Evaluating the performance of Iraqi EFL undergraduates in Writing Reading Comprehension Précis

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Abstract

The study aims at evaluating the performance of the grammatical and lexical abilities of Iraqi EFL undergraduates in writing précis for reading comprehension passages. (64) male and female second-year students from English Dep. College of Education of Babylon University were chosen as the sample of the study during the academic year (2012-2013). A written test form was constructed to be the tool for the research study. The test form consisted of an unseen passage followed by a question to write a précis for the presented passage. The testees were provided with instructions to determine the starting and the end points of the précis. The testees were required to mention the steps to be followed to write their précis including the key words of the ideas to be included in their précis, their grammatical devices used in formulating their précis and their own vocabulary used in the précis. The respondents showed low frequency use of the grammatical devices for reduction which indicates that the testees were not adequately trained to utilize their grammatical knowledge in such a productive peice of writing whereby grammar is utilized to compress sentences for reduction. The respondents also showed low succeeded scores in using cohesive devices to join the sentences of the required precis due to The inability of the testees to utilize their grammatical knowledge to choose the correct conjunction to join sentences and misunderstanding the ideas in the presented passage which causes the inability to discover the shared meaning among them when joining is done accordingly. Above all, the respondents showed very low succeeded results in utilizing their vocabulary store to achieve word economy which clearly indicates that the testees have poor vocabulary store that makes them less felixible to express the ideas of the presented passage in their own words. نهج الدراسة إلى تقييم أداء الطلاب العراقيين EFL في كتابة الموجزات التحليلية لقراءة فقرات النحوية والمجمعة من الطلاب الجامعيين EFL المشرق في كتابة الموجزات التحليلية لقراءة فقرات النحوية والمجمعة من طلاب كلية التربية جامعة بابل خلال العام الدراسي (2012-2013). تشمل نهج الدراسة بالاعتماد على الفصل الموجز كأداة للدراسة. ويتطلب الفصل الموجز من الطلاب استخدام الكلمات العربية، وتجربة رؤية الأفكار، والفكر الحر للكلمات العربية، يتم تزويد المختبرين بتعليمات لتحديد البداية ونقطة نهاية الموجز لل문.

Keywords

Humanities --- English Language --- جامعة بابل --- إنجليزية --- دراسات انسانية --- اللغة الإنجليزية --- وسائل المحترفون

Reading comprehension - getting the most out of written documents in the English class. The classic approach to reading comprehension. Ten more ideas for working with written texts. See also: Thematic exercise and classroom activity index for advanced English reading texts. Bookmark or share this page. Approaching the written text - The classic reading comprehension technique. The classic technique for developing students' reading skills is the classroom activity known as "comprehension". Condensing - précis writing. Have students produce a shorter version of the article they have been reading. This can take many forms; the basic task is to reduce an article to a given fraction (quarter, half, etc.) of its original length. Precis writing is an exercise in compression. A precis is the gist of a passage expressed in as few words as possible. A precis should give all essential points so that anyone reading it will be able to understand the idea expressed in the original passage. Note that precis writing is different from paraphrasing. In a paraphrase you should give all the details: you should not leave out any details. A paraphrase will be at least as long and sometimes longer than the original. A precis, on the other hand, must always be shorter than the original. It should express only the main theme that too as It is necessary to evaluate the reading, writing, and critical thinking skills of ESL/EFL students to measure progress. In this hub I suggest ways to evaluate reading, writing, and thinking skills. Paul has spent many years teaching EFL and ESL. He taught EFL in Taiwan during the 70s, ESL in the U.S., and most recently EFL in Thailand. Contact Author. Critical Thinking. Source. What Are Critical Thinking Skills? Application in thinking is using knowledge and comprehension to understand practical worldly things. Making predictions is one kind of application in thinking. When you do this, you are producing knowledge by using the knowledge you already comprehend.