea was and the important things the writer said about this.

- d. What is the main idea or topic that I am going to write about? Write it down.
- e. How should I group my ideas? Put a '1' next to the idea you want to be first, put a '2' next to the idea you want to be second, and so on.
- f. Is there any important information that 'I' left out and is there any unimportant information that I can take out?
- g. Write the summary."

According to Nelson et al (1992:235) the second part involves clarifying and revising the summary. This has the following points:

- "h. Reread your summary. Is there anything that is not clear? Revise your summary if necessary.
- i. Ask your classmate to read your summary and tell you if there is anything that is not clear. Revise your summary if necessary."

Equipped with the above hints, the students independently read a related passage and wrote a summary of this passage.

More information was given to the students by the teacher. The teacher mentioned that a summary should contain only important information; personal and unnecessary information is left out. Secondly, that information was combined when possible. It was also added that information was added to make the summary more understandable and it was written in 'your own words.'" The introduction also included a description of the clues that help identify the main idea(s). According to Nelson et al (1992:236) the clues included the following: "Look for large type size, italics, and words that are underlined; words and phrases like 'important' 'relevant' and 'the purpose is;' pictures, tables, and other things that accompany the text."

Nelson et al (1992) further state that the teacher also described the steps in the strategy and reasons for each step. Students then listened and followed along as the teacher read a passage and modeled how to use the summary skills guide. Immediately following the discussion, each student was asked to verbally describe and practice (a) the summary skills strategy, (b) the cues that helped identify the main idea(s) of a passage, and (c) the steps in writing summary of a science text and the cues that help identify the main idea(s) of a passage, restated the steps, and explained the importance of each. After the last experimental session, students were asked to describe the steps they would use to find the important information in a science passage and write a summary of a passage.

Another study on summary was conducted by Liu (1996) in China. The objective, *inter alia*, was to raise the students' ability of summarizing. This was after noticing some problems in students' writing associated with summary. In this study, teachers gave assignments to pupils to write a summary. They then revised it according to the fixed standards and pointed out the problems lying in it, such as using too many words from the original passage, misunderstanding the author's words, incomplete summaries and some omissions. After this, students were made to compare their articles with the sample and find out something they should learn from it. This paper concluded that "with such practice in reading and comparing passages, students will be able to acquire new vocabulary and correct their errors.

The above researches in America and China have shown that pupils have to be taught summary skills if they are to perform better in summary. They must be given the theory and the skills; and they must go through those skills with the teacher. The pupils should also be told why each of those skills is important. Up to now, it was not clear whether what was done in China and America was done in the selected schools in Chipata District.

On teaching and learning materials, Liu (2010:82), said after nearly two terms of experiment and exploration, both students and teachers realised the great importance of theory in writing. It is for this reason that Liu (2010:82) said "Only with theoretical guidance in material selection and analysis will students' capacity in information

analysis and summary be effectively improved.” The need for theory is important in teaching summary; and this could help point out the reasons for the poor performance in summary.

2.3. Summary

The chapter reviewed the literature on summary. The Literature review reveals that summary ought to be learnt in a systematic manner. The pupils should know what they are learning, and why they are learning it. As they learn, they must have learning materials that provide theory and practical work. The literature emphasizes the importance of theory to guide the pupils in their summary. It also suggests that the pupils should be provided with sample answers from which they can learn even on their own by comparing their answers with the sample answers. The literature review also suggests that the learners should be made aware of how their work will be marked during the final examinations. This can be done if the learners are availed their marked work in the classroom and told where they went right and where they went wrong. The literature also reveals the different strategies in which the learners can learn summary. One example is the differences in the word limit. Some literature reveals the strategy of asking pupils to write one summary two or three times before they come up with the final script. Others advocate for underlining the main points and writing these points in the pupils’ own words. Some allow pupils to use words from the passage.

Apart from bringing out the different ways summary has been taught in other parts of the world and the different ideas expressed by different authorities on summary teaching, the literature gives the benchmarks upon which value judgment could be made on the reasons for the poor performance in summary by Grade 12 pupils in selected high schools in Chipata District.

CHAPTER THREE

RESEARCH METHODOLOGY

2.0 Introduction

This chapter presents the description of the methodology and methods applied in the study. It reports on the research design, research site, the population and sampling procedures. The chapter also discusses the research methods and related research instruments and data analysis methods used. Lastly, it looks at the limitations of the study and research ethical issues.

3.1.1 Research Design

The research was a qualitative study as the main focus of the study was to examine the reasons for the low performance in summary in the selected high schools of Chipata District through the views of teachers and pupils. The first step was to find out if the performance was really poor or not. This was done by giving a sample test which was administered to the pupils by their teacher to maintain the natural environment. The class teacher had been briefed on how to administer the test by the researcher in order to ensure that the study purposes were met. The test answers were marked according to the way grade 12 final examinations are marked (Examinations Council of Zambia style).

The answers were also analysed to find out the challenges that the learners encountered in summary. The analysis of the answers and the marking of exercises constituted a qualitative study. However, this part looked at such issues as the number of pupils who exhibited a particular problem in summary in the schools; how many times schools taught summary and the number of pupils and teachers that showed positive or negative attitudes towards summary.

The learners' books too were analysed to find out how much summary was taught, and what type of summary was taught in the classroom and how it was marked.

3.1.2 Research Site

The research was conducted in Chipata District. The researcher chose Chipata District because it provided easier access to almost all the schools with available transport. Two schools were picked from the urban area and two from the rural area of Chipata District.

School A is within Chipata town, about one kilometer from the town centre. All the pupils come from within the town. These are children of workers, business women and men. Cinyanja is the language of play. The school has a library building, but has not been stocked in a long time.

