OPEN ACCESS

ResearchArticle

The Effect of Summarizing and Imagination Strategies on Ninth Graders' Reading Comprehension and Writing Skills in EFL

Ala' Daifallah Hadban.[1], Salem Saleh Khalaf Ibnian.[2]

[1]The Ministry of Education First Directorate, Amman P.O. Box 1646 Amman, 11118, Jordan
[2]The World Islamic Sciences and Education University (W.I.S.E.) English Language Department P.O. Box 1101, Amman 11947, Jordan

*Corresponding Author
Ala' Daifallah Hadban

Abstract: The current study aims at investigating the effect of using summarizing and imagination strategies on improving ninth graders' reading comprehension and writing skills in EFL. The study attempted to answer the following questions:
What is the impact of using summarizing and imagination strategies on improving the reading comprehension of ninth grade students in English?
What is the impact of using summarizing and imagination strategies on improving ninth graders writing skills in English?
Results of the study showed that the summarizing and imagination strategies positively affected the learners writing and reading comprehension in English.
Based on the results, a number of recommendations were presented.
Keywords: improving ninth graders' reading comprehension and writing skills in EFL.

INTRODUCTION:

Language is considered to be the most important means of communication and understanding among humans since it is used to express ideas, concerns and culture, and it a bridge connecting the past with the present.

Language is based on four language skills including listening, speaking, reading and writing. Reading is considered one of the language skills that schools focus on due to its importance. Reading is a psychological guessing process; since the reader tries to reach the meaning by guessing in light of context, its activity and type of cognition and what he/she has of previous information. Also the reader can repeat building the meaning by sources of information called presumptions, the most important of which is what is known as verbal presumptions, that cover cognition by and writing features and awareness of grammar, indicative presumptions and his awareness of the special meaning words related to comprehensive texts (Haegeman, 2006).

Lipson & Wixon (2009) view that the process of reading comprehension takes two basic forms: reading for the sake of understanding, that relates with abilities of the reader to justify, at reading the text by completing the existing cognition in the new information, and laying hypothesis then checking them; for the aim of comprehension is building integrated representation of information existing in the text, that fits the aim of reading, meanwhile the other shape from the process of comprehension is remembrance and learning, and it is usually pointed by study.

On the other hand, writing is a productive skill and one of the most important language skills that learners need to master during their schooling. Educators and specialists in foreign language teaching and learning stress the importance of helping the learners to master this important skill, which highly affect the learners progress in other educational aspects.

Problem of study:

Most students, in general, suffer from inability to master English language skills, especially reading comprehension and writing. Results of studies showed an apparent weakness in both skills. Al-Muhtaseb (2003), (Al-Ma'ani, 2008), and (Al-Raies, 2007) indicated that most learners fail to attain the meaning and comprehend written texts in English.

Other studies showed a clear weakness in mastering writing. (Jweihan, 2007; Abu Jalib, 2001; Ismael, 2005; Al-Zu'bui, 2003; and Tomouq, 2011) indicated that learners faces problems in dictation, grammar, and in writing simple short sentences and well-organized paragraphs.

Questions of study:
The study attempts to answer the following questions:

- What is the impact of using summarizing and imagination strategies on improving the reading comprehension of ninth grade students in English?

- What is the impact of using summarizing and imagination strategies on improving ninth graders writing skills in English?

Significance of Study:
Significance of study conceals in the following:

- Response to what educators call for at present concerning the necessity of using strategies to help improve the learner's language skills.

- Directing the educational supervisors' and teachers to to adopt both summarizing and imagination strategies to teach English skills.

- Encouraging the researchers to carry out further studies on the effect of using summarizing and imagination on other language skills

- Helping the learners improve reading comprehension and writing in English.

Limits of study:
The study is confined to the following:

- This study was confined to a sample of the Ninth Grade students at two public schools in the Directorate of Education at Amman district.

- The second semester of the scholastic year 2016/2017.

- This study was confined to two units of the English Language Text, adapted by the Ministry of Education in Jordan to teaching the Ninth graders.

- The study is confined to improving the learners' reading comprehension in the following areas: Skim written materials before reading to determine the purpose or the type of the material. Scan reading materials for specific information. Guess the meaning of unfamiliar words. Identify the relationship among facts, ideas, concepts and themes in reading materials. Explain connections between what is read, personal ideas and beliefs.

- The study is confined to improving the learners' writing in the following areas:
Write one or two paragraphs on the general content of a reading selection. Write directions and instructions. Write a short information letter with a specific function. Fill in application forms, giving essential information about oneself.

