

# Sample Report

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## Introduction

<sup>6</sup> People learn in different ways. Different style of information processing is one of the major individual differences that affects the formation and acquisition of mental models (Wu, <sup>6</sup> 2008). Students differ in terms of their learning styles and strategies. <sup>1</sup> Over the past few decades, most of the researchers and teachers found that no single research or finding or teaching method could guarantee absolute and predicable success in second or foreign language teaching. Some learners seem to be successful in second or foreign language regardless of teaching methods or techniques.

<sup>3</sup> Due to its many affordances, the use of multimedia as an instructional medium has become increasingly prevalent in foreign and second language (L2) classroom settings (Leveridge & Yang 2013; Sun & Dong, 2004). Multimedia integrated classrooms provide <sup>3</sup> L2 instructors with various methods of presenting and supporting authentic L2 listening material (Vandergrift, 2007). One such support is <sup>3</sup> listening to English audios and redundant visual text that matches spoken audio signals in the target language. On the <sup>10</sup> one hand, listening involves physiological and cognitive processes at different levels (Field, 2003; Lynch, 2002; Rost, 2002).

English TV programs, if appropriately selected and organized, can offer a range of opportunities to develop second/foreign language learning. Traditionally, just a little time was devoted to listening comprehension activities in L2 classrooms. Getting audio, video, and multimedia, a combination of audio and video) to work can make it possible for L2 teachers

to offer more challenging language learning activities (Brett, 1997). Accordingly, based on Baltova (1994), audiovisual material, a powerful instructional tool with its rich context, is known to have a motivational, attentional, and affective impact on learners and to facilitate auditory processing. Furthermore, Nagira (2011) claims that combination of audio and captions are one kind of audio material. Captions are facilitating language-learning tools, which help learners visualize what they hear, especially if the input is slightly beyond their linguistic ability (Danan, 2004).

Additionally, audiovisual materials, enhanced with captions, reinforce the acquisition of vocabulary through multiple modalities (Winke, Gass, & Sydorenko, 2010). As Lane (1991) states, captioning stimulates word recognition and may increase vocabulary because it can provide video, audio and textual information for the student. On the other hand, on the basis of its prominence in all L2 skills, vocabulary learning, as an important facet, should be taken into account from the first day of L2 learning. Multimedia-based materials can make the process of L2 learning faster, by triggering learners into multifarious activities. In sum, multimedia programs are able to provide tasks which work on L2 listening and writing simultaneously.

Over the past few decades, most of the researchers and teachers found that no single research or finding or teaching method could guarantee absolute and predictable success in second or foreign language teaching. Some learners seem to be successful in second or foreign language regardless of teaching methods or techniques. Therefore, a considerable number of researchers have shifted their attention from teaching methods or techniques to language learning strategy use. Researchers like Chamot and Kupper (1989), O'Malley and Chamot (1990), and Oxford (1996) have emphasized on the importance of language learning

strategy use by successful language learners. They noted that, students that are more successful use more language learning strategies than less successful students.

According to Oxford (1996), metacognition originally is known as the ability to monitor one's own learning, to evaluate it, and to set a plan of action to solve a problem. In this regard, learners who are metacognitively aware know what to do when they do not know what to do; that is they have strategies for finding out what they need to do. The use of metacognitive strategies ignite one's thinking and can lead to more profound learning and improved performance especially among learners who are struggling. As Oxford (1996) indicates, while it is a fine line between cognition and metacognition, especially in terms of strategy training, the distinguishing factor between the two is how the strategies is used. In short, cognitive strategies are strategies that are used to solve problem, whereas metacognitive strategies are employed in order to monitor, evaluate, control and understand these strategies.

Summary writing, as one of the metacognitive strategies, has been considered as an integrative task that involves the interaction of two abilities the ability to understand the main ideas of a text and the ability to create a concise and coherent restatement of the author's gist (Enright *et al.*, 2000). Research suggests that summary tasks can facilitate the holistic development of learners' English reading and writing abilities as well as their study skills (Radmacher & Latosi-Sawin, 1995; Friend, 2001). However, previous studies indicated that summary writing is very challenging for ESL/EFL learners, as their shortcomings in reading and writing might lead to failure at certain points in the process of summary production, ranging from identifying key words to integrating ideas into a coherent restatement.

## Research Question and Hypothesis

In order to address the objectives of this study, the following research question was posed:

- Does teaching textual patterns by summary writing activities using audiovisuals <sup>8</sup> have any significant effect on Iranian EFL learners' writing ability?

Considering the afore-mentioned research question, the following hypothesis was suggested:

- Teaching textual patterns by summary writing activities using audiovisuals <sup>8</sup> does not have any significant effect on Iranian EFL learners' writing ability.

## Method

### 3.1 Introduction

In this chapter, a comprehensive description of the design and <sup>9</sup> participants of the study, instruments for data collection, procedures of data collection and data analysis were provided. The participants' section introduced number, age, sex, level, first language and location of the participants. The instruments' section introduced the details of instruments used in this study for collecting data. The procedures' section described what tasks were done for collecting data and how data was collected in the course of research and, finally, in data analysis section, a brief introduction to statistical methods of data analysis is provided.

# Sample Report

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