School B is on the fringes of the town, about seven kilometers away. All the pupils are boarders, without any exception. The children come from different parts of Eastern Province. There are also a number of children who come from far off places like Lusaka. As the school is cosmopolitan, the children mostly use English though Chinyanja is still the local Zambian language spoken as lingua franca in addition to English. It is the only school with a library. However, the library has not received new books in the past fifteen years, according to the teachers there.

School C is about 30 kilometres from Chipata town. It is a day school. The school is meant to be a day school, but it also keeps a number of pupils in boarding. The pupils are mostly local children. The school is purely rural, with all the children coming from villages. They all speak Cinyanja. There are no library facilities in the area including the school.

School D, situated about 20 kilometres from town, is a weekly boarding for those pupils who come from far away areas. Children within walking distance are free to be coming

from their homes. Incidentally, those who come from their homes are in the majority. There are no library facilities around.

3.2.1 Study Population

The study population included all Grade 12 pupils and school teachers of English in all the nine high schools of Chipata District.

3.2.2 Sample Size Population

The teachers were purposively sampled so as to include all heads of English department and the teachers of English who handled Grade 12. Bigger schools also provided more teachers for the study. A total of 12 teachers took part in the study. Three teachers took part in School A and two teachers took part in School B. Four and three teachers in Schools C and D respectively, took part in the study as respondents in focus group discussions and by filling in interview schedules.

Table 2: The teachers that took part in each school

School	Teachers
A	3
B	2
C	4
D	3
Total	12

A total of 40 pupils answered the summary test question and a total of 40 pupils took part in the scheduled interview.

The table below shows the number of pupils who took part in the research.

Table 3: The pupils who took part in the investigation by writing the sample test and by answering unstructured questionnaires

School	Pupils who sat the test	Pupils interviewed
A	10	10
B	10	10
C	10	10
D	10	10
Total	40	40

3.2.3 Sampling Procedures

Different types of sampling were applied at different levels. Firstly, the schools were purposively chosen so as to balance between the rural and urban schools and between boarding and day schools. At school level, the heads of departments were purposively picked because they were at the centre of all the planning for the pupils' learning. In school A three teachers were available and these took part in the study. In school B two teachers were available. These took part in the study. The rest of the teachers were said to be setting the regional mock examinations. In school C which had only four teachers of English, all of them were available for discussions. These included the head of department. School D had three teachers of English, and all of them were available for discussions with the researcher. A total of 12 teachers answered a questionnaire that focused on summary. All these teachers were also involved in focus group discussions.

A total of 40 Grade 12 pupils were sampled. On average, 10 pupils were randomly picked from each school to write the summary test. In a class, the researcher counted the pupils and picked every odd number up to 10. While this group wrote the summary exercise, another group of 10 answered the structured questionnaire. These were also picked randomly, by picking every even number of the remaining pupils.

3.3 Data Collection Methods

3.3.1 Sample test

A sample test was used in the study. The sample test is often used, according to Koopman et al, (2007) to numerically evaluate the likelihood function in missing variables. In this case, the data on the poor performance were actually missing, hence, the preparation of the test. This is used for maximum estimation of the parameters of the study. Koopman et al, (2007) further argues that the use of a sample test allows for some observational study or experiment, and this allows analysts to assess evidence in favour of some claim about the population from which the sample has been drawn. In this case, the starting point of the investigation was that the performance of the pupils in Chipata District was poor. This test was used to either make a disclaim or a confirmation. According to Brown (2004), one of the functions of a test is to help see how well the students have learned a particular subject.

The test was set in line with the Grade 12 Examinations Council of Zambia standards. One of the objectives of this test was to find out the mistakes that the learners made, which could lead to the reasons for the poor performance. The question was set by the researcher, who has had more than 25 years of marking and setting Grade 12 summary examination part of the paper. The pupils were required to write the answer in prose, in a specified number of words in a given time limit. The passage was adapted from G. Hughes, *The Honey Book*.

All the pupils wrote the sample test under the same conditions of being supervised by their teachers. The marking scheme and the marking were done in the way the final Grade 12 examinations were marked. This included physically counting the words and cancelling excess words, punishing answers that were written in point form and giving marks according to the points listed in the marking scheme.

3.3.2 Structured interview schedules

Data were also collected through the use of structured interview schedules for teachers. 12 teachers individually filled in the questionnaires.

3.3.3 Unstructured interviews

There were unstructured interview schedules for pupils and teachers. The pupils were asked several questions to find out their attitudes towards summary. 40 pupils responded.

3.3.4 Lesson observations

Lesson observation involved sitting in some classes where summary was taught to observe the methods the teachers used to teach summary. Points of observation included how the teacher introduced the lesson – if the importance of summary came out clearly. It also included how the pupils participated in the lesson and the pupil-teacher interaction. The last point was how the lesson was concluded, to show if the learners had captured the objectives of the lesson

3.3.5 Focus group discussions

There was also focus group discussion in which the teachers discussed with the researcher summary issues.

3.3.6 Documents review

Documents such as schemes of work, lesson plans and exercise books that the pupils used for summary in their every day work were checked. The aim was to see the strategies that were used in the teaching of summary, how often it was taught, how often written work was given and marked; and if there was any remedial work.

3.4 Data Analysis

The data gathered were analysed according to the themes of the study following the order of the research objectives and questions as follows: The sample summary test results were analysed to establish the pupils' performance in the selected high schools in Chipata District. This was followed by an analysis of the general problems that pupils exhibited as they wrote their summary, to establish the reasons for the poor performance. The pupils' answers were grouped and enumerated according to the cited problems. The following were some of the categories:

- More words than required by the word limit
- Fewer words than the word limit
- Long and windy sentences

- Copied big chunks from the passage without answering the question
- Writing things not in the passage

The occurrences of each of the above problems in the pupils' marked scripts were enumerated and analysed so as to come up with the most dominant problem that the pupils faced. The analysis of the sample summary test results were followed by the analysis of the teaching strategies that were used in the teaching of summary. This included an examination of the schemes of work and the exercise books that the pupils used for summary. The findings on the teaching and learning materials were also analysed to find out the gaps that could match with the findings on the actual performance. The last data to be analysed were the findings on the attitudes of teachers and pupils towards summary, with the view to finding out possible contributing factors to the poor performance of Grade 12 pupils in summary in Chipata District. Each of the analyses was supported by the use of quantities to come up with tables and figures by using the SPSS.