Theoretical Framework and Previous Studies:
Reading Comprehension:
Stanovich (2006) defines reading comprehension as "a mental activity represented in deducing the meaning from the read subject in light of the cognitive background of the reader". Abdel Hameed (2000) assures that reading comprehension is a vital interaction between the reader and the text, and the reader has to understand that text, characterized as a message the writer wants to lay in the reader's mind, and this hoped interaction does not occur if the reader did note use his previous experiences in the reading process the thing that makes reading an un-useful process, and works to hinder the reader from achieving his objectives.

The basic objective of the reading process is the reading comprehension, for reading by something else becomes unjustifiable, and students who acquired skills of untying symbols are able to comprehend the read and audible words (Cooper & Kiger, 2003), and since the reading comprehension requires the purpose interaction between the text and its reader, it is attempt to think and bridge the gap between the information provided in the printed language and information owned by the reader, that is to deduce new cognitions they are being extracted by reading, and at the extent the reader can merge the new cognitions with cognitions that he previously owns, he approaches from obtaining facts and unique cognitions (Learner and Jons, 2009).

Researchers found that reading comprehension is highly affected by the following factors:

- Characteristics of the read subject: from part of basic combination of the text sentences, and connecting between words and their meanings and the total meaning of them, and their cognitive and substantial significances, for the difficulty of vocabulary and its unfamiliarity negatively affects in the process of comprehension opposite of the well-known and familiar at the reader.

- Reader's characteristics from part of his linguistic knowledge and his familiarity with

language rules and ability to analyze, explain, and pronounce vocabulary and control them.

- The teaching strategy: studies assure the significance of teaching strategies in helping the learner of understanding and reading where using variety of strategies suitable for the text and the learner is required.

- Type of reading: that is …is the required reading a silent reading or voiced on, or a listening reading, for each type a purpose and requirement differs from the other.

- Purpose of reading: the multitude of readers and their difference means difference of the reading purpose. The purpose may acquire new information, or comprehension, enjoyment or something else (Al-O'lwan & Till, 2010), Mustafa (2007), Ahmad (2011) and (Bergeson, 2006).

The (American Academic Support, 2004) classified the reading comprehension into three levels : the craftsman level, that means the ability of the text reader of the text to remember the detailing incidents in the real text, then connecting them with the main idea and the explanatory level, that indicates to the ability of the reader to read in between the lines, to specify the significance of the text writer, and also indicates to the reader's ability to connect the new information with the previous, then the applied level, which clears the reader's ability to do analysis, and construct information and apply them on other information.

(Catts & Kamhi, 2000) both classified levels of reading comprehension:
Firstly: literal level: it includes the literal cognition of sentences and printed words or written.

Secondly: surveying level: which includes the surveying reading of the text, to get out with general understanding of the most important ideas and incidents provided in the subject.

Thirdly: the analyzing level: which means understanding the implied meanings in the text.

Fourthly: the comparative critical level: which means the reader's evaluating the text and criticizing it, then comparing it with similar texts.

Writing:
Fadlallah (2002) mentioned that writing is an organized and accurate performance to express ideas, opinions and man wishes, by which its information, news and its points of view, are shown till it will be an evidence of its opinion and thinking.

(Topping, 2001) indicated that writing is a difficult and complicated performing mental process; for the book formulates visions and pure ideas into effective writing symbols to give meaning. It is a complicated process passes into stages, in which the writer uses language as a means of recognizing the meaning and illustrating it by droppings, and deepening in the acquired ideas at him, reforming them, supporting them with proofs and evidences and organizing them in a way reaches the reader clearly.

Thus, writing is the individual's ability to translate the existing ideas in his mind into symbols give a meaning by an organized way so as to pave the way for the reader to receive and understand them easily.

The process of writing passes in different stages. By showing some studies like (Amer, 2000), (Al-Shaye, 2002), (Woodall, 2003) and (Stahl, 2003) it can be said that stages of writing are:
- Planning (pre-writing): the writer does think, present ideas, listening to ideas, and specif the purpose of the subject.

- Drafting: this stage includes writing down ideas on papers

- Revising: after the learner finished writing the draft he/she starts to review what he had written, this stage may include merging two sentences in one or moving words from one place to another, omission or addition of what makes the subject appear appropriately and beautifully favoring correcting the dictation errors, rules and numeration.