3.5 Reflections on Ethical Issues

In order to abide by Research Ethics the following were taken into consideration during this study:

When the researcher arrived at each site, he first sought permission from school authorities and briefed them on the value of the research and the procedures used. The researcher also assured the administrators that participation by staff and pupils would be voluntary. As a way of maintaining confidentiality, the pupils and the schools were called by serial numbers or letters to avoid recognition. Further, participants were assured that the data obtained would not be disclosed to any other persons. This was done by keeping the names of the schools in the report and the names of the pupils and

teachers who took part in the research anonymous. In respecting the research site, the researcher ensured fitting in the programme of the schools. These precautions were taken to ensure that the teachers and the pupils gave correct information without any fear that they would be traced out later. This would have helped the participants in the research to reveal the contributing factors to the poor performance of Grade 12 pupils in the selected high schools in Chipata District.

3.6 Conclusion

In Chapter 3, the dissertation looked at the methodology used in the study. It described the research design and where the research took place. It further explained how the data were collected and analysed. The next chapter will present the findings of the study.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1.0. Introduction

This chapter presents the research findings which are discussed in Chapter 5. It starts with the results of the sample test and its answers. This is followed by an examination of the summary teaching strategies, teaching and learning materials and the attitudes of teachers and learners towards summary.

4.1.1 Results of the Sample Test

A total of 40 respondents in four different schools answered the sample summary question. The question was to be answered in prose or continuous writing in about 110 words. For the question refer to: Appendix 2 and Appendix 3. The following were the findings:

Table: 4 –The results that the pupils got in the sample test

Range of marks out of 15	Frequency
11 – 15	1
09 -10	3
07 – 08	12
06 – 07	09
00 – 5	15

Table 4 above shows the marks that the pupils scored. The test was out of 15 marks. One pupil scored above 10. Only three pupils scored between 9 and 10 marks and 12 pupils scored between 7 and 8 marks out of 15. The last 15 pupils scored below 5 marks, and all these failed.

Below are the problems which were discovered from the analysis of the answer scripts.

4.1.2 Failing to follow the rubric

The results have shown out of the 40 pupils who took part in the test, 20 did not follow the word limit. Of these, 12 wrote in more than 110 words, and 8 wrote in words less than that required by the question. The extreme on the on the other hand, wrote 150 words, and the opposite extreme wrote in 75 words instead of 110 words.

4.1.3 Repeating the question or part of the question.

A total of 25 respondents displayed the tendency of repeating some words, especially those that were part of the question. They ended up with more words than necessary. For example in the following question:

What are the different ways in which honey can be used?

Some answers began:

The different ways in which honey can be used are that it can be used to soothe a cold or sore throat. Another way in which honey can be used is to cover wounds...(34 words)

Instead of simply writing:

Honey can be used to soothe a cold, sore throat and to cover wounds.(14 words)

4.1.4 . Defining terms

Another problem that came up was of pupils defining some words or repeating some points by using different words.

Examples:

Honey helps facilitate resistance to fatigue. This means that if you take honey, you cannot feel tired easily.

Or

Honey can be used as a skin softener, or can be used as lotion, in other words, it helps the complexion to be seen.

And

Honey is used for baking. When a person wants to bake something, he or she can use honey.

4.1.5 Unintelligent copying

Some respondents just copied words or sentences from the passage without any relevance to the question.

Example:

We have heard someone being called honey which is produced from nectar it is much sweeter than sugar to soothe a cold or sore throat.

4.1.6 Using long expressions

Five pupils used long expressions which used unnecessarily more words than required.

For example:

Not only can honey be used as sugar; it can also be used to tenderize meat. (16 words)

Instead of simply writing:

Honey can be used as sugar and to tenderize meat (10)

Honey can be used in many aspects. Not only can it be used to soothe a cold, but a sore throat as well.(23 words)

Instead of:

Honey can be used to soothe a cold and a sore throat (12 words)

There were other expressions that were used to increase the number of words.

These include the ones below:

- **Another point is that** honey can be used ...
- **Apart from this**, honey can be used ...
- **In addition to that** ...
- **Lastly but not the least** ...

Pupils also ended up with more words than necessary when they defined or attempted to make the question clear.

The above observations are some of the factors that led to some pupils writing more words than required by the question. The result was that some of the words in their answers were ignored and not marked. For some, these ignored words carried points which could have increased their marks.

4.1.7 Over-summarising

There were some pupils who wrote words less than what was required by the question.

For example, the one who wrote 75 words actually ended up leaving out some points. In some cases, the pupils left out some words and hence distorted the facts.

Examples:

Instead of writing:

Honey is a great energy booster,

One wrote:

Honey is a booster.

Instead of writing:

It promotes higher mental efficiency

They wrote:

It promotes efficiency

By leaving out the underlined words, the pupils ended up with distorted information, and thereby lost marks.

4.1.8 Writing from their own experiences

There were a variety of answers which showed that the pupils did not know what was expected of them in summary writing. Three of those pupils copied full paragraphs word for word. Four wrote their answers by simply listing the points. Three pupils wrote about their own experiences of when they went to collect honey in the bush. Others even wrote about the advantages of honey farming.

4.1.9 Writing examples

About seven out of 40 pupils concentrated more on giving out the examples in their answers. For example, from the following point:

The Russians used honey to cover their wounds in World War 2.

They wrote it exactly as it is, thereby not directly answering the question which is: What are the uses of honey according to the passage? The point made here is that:

Honey can be used to cover wounds.

Some of these pupils even wrote about Cleopatra who is given in the passage as an example to show that honey can be used for softening the skin, so there was no need to even mention the name.

4.1.10 Listing points

Four pupils just listed points without writing the summary in prose or continuous form, as required by the rubric. For example, they wrote:

- *Cover wounds*
- *As a drink*
- *Attracts moisture*

Some of the points on their own did not answer the question

Table 5 below shows some of the wrong practices that made the pupils score badly in the summary exercise they were given and the number of times the practice appeared

Unintelligent copying	3
Writing examples	7
Not following the rubric	20
Giving explanations/defining	8
Fancy English/Wordy expressions	10
Over summarizing	8
Writing things from own experiences	3
Listing incomplete points	4

Table 5 above shows some of the mistakes that the pupils committed in their answers of the sample summary exercise. The figures against each of the wrong they committed represent the number of times the mistake was committed. However, there were some pupils who committed more than one of these. For example, one pupil would write in wordy English and at the same time over-summarise on some points, and even write in fewer words than required by the rubric.

The factors listed above are some of the challenges that the pupils showed in their answers. These affected their marks negatively. Now, apart from the test results, there were also other observations shown below.

4.2.0 Summary Teaching Strategies

This part brings out the strategies that were used in the teaching of summary and the subsequent shortcomings. These strategies included the schemes of work which were seen from a check of the teachers’ teaching files. It also included the marking of summary exercises which were revealed from a check of the exercise books. The actual teaching in the classroom was also included in the strategies.

4.2.1 Schemes of Work

All the schools had a general scheme of work which indicated that summary was taught fortnightly. The scheme of work did not show the teaching points of the summary for each week or for each lesson.

Below is a scheme of work used in one of the schools where the research took place in Chipata District. It shows all the areas of English to be taught, including summary. Other areas such as structure show what topic to be covered, and the progression is seen. However, in summary, all that is shown is ‘summary’, without any description of what topic of summary is being covered at what stage.

Table 6: A Schemes of work

WK	Structure	Composition	Summary	Comprehension
1	Revision	Revision	Revision	Revision

2	Parts of a sentence	Descriptive composition	summary	Comprehension
3	Rewrites and other structure types – cloze	Discussions and remedial work	Summary	
4	Subject-verb agreement	Narrative composition		Comprehension
5	Conjunctions – different types	Explaining a process	Summary	
6	Rewrites involving conjunctions	Discussions and remedial work		Comprehension
7	Adjectives – different types, and how they are used	Expository writing	Summary	
8	Rewrites involving adjectives	Expository writing continued.		Comprehension
9	Adverbs – Position of adverbs, types of adverbs	Short story writing	Summary	
10	Adverbs (Contd.)	Short story writing (Contd.)		Comprehension
11	End of Term Tests	End of Term	End of Term	

		Tests	Tests	
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In Table 6 above, the schemes of work indicate that summary was not planned for, as it doesn't show the strategies to be employed in the pupils' learning of summary.

4.2.2 Marking

Below is a sample of one of the marked works in one school.

Question: Discuss the advantages of the computer technology.

(Please, note that the passages for answers 1, 2 and 3 below are reproduced from the exercise books exactly the way they were written to allow for discussion.)

Answer 1

Many people have brought new access to the internet. Some are using the computers to communicate with other friends all over the world. Some they even use the computer when they are not in the office, has will know without computer we could not have these phones that they are using has simple communication.

In the radio station now they can use the computers to brodicaste news, some they use the computers has in order to access their business. In companies many of them they use these computers as result of keeping the documents.

The above answer was awarded 5 out of 10, without any comments.

Answer 2

Computer technology has many advantage. It has brought access to internet by many people. People are now able to communicate with other friends all over the world. Some use the computer even when they are not in the office. The phones we have are part of the computer. Computers are also used for broadcasting. Some people use the computer to run their businesses.

The above answer was awarded 7 out of 10 by the teacher, without any comments to help the student later as they prepare for examinations.

Answer 3

Computer technology has numerous advantages. Not only has it brought access to the internet by many people, people are now able to come into contact with other friends; not only in their country, but even the world at large. Not only do some use the computer at the office but at home too. Computers are used in broadcasting and in business.

Answer 3 was actually the favourite of the three. It was scored 8 out of 10. Again, there were no comments.

4.2.3 Exercise books

In one school, a check of the exercise books revealed that the pupils had not learnt summary for a full year. This was confirmed by the teacher.

Table 7: Number of times pupils learnt summary in the previous 12 months

School	Times it taught summary out of the expected 18
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A	00
B	12
C	06
D	08

The figure above shows how many times the different schools taught summary the previous one year. If the pupils learnt summary for one period every week, the pupils would learn summary at least 30 times in one year. School A had taught summary only once since the pupils entered Grade 10. Otherwise for the previous one year, the pupils had not learnt any summary. The only lesson in Grade 10 was about introducing summary to the learners. Here the pupils were given such information as:

- When summarizing, read the question carefully.
- When answering, avoid examples.
- Be brief and to the point.

School B had taught summary about 12 times. There were marked and unmarked exercises.

A tick running across the work was generally used to mark, without any comments except a 'good' or 'fair' below the work.

School C had taught summary about six times the previous year. This was seen through the written work in the exercise books. Marked exercises showed that the teacher had seen the work, and this was shown by running a tick across the work and indicating 'fair', 'good' or 'improve.' Generally, the marks awarded were very impressive, running from 12 to 16 out of 20.