- Editing it is stage before publication, it is demanded from the learner to correct mistakes that are still existing in the subject after the reviewing process, either dictation, or grammatical, and reviewing the system of paragraphs, margins and clarity of handwriting and its consistency, where it can bid help by the general list of correction, or concerning the learner.

- Publication: it is the stage in which the learner lays the subject at its final form after a hard continuous work and showing it for reading, evaluation, or publication.

The Strategy of summarizing:
Summarizing is considered to be one of the cognitive strategies that work to develop students' skills in the domain of writing and other education areas.

The application of summarizing strategy with the scientific form, as (Yang, 2013) indicated, is considered a contemporary demand, because it works to develop skills of the learner in the domain of analysis, differentiation and criticism and else, and assists in saving much of time and effort at learner at time of studying the subjects that had been previously summarized at a scientific way, by concentrating on the important procedures, and going far from the useless second regarding, and the process of summarizing does not provide the learner with knowledge only, but makes him share in building the meaning of the text and developing the higher skills of thinking.

The strategy of summarizing is used as a reviewing strategy from students in the different studying states, for students to record their notices during the lesson, then reformulate these notices in a form of summarizing, and this process is being done, either abruptly after ending the lesson, or postponed in the fixed time for reviewing and memorization. And the process of writing the important ideas provided in the lesson with the technique of the learner works to help him understand these ideas and fix them better in the memory (Wright, 2008,).

(Steelola, 2005) mentioned that summarizing is a summary of the original text including the main points, assists the readers to understand the meanings and ideas existing evidently, quickly at a short period. But (Browne & King, 2004) they both define summarizing that it is writing a concise report about the read text, keeping unity of ideas, trends of the text and its general logic.

(Casazza, 1993) showed stages of summarizing with what follows: by paraphrasing, and it is the first stage, where he clears to the students the meaning of summarizing that means specifying the main ideas in the text and formulating them with the learner's words, then the stage of formulation, where summarizing is orally and writing formulated from the teacher first at the end of each paragraph after discussion with students and specifying the main idea. Then comes the teacher's role reads and summarizes. After that comes the stage of inquiry, where the teacher employs questions to direct the process of summarizing, and questions will be about the outcome form the process of summarizing, and the process of summarizing, but the last stage is the applying stage by students, that is by writing the summary and discussing it too by them. (King, 1992) highlighted two types of summarizing: generative summarizing, through which the teacher generates a special structure of words and sentences innately and innovatively in harmony with concepts provided in the original text, after connecting the new information with the stored knowledge in his memory. And the traditional summarizing, through which the learner' imitates the original text by omitting and replacing sentences and the provided vocabulary in the text randomly without innovation or new organization.

The Strategy of imagination:
The strategy of imagination is believed to be one of the most important strategies that could help the learners improve their language skills.

It is defined as a mental representation of things or non-existing incident and this representation covers optical visions and visions consisting of other perceptions (Solso, 2000). (Currie, 1995) mentioned that the learner needs to imagine existing things or non-existing things by lending a hand with previous experiences, to improve present and develop future.

(Marian & Peter, 1999) indicated that imagination is a mental process works on organizing a form of new things, the individual has no experience with them by establishing new relations among previous experiences, that is constituting a new rationality in the future by seeking aid from the past and enlightenment by the present.

Imagination acts with effectiveness to help the learner in remembering the side and simple details, and makes from them concentrated information with significance. In language learning, the learner can imagine himself a poet or a writer to compose a story from his innovation, and teachers can employ imagination with all ages, especially the learners in the age of the basic stage, who possess a great imaginative activity makes them travel in imaginative tours, and visit the places they wish, obtaining relation with experience to which they are exposed, the thing that increases their motivation toward learning (Sulivan, 2006; Lanonne, 2001).

Meanwhile (Takaya, 2007) laid three ways may make the learner able to lead innovative imagination, they are:

- Directing the learner to go behind cognitions and available information given to him in lessons, he has to understand the meaning or significance through laying what he knows in a bigger context, is not available through the direct information he knows, and so feeling with the existence of something behind what he knows, and he also has to develop his cognitive intrusion and his curiosity toward the absent, unknown and thinking in other replacements he does not know.

- By developing perception at the learner that learning is a continuous process, and strengthening feeling at him with the wish in the additional knowledge for the sake of perceiving the other replacing possibilities in knowledge and life, in addition to developing

the future possible thinking at a continuous form.

- Viewing the learner as a human consists of a mind and soul, and has   a will and passivity, not an instrument for keeping information and reproducing it. And education has to direct learners all; young or old, to develop feeling of concern and going too far from non-concern and carelessness, directing them to go behind their particular perception and ideas and attempting to recognize others' points of view.