Pupils in School D had learnt summary 8 times the previous one year, out of the average 30 expected times. This work was seen in the form of marked exercises. Just like in the other schools, very high marks were given, with such comments as ‘very good’ or ‘fair.’

4.2.4. Lesson observations

The findings revealed that the teachers tried to cover everything in one lesson. They asked the pupils to mention the value of summary and why they had to learn it. The pupils’ answers ranged from their future employment as teachers where they would be required to write notes, or if they worked as news reporters and others. The pupils were then given a question to answer. Incidentally, all the schools observed used passages that did not include the sources of the passages. The pupils read the given passage and answered the question in groups. This was followed by a plenary session of how they would answer the given question. The pupils gave their answers and the teacher threw it to the class for discussion, or whether that was a correct answer or not. Often the discussions were inconclusive as the class ran short of time.

4.3. Teaching and Learning Materials

The study revealed that schools did not have adequate teaching and learning materials. They only had few copies of some selected titles. The materials included: Past question papers, *English G12*, *Ropes to Senior English*, *English Practice*, *Step Ahead*, *English 11*. The teachers said that they used past papers more because the books were in short supply, and it was easy to make copies of past papers.

Table 8 Teaching materials used in Chipata Schools

Title	Description
Past question papers	No guidance to the teacher
English G12	Little guidance to the teacher
Ropes to Senior English	Gives some guidance on marking
English Practice	Not related to Zambian syllabus
Step Ahead	Not related to Zambian syllabus
English 11	Little guidance on marking

Table 6 above shows the titles of the teaching and learning materials used in Chipata, with the analysis of the contents regarding summary. Most of these materials do not give adequate advice to the teacher and to the pupil on matters such as the word limit and how to deal with examples and wordy expressions, among others. Secondly, these few titles differed in the advice they gave on how to teach and mark summary. The major difference in these books was the question of whether or not learners should use words from the text being summarised. It was discovered that even the teachers too were not very sure about which books to follow; they were not very decisive when it came to issues of what words to use. And when the teachers were asked if they encouraged their pupils to use words from the passage or their own words, instead of answering the question, they wanted to know from the researcher what they should do.

This was during focus group discussions. It was also discovered that past examination papers were the most commonly used materials for teaching summary.

4.4. The Attitude of Teachers towards Summary

Three out of 12 teachers expressed a negative attitude towards summary. “Much as we have to teach it, we don’t like it,” some teachers said during the focus group discussions. They said they did not like it because it was boring, and it mainly consisted of passages that were very technical and difficult to understand. The other nine teachers said they liked teaching summary because of its importance as a carrier subject which the pupils could use to study other subjects.

Table 8 below shows the teachers’ responses and their attitude towards summary.

Table 9: Teachers’ attitude towards summary

No	No	No
12	09	03

4.5 Attitude of Learners towards Summary

Out of 40 pupils interviewed, 31 said that summary was very important for them. Some said that they wanted to be journalists, and they felt they needed summary skills in their work. However, nine pupils said they did not like summary, claiming that it consisted of dull and scientific passages.

However, when the pupils were asked how they ranked it among the other areas of English (Comprehension, Structure and Composition,) they ranked it third, the most popular being structure.

Some pupils complained that they were not taught summary. “We always do re-writes,” one learner said.

Table 10 below shows the distribution of the preferences showing the pupils’ attitudes towards the different components of English in the four selected schools in Chipata District.

Table 10: *The attitude of pupils towards summary*

Area	Number of pupils choosing it out of 40	Percentage
Structure	15	37.5 %
Composition	11	27.5 %
Summary	08	20 %
Comprehension	06	15 %

Out of the 40 pupils who were asked what area of the English syllabus in Zambia they preferred, 15 said they liked structure most. 11 said they liked composition. Eight opted for summary. Only 6 went for comprehension.

4.6 Conclusion

This chapter has presented the raw data or information that was revealed in the research in form of explanations, figures and tables. The next chapter discusses these findings in relation to the objectives of the study.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0. Introduction

This chapter discusses the findings of the investigations. The discussions are done according to the order of the themes of the questions. They start with the analysis of the results of the sample test. This is followed by the analysis of the summary teaching strategies used in Chipata District with the view to examining the efficacy of these strategies. These strategies include the schemes of work, the marking and the findings from the check of the exercise books. This is followed by a discussion of the findings of the teaching and learning materials. The findings of the attitudes of teachers and the pupils towards summary are also discussed.

5.1 The Sample Summary Test

The analysis of the results of the summary test brought out the problems that the pupils faced in their answering of the questions. These problems may lead to other conclusions. The results in Table 4 indicate that the performance was poor. An analysis of the answers that the pupils wrote in response to the question that they were given reveals a number of challenges that they faced as they wrote the summary. These are graphically presented in Table 4. These findings show that the pupils at this level have not mastered the summary skills according to the requirements of the Syllabus (MOE 2000) which requires them to show competence in note-making. This is also contrary to what Fleurquin (2003) says. Fleurquin advises that the pupils are supposed to be made aware of the examination or test requirements long before taking the examinations. The problems highlighted in Table 4 may reveal the pupils' lack of skills not only in

answering questions in tests, but in summary skills as well. This also agrees with the views of Brown (2004) who describes the problems that pupils face as follows: “When you ask pupils to summarise, they do one or all of the following: They write everything, or they do not write anything at all.” This is a sign that they have not acquired the summary skills needed for them to pass an examination in summary or to write a good summary of their own while still in school or later in life. Some of the above findings also agree with the reports made by the chief examiner who had observed that the pupils performed poorly in summary. The lack of skills in summary may be one of the contributing factors to the poor performance in summary.