Related Studies:

(Meenakshi & John, 1992) did a study aiming at specifying the effect of summarizing strategies in the reading comprehension at students, who suffer from difficulties in learning at the American State of Pennsylvania. The sample of study consisted of (30) students from the level of the sixth grade till the Ninth grade, they represent two groups; controlling and experimental, added to them another group consisted of (15) students do not suffer from difficulties in learning represent a comparative group, and students were divided into three groups. Each group consisted of (15) students, the first group enjoys a medium reading ability, but the second and third groups are from the low reading ability, and suffer from learning difficulties. One of the two groups was trained on summarizing in accordance with certain rules, and the other was never trained. And the two researchers used two tests for comprehension in accordance with specified standard reference, and was applied on ten short items. Then they were asked to summarize a text its words amount between (400-470). The procedures were repeated on six similar pieces, and the groups were subdued to test other comprehension consisted of ten questions from variety of choice. Results of study had uncovered that using summarizing strategies strengthen and improve the level of comprehension, and assured that summarizing is considered one of the effective comprehension strategies.

(Carrell, 2001) study came to investigate the effect of the purpose from reading in comprehending the second language. The sample of study consisted of (306) students from Bikeen university in China, of students who study the English language as a second language. The sample was divided randomly into two groups: the first group read five written texts in English on purpose of comprehending these texts. Meanwhile the other group read the same texts on purpose of answering questions specified beforehand for them. Results showed existence of differences with statistical significance in the test of reading comprehension ascribed to the purpose of reading for the interest of students who read the texts on purpose of comprehension.

Al-Hadad & Hasan Study (2013) aimed to examining the effect of a strategy built on imagination, in improving skills of the reading comprehension, explanatory and innovative in the Arab language at students of the tenth grade in Kuwait. The strategy included six stages: resorting experience, prophesy, and imagination by senses, and playing the role, summarizing and enlargement. The sample of study consisted of two branches of the tenth grade. They were divided into an experimental group and another controlling (22) students in each. Period of study is (10) weeks. The two researchers used an anterior test, in which they measured seven skills of the reading explanatory comprehension and four for the innovative comprehension, and the test was retested after finishing the experiment. And the results were analyzed by using t-test. Results did not show excellence of experimental group in skills of reading explanatory comprehension. They showed their excellence in skills of the innovative reading comprehension at the level of significance. Both researches recommended to use strategy in teaching.

Meanwhile (Darayseh, 2003) did a study aimed at recognizing the effect of a proposed program built on both strategies of the significant map and brain storming in improving the writing ability in English language for students of the first secondary class and their trend toward it in Al-Ramtha District. The sample of study consisted of (212) female & male students, distributed on six branches, had been randomly chosen. And they were divided into two groups: the experimental group had been studied by using the significant map and brain storming, and the controlling group had been studied by the traditional method. Results showed existence of differences statistically significant for the interest of the experimental group. And also showed existence of difference statistically significant between the average of the experimental group grades ascribed to the employed teaching strategy, for the strategy of the significant map. Also existence of differences statistically significant, between the average of students grades ascribed to the variable of sex for the interest of females.

The present study had benefited from those studies in recognizing the appropriate methodology of research, building instruments, and designing lesson in accordance with employed strategies in this study. It benefited in specifying skills of reading comprehension and writing, and in enriching the theoretical framework, choosing the sample, using some appropriate statistical techniques, and the how of analyzing data, showing the results and explaining them.

And showing studies that tackled writing, it seems that it used different strategies too in between, some was similar with this study at one variable like Hadad & Hasan study (2014), which used the strategy of imagination, and some of them used different

strategies, such as (Darayseh, 2003) study, which used both strategies of significant map and brain storming.

This study agrees with the previous studies concerning their aim, for it seeks to improve the skills of reading comprehension and writing and from part of the majority the effectiveness of employed strategies in improving skills of the reading comprehension and writing. The present study was characterized from the previous studies being the first study within limits of the researcher's knowledge, that gathers both strategies of summarizing and imagination as two independent variables altogether, and measuring their effect both on the two subordinate variables: the reading comprehension and writing altogether, in addition to the difference of the study environment and the studying stage of the sample.

Method & Procedures:
Methodology of study:
The study follows the quasi- experimental design that is performed on two experimental groups and a control group and using pre-post reading and writing tests to investigate the effectiveness of using the strategies of imagination and summarizing in improving the learners skills in reading comprehension and writing.