5.2 The Strategies of Teaching Summary

The study revealed that one school had not taught summary during the whole previous year, and was waiting to teach it in the final term. This was not in line with the Ministry of Education requirements. Secondly, the revelation that the other schools did not teach summary as often as recommended is in direct conflict with the English Syllabus, MoE, (2000), and may have been one of the contributing factors to the poor performance. The Syllabus MoE, (2000) recommends that summary is given 40 minutes of instruction every week. Levy (2005) also argues that summary writing is not easy, and is not a skill that comes naturally; it must be taught. The Examinations Council of Zambia (ECZ) (2007, 2008) requires, inter alia, strict adherence to the word limit. And on giving marks, it is recommended that the marks are given according to the points presented in the marking key. The revelations also that the schemes of work did not show the teaching points for each week or month may be another factor that led to the poor performance. This could mean that teachers taught summary haphazardly. Failure to adhere to the allocated teaching time, the uncertainty on the part of teachers on summary theory such as which words to use and the schemes of work that did not provide teaching points may be some of the contributing factors for the poor performance of the pupils in summary.

Andrade (2001) further says that in marking, it is important for pupils to know the rubric used to rate them, for this will help them understand beforehand how they will be evaluated. This can help them prepare for examinations accordingly. The type of marking the pupils were subjected to in their everyday learning of summary did not help them in their learning or acquiring summary skills. It did not allow them to do any self assessment. This did not provide them an opportunity to get high marks in summary, and this could be one of the reasons why the pupils performed poorly in summary.

5.3 Teaching and Learning Materials

According to Crawford (2005:80) textbooks can be a useful form of professional development for teachers, and foster autonomous learning strategies in students. Against this background, the revelation that the schools did not have enough textbooks may be an indicator that there wasn't enough learning taking place in these schools. Another revelation was that the books had conflicting information in their theory of summary issues such as the word limit, the use of own words or words from the passage when summarizing. Some sources encouraged the pupils to write their summaries using their own words while others allowed them to use words from the passage. The just mentioned factors are seen as some of the contributing factors to the poor performance by pupils in summary. However, too much dependence on textbooks has its own disadvantages. Crawford (2005:80) argues that "For some, commercial materials deskilled teachers and rob them of their capacity to think professionally and respond to their students. Their language may also have little to do with reality." I agree with Crawford that too much reliance on textbooks has actually deskilled the teachers to the point that some can't even think of coming up with their own materials for teaching. At this rate, the first complaint by teachers will be that there are no books. The moment the books are provided, they will either just follow every advice in the book without analyzing which one fits for use as they teach their pupils. Much as the provision of textbooks is very important for teaching, it is also important that teachers should be innovative. Crawford (2005) sums up by saying that this may mean that the issue is not so much

about whether teachers should use commercially prepared materials, but rather what form these materials should take so that the outcomes are positive for teachers and learners.

The use of books that are written like past papers which just provide exercises without any answers and guidance to teachers is not helping the teachers in imparting summary skills in their pupils. According to Brown (2004) past examination papers should be used to assess whether the learners have learnt the material or to identify gaps in their knowledge, and to familiarize themselves with the format of the examination. However, as revealed in the study, the way past papers are used may not help the pupils learn summary theories and skills. Firstly, the teachers do not know how to mark. Secondly, different teachers marked the work differently. This lack of uniformity and consistency in the way teachers mark their class work in summary may contribute to the poor performance in summary.

5.3 The Attitude of Teachers towards Summary

The revelation that three out of 12 teachers said that summary was boring, and that they did not like teaching it may be a sign that firstly there could be many more teachers who do not like teaching summary. If their attitude is negative, they cannot teach effectively. According to Gardner (1991) attitudes are very important because they affect teachers' motivation to engage with their pupils, which can in turn translate into higher pupil motivation and performance. A teacher's negative attitude can affect him or her in the following ways: Firstly, the teacher may not take any interest to research into the subject to find out some of the issues that he or she may not be aware of. This may include how summary may be marked and what to do in the absence of teaching and learning materials. Secondly, the teacher may not even give any work in summary, or not mark the work at all.

According to Nelson (2005) one of the roles of the teacher, apart from teaching is to motivate pupils to learn. We may conclude that the three teachers who said they did not like teaching summary could easily influence the attitude of the pupils. Such pupils may not do well in summary. These teachers may also have an influence on other teachers. The final result may be that all the teachers may not be teaching summary to their pupils, as the case was in one school where summary was not taught for the whole year. This may be a contributing factor to the poor performance of the pupils in summary.

5.4 Attitude of Pupils towards Summary

All the pupils interviewed acknowledged the importance of summary. Some said they wanted to be journalists, and they felt they needed summary skills in their work. They were also able to mention that they would need summary skills in their studies. These findings agree with Abbott (2008) and Kinneerly, (1998) who bring out the importance of summary, among others, it being a useful tool for recording important events and also used for studying. One would have expected that because the pupils know the importance of summary, they would be motivated to learn it. According to Pintrich (1996), those pupils who have both attitude and ability are able to achieve a lot. Some pupils claimed that they did not enjoy summary because ‘most passages were dull and difficult.’ The subject’s unpopularity may be one of the causes of the poor performance of pupils in summary. According to Pintrich (1996) motivation or attitude towards a subject plays a very important role in the success of learners in their learning.

From the findings on attitudes of both teachers and pupils towards summary, it can be concluded that the teachers could have influenced the learners, especially when almost the same words were used by both parties. The teachers were first to claim that most passages were dull and boring, even the pupils said the same words. This lack of interest in both pupils and teachers could be said to be spreading from their teachers, as seen when the attitude of teachers was investigated. In one school both teachers and

pupils said, “The passages are difficult and dull”. However, attitude comes as a result of practice. If the pupils do not learn summary, they will not appreciate it. Or if they only learn it a few days before the final examinations, they will not like it, and will, hence, not master those skills of summary that they need in life. Neither will they perform well during examinations. They may be made to believe that they have already failed in that area, and turn their attention other areas.