The sample:
The sample of the study consisted of (105) Ninth Grades from two schools in the Directorate of Education of Amman, namely; Raghadan School for Boys, and Taiseer Thibyan Secondary School for Boys.

To achieve the purpose of study, three branches were chosen at a random way. The students were classified into three groups: one of them represented the first experimental group (15) students and the other is control group (17) students from the Secondary school of Raghadan, and one branch represented the second experimental group (33) students from Tayseer Thibyan School. The first experimental group was taught by using the strategy of summarizing. The control group was taught in a tradition way, while the third group received instruction through imagination strategy.

Instrument of study:
To achieve the goals of study the researchers prepared the following two instruments:

Firstly: testing the reading comprehension: the researcher prepared a test to measure the skills of reading comprehension before and after the experiment. The test consisted of two parts, each part is a piece of comprehension followed by several items.

Validity of the test:
The test was reviewed in its initially from by a group of experts with experience and specialization in the curriculums of English language and teaching methods. They presented some suggestions, which were taken into account by the researchers.

Reliability of the test:
To assure the reliability of the test, the researchers calculated the coefficients of difficulty and differentiation, table no. (1) Clears that.

Table No. (1) Coefficients of difficulty and differentiation of the reading comprehension skills

Item No.	Difficulty Coefficient	Differentiation Coefficient	Item No.	Difficulty Coefficient	Differentiation Coefficient
1	0.45	0.63	10	0.43	0.47
2	0.51	0.46	11	0.57	0.47
3	0.51	0.66	12	0.42	0.53
4	0.54	0.36	13	0.46	0.66
5	0.44	0.45	14	0.37	0.33
6	0.57	0.68	15	0.33	0.50
7	0.43	0.51	16	0.60	0.75
8	0.45	0.38	17	0.57	0.47
9	0.55	0.44	18	0.47	0.75

It is clear from the table no. (1) That differentiation coefficients of the reading comprehension test items amounted between (0.33-0.75), and difficulty coefficients amounted (0.33-0.60). They are accepted values and give a good indicator of the test efficiency and its suitability to the study purposes. And assuring the test reliability was done by reapplying it once again after two weeks on the group itself, and according to Pierson's connection coefficient between results of both applications, and it was equal to (0.83). And internal consistency of the test had been counted by using Cronbach Alpha equation amounted (0.89) and these values were considered acceptable for the study purposes.

Distribution of the test items on skills of the Reading Comprehension:
Distribution of the items on skills of the reading comprehension had been done as follows:
- Skim written materials before reading to determine the purpose or the type of the material.The item 1/6/10/15 cover them.
- Scan reading materials for specific information the items 5/8/14/18 cover them.
- Guess the meaning of unfamiliar words.The items 3/4/12/13 cover them.

- Identify the relationship among facts, ideas, concepts and themes in reading materials.The items 2/7/11/17 cover them.

- Explain connections between what is read, personal ideas and beliefs.The two items 9/16 cover them.

Table No. 2. A table clears the distribution of the reading comprehension and the items the cover them.

P.T.O.

The Skill	Items No.	Grade	Percentage
- Skim written materials before reading to determine the purpose or the type of the material.	4	8	%20
- Scan reading materials for specific information.	4	8	%20
- Guess the meaning of unfamiliar words.	4	8	%20
- Identify the relationship among facts, ideas, concepts and themes in reading materials.	4	8	%20
- Explain connections between what is read, personal ideas and beliefs.	2	8	%20
Total	18	40	%100

Secondly: writing test:
Validity of writing skills test:
To make sure of the validity of test it was outlined in its initial by a number of experts, who presented some modifications and suggestions, which were taken into account by the researchers before applying the test to the students.

Reliability of writing test:
To make sure of reliability test and recognizing the extent of evidence of concerned instructions and clarity of its elements, the researcher applied the test on an informative sample from the Ninth Basic Grade within the community of study and from outside the sample of study, and by using Cronbach Alpha equation to measure the extent of internal consistency for items of the test, it was found (0.80) which is appropriate to carry out the study.