5.6. Conclusion

Summary plays a very important role in the education of anyone, because, according to Thomas (2009) summary is used as the means of storing and carrying information of other subjects. If summary is to be taught effectively, it has to be well planned for and in stages, so that, according to Beals, (2009) there is that development from note summaries to prose summaries.

This chapter discussed the findings of the research. It can be concluded from the discussion that as long as summary is not taught according to the requirements of the syllabus, and if it is not supported by proper strategies, adequate teaching and learning materials and the teachers teaching it and the pupils learning it are de-motivated, the performance is summary will continue being poor.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0. Introduction

This chapter gives the summary, the conclusions and recommendations of the study. All these bring out the contributions of this research to the body of knowledge in Applied Linguistics, and specifically to the teaching of summary. This part brings out the strategies that were used in the teaching of summary in the selected schools of Chipata District, and suggests ways of improving these strategies that can help impart in learners the needed summary skills, which can help the learners perform better in their examinations at Grade 12.

6.1 Summary

The objective of the research was to investigate the problems that affected the performance of pupils in summary in high schools of Chipata District. Four high schools were selected for the research. It was a qualitative study which was approached according to themes, starting with an analysis of pupils' answer scripts to establish the pupils' performance and the problems that they faced. This was followed by an inquiry into the strategies that the teachers used in the teaching of summary. The findings revealed pupils' lack of familiarity with the skills needed to write the needed summary skills that would enable them perform well not only in their examinations, but in other spheres of life that needed summary skills. The study ended up with conclusions and recommendations which follow below.

6.2 Conclusions

The arguments developed in this dissertation draw on a pedagogical belief by Dewey (1954:158) that pupil performance depends upon a number of factors, including tradition, tools and methods of delivery. This agrees with the conclusions made from the study by Nelson et al (1992) that pupils must actually be taught summary skills and theory to guide them when they are involved in any summary exercise. An attempt was made to answer the concern of the poor performance in summary by the Grade 12 pupils in Chipata District.

From the investigation that was conducted, it can be concluded that the pupils did not have the needed summary skills for them to handle summary assignments during and after school or during their examinations. They did not know how to handle examples, long and windy expressions and how to answer questions. Apart from lacking in skills, the pupils did not have the required theory. It may also be concluded that pupils cannot acquire the needed summary skills if they are not taught according to the requirements of the syllabus (40 minutes of summary every week.) It was also concluded that pupils cannot acquire the needed summary skills if their class work is not marked to give them feedback and guidance on their future work. It can also be concluded that pupils cannot acquire the needed summary skills if they lack the teaching and learning materials, and if these materials offer conflicting pieces of advice. It can also be concluded that the teachers cannot teach whole heartedly if they have a negative attitude towards summary, as this negative attitude may trickle down to the pupils. If this happens, some learners may not acquire the needed skills in summary and, consequently, may not perform well in examinations.

6.3 Recommendations

The above challenges should be the starting point in the quest to find solutions to the poor performance of Grade 12 pupils in summary. The study makes the following recommendations:

6.3.1 Teaching Strategies

Teachers should change their strategies of imparting summary skills in the learners. Firstly, those who are tasked with the management of schools should ensure that pupils are taught summary skills according to the recommendations of the English syllabus of at least 40 minutes of teaching summary every week. They should also ensure that teachers draw up in-depth schemes of work that specifically address summary matters. The schemes of work should provide for stages in which summary skills should be addressed when teaching. Teacher training colleges should also address the problem of marking by equipping teacher students with the same marking skills as those that are used during the final examinations at Grade12 which are applied by the Examinations Council of Zambia.

6.3.2 Teaching and Learning Materials

The Ministry of Education should ensure that schools have adequate and authentic teaching and learning materials for teaching summary. However, this task should not just be left to the Ministry of Education. Teachers too should be resourceful. They should be able to come up with teaching materials for summary. These materials should be authentic, interesting and those that reflect the lives of the children.

6.3.3 The Attitude of Teachers Towards Summary

Teachers should change their negative attitude towards summary. They should work to motivate their pupils, and they can only do this by showing that they appreciate summary. If this is done, they will teach it more often and even research into it. Through this they will discover more teaching strategies that will bring out better results in their pupils.

6.3.4 The Attitude of Pupils Towards Summary

Teachers should work to cultivate in their pupils a positive attitude towards summary. If the learners have a positive attitude towards summary, they will be able to learn from their teachers and even discover from their own reading ways of improving their performance not only during examinations, but in all educational endeavours that demand the use of summary skills.

6.3.5 Further Research

The study highly recommends that more researches are carried out in the field of summary to contribute to the body of knowledge of Applied Linguistics. One area is the teaching and learning materials. It is important to find out what type of materials is used in the teaching of summary in schools and their effectiveness. Another area could be in the manner in which summary is taught in different colleges of education to would-be teachers.

It is hoped that if all the above are done, pupils will perform better not only in their Grade 12 examinations, but even in other discourses that require summary skills. Lastly, further research ideas suggested in the study may make an important contribution to the body of knowledge in the field of Applied Linguistics.

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APPENDICES

Appendix 1: Research Instruments

Instrument 1

Grade 12 Learners

Dear Respondent

My name is Francis Magiya Manda. I am a student at the University of Zambia doing research. I am specifically looking at the teaching of summary at high school level. Being a student at this level, you are an important part of the research. Please, answer the question below.

Thank you in anticipation

F. M. Manda

Appendix 2: Responses

(Your answers will be confidentially treated.)

Read the following passage and answer the question that follows.

At some point in time, we have all heard someone being called ‘Honey’ or perhaps been lucky enough to have that bestowed upon us as a nickname. The word itself stems from the Hebrew equivalent of ‘enchant.’ Produced from nectar of flowers by diligent honeybees, honey is a sweet and viscous liquid much sweeter than table sugar. In cold weather or when food sources are scarce, bees use their stored honey as their source of energy.

Honey has a distinctive flavor and scent, which leads some people to prefer it over sugar and other sweeteners, hence its widespread use in baking. It’s also healthier as it is lower in calories. Honey is great in various beverages and has numerous medicinal properties. The treatment of various conditions using honeybee products has been around for centuries. However, with the advent of penicillin and other antibiotic drugs in the twentieth century, honey’s medicinal qualities have since taken a backseat but they are still relevant today.

Researchers are now well aware that honey has healing and antiseptic properties. For a tried and tested drink to soothe a cold or sore throat, put a teaspoon of honey in a mug with a slice of lemon and teabag, then top up with very hot water and drink. The Russians used honey to cover their wounds in World War 2. Honey is humectants, which means it attracts and retains moisture. The wound would retain moisture and leave very little scar tissue.

Due to the density of honey, no fungus or bacteria can grow in the wound. If applied immediately, honey reduces blistering of burns and speeds regeneration of new tissue. Honey consumption has also been linked to a positive effect on factors associated with heart disease risk. Composed primarily of carbohydrates and water, honey also contains small amounts of a wide array of vitamins and

minerals, including calcium, copper, iron, magnesium, manganese, phosphorus, potassium and zinc. Generally, darker honeys have higher antioxidant content than lighter honeys.

Honey is said to facilitate better physical performance and resistance to fatigue. It also promotes higher mental efficiency. It's a great energy booster any time of the day. It is therefore used by both the healthy and the sick for any kind of weakness, particularly in the case of digestive or assimilative problems.

Honey has such diverse uses. It is handy for children as it is a healthy sweetener. Use it as a spread on scones, pancakes, porridge and bread. It also enriches and adds a subtle flavor to many dishes such as meat casseroles, sauces and dressings. When used in a marinade, honey will help tenderize meat and while it is cooking, the honey gives a distinctive barbecue flavor to food.

In terms of non-food related uses, Cleopatra was one of the more famous people in history to use honey for its skin-enhancing properties. Her legendary milk and honey baths were just one of the many historical examples of people using honey to pamper their complexions. While Cleopatra didn't know why honey softened her skin, new research suggests that the Queen of the Nile was definitely onto something. Manufacturers have used honey in everything from hand lotions and moisturizers to bar soaps and bubble baths. One reason they use honey is for its wholesome, all natural image as more and more consumers are demanding cosmetics and personal care products made from natural ingredients.

Adapted from: Patel, R (1988) Honey and Cinnamon as a Medication, in *The Leaf Lady*; Ed. Hauser Gilgi. Creating Health Institute.)

Answer the following question:

According to the passage, what are the different ways in which honey can be used?

Write in prose (Continuous form). Use not more than 110 words.

Start your answer:

Honey can be used

Appendix 3: Marking key

Honey can be used to

- Soothe a cold or
- Sore throat,
- Cover wounds to make them retain moisture.
- If applied immediately, honey reduces blistering of burns
- And speeds regeneration of new tissue.
- It can facilitate better physical performance
- And resistance to fatigue.
- It promotes higher mental efficiency.
- It is a great energy booster
- Any time of the day.
- It is used as a spread on scones, pancakes, porridge and bread.
- It enriches flavor to many dishes.
- It can help tenderize meat
- And give a distinctive barbecue flavor to food.
- It can also be used to soften the skin.

Appendix 4: Checklist for Documents

1. Indications of teaching summary

a. Yes { }

b. None { }

c. Little. {...}

2. Are summary skills reflected in the books?

a. Yes { }

b. No { }

c. Little {...}

3. List any three skills reflected.

a.

b.

c.

5. Were there any remedial lessons as a follow-up to summary lessons?

a. Yes. { }

b. No. ()

c. Little { }

5. How much marking was done to the exercises?

- a. All exercises { }
- b. None of the work { }
- c. Few exercises {.....}

6. How were the marks awarded during marking?

- a. By impression { }
- b. By counting points ()

5. Any other: Indicate

6. List the materials for teaching in the order of frequency (Title and author)

- a.
- b.
- c.

Appendix 5: Lesson Observation Checklist

1. Was the importance of the skill(s) to be taught mentioned?

a. Yes. { }

b. No. { }

c. Some how. { }

2. Was there teaching

a. Yes. { }

b. No. { }

c. Little { }

3. Explain

a.....

b.....

c.....

4. What was the level of pupil participation?

a. Very high { }

b. Average { }

c. Little { }

6. What material was used for teaching? (Title and author)

.....

7. Was the lesson linked to any other component of English?

a. Yes. { }

b. No. { }

c. Not clear. { }

8. If Yes, mention the component.

.....

Appendix 6: Focus Group Discussion schedule

1. Are you satisfied with the way summary is taught in your classes?
2. Do you enjoy teaching summary?
3. What challenges do you face in the teaching of summary in your school?
4. What are the contributing factors to this situation?
5. Can you suggest ways in which the teaching of summary
can be improved in your school?

Appendix 7: The Provincial Education Officer,

P. O. Box 510024,

CHIPATA

..... March, 2010.

The District Education Board Secretary,

CHIPATA

Letter of introduction

This serves to Introduce to you Mr. Francis M Manda, our student at the University of Zambia in the Directorate of Graduate Studies in the school of Education. Mr. Manda is on research for Part 2 of the Masters Programme in Applied Linguistics.

Please allow Mr. Manda to carry out his research in a few selected schools in your district.

.....

Provincial Education Officer.

**Appendix 8: The District Education Board Secretary,
CHIPATA**

.. March, 2010.

**The Headteacher,
..... High School,
CHIPATA**

Letter of introduction

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District Education Board Secretary.