Equivalence of groups of study:
Extraction of the means and standard deviations were done for the performance of study groups on the test of the pre reading comprehension skills, and table No. (3) Shows that:

Table No. 3.The means and standard deviations of the study groups on the pre reading comprehension test

Skill	Group	No.	Anterior	
			Arithmetic Mean	Standard Deviation
Skim written materials before reading to determine the purpose or the type	Controlling	37	4.19	0.91
	Imagination	33	8.88	0.99
	Summarizing	35	4.00	1.03
Scan reading materials for specific information	Controlling	37	2.05	1.97
	Imagination	33	2.02	1.89
	Summarizing	35	2.46	2.28
Guess the meaning of unfamiliar words	Controlling	37	4.78	1.29
	Imagination	33	4.52	1.20
	Summarizing	35	4.80	1.37
Identify the relationship among facts, ideas, concepts and themes in reading materials	Controlling	37	2.19	1.29
	Imagination	33	2.48	1.20
	Summarizing	35	2.60	1.37
Explain connections between what is read, personal ideas and beliefs	Controlling	37	1.05	0.22
	Imagination	33	1.01	0.36
	Summarizing	35	1.00	0.24
Total	Controlling	37	14.27	4.16
	Imagination	33	13.91	4.07
	Summarizing	35	14.85	4.70

It is noticed from table no. (3) That the groups of study are equivalent before starting the experiment.The means and standard deviations were extracted for the performance of the study groups on the pre- writing test as indicated in table No.(4):

Table No. 4. The means and standard deviations of the study groups on the pre-writing t

Skill	Group	No.	Anterior	
			Arithmetic Mean	Standard Deviation
Fill in application forms, giving essential information about oneself	Controlling	37	4.92	0.28
	Imagination	33	4.82	0.39
	Summarizing	35	4.89	0.32
Write directions and instructions	Controlling	37	2.22	0.79
	Imagination	33	1.88	0.86
	Summarizing	35	2.11	0.47
Write a short informal letter with a specific function	Controlling	37	1.68	0.71
	Imagination	33	1.76	0.61
	Summarizing	35	1.83	0.45
Write one or two paragraphs on the general content of a reading selection	Controlling	37	5.51	0.96
	Imagination	33	5.52	0.97
	Summarizing	35	5.54	1.04
Total	Controlling	37	14.32	1.47
	Imagination	33	13.97	1.96
	Summarizing	35	14.37	1.63

The study procedures:
To achieve objectives of the study, the researcher followed the following procedures:

- Reviewing the educational literature and the related studies with the present study.

- Specifying the reading comprehension and writing skills from the English language teacher's guide for the Ninth Basic Grade.

- Repairing both instruments of study and do the necessary validity and reliability coefficients.

- Applying both tests on an informative sample to get acquainted with coefficient of the reliability of both tests and limiting the time necessary for carrying them out, and counting coefficients of difficulty and differentiation for testing skills of the reading comprehension.

- Specifying schools in which studying was done and agreement with their administrations, and teachers' of English carrying out studying on the plan of carrying out the study and the required studying classes.

- Meeting teachers to clarify the purpose of study and plans of teaching of both experimental groups using both strategies of imagination and summarizing.

- Making sure of equivalent of the study groups in the sought skills by researching, that is by applying the anterior test in the reading comprehension skills and in skills of writing

- Specifying studying units that studied in accordance with both strategies of

summarizing and imagination in the book of English language for the Ninth Basic Grade, and the required studying notifications were prepared.

- Doing processes of the validity of both tests and their reliability.

- Following up the practiced application to carry out procedures of both strategies of summarizing and imagination, that is by showing up at some classes at the teacher of the subject.

- Applying the experiment through the second studying semester of the studying year 2016/2017, at eight weeks.

- Applying both tests on individuals of the study at a posterior way.

- Analyzing data to extract results, discussing them, explanation and submitting recommendations.

Variables of study:
Independent variable, the way of teaching, it has three levels, they are:
- Summarizing Strategy.
- Imagination Strategy.
- Normal Method.

Both subordinate variables, they are:
- Reading comprehension skills.
- Writing skills

Results of study:

The study attempted to answer the following questions:

- What is the impact of using summarizing and imagination strategies on improving the reading comprehension of ninth grade students in English?

- What is the impact of using summarizing and imagination strategies on improving ninth graders writing skills in English?

To answer the questions the researchers have calculated the means and standard deviations of the groups on the pre-post-tests of reading comprehension and writing skills.

Table No. 5. The mean and standard deviations for the performance of the study groups on the pre-post reading comprehension test:

Skill	Group	No.	Pre-test		Post-test	
			Mean	Standard Deviation	Mean	Standard Deviation
Skim written materials before reading to determine the purpose or the type	Controlling	37	4.19	0.91	5.76	2.02
	Imagination	33	3.88	0.99	6.92	1.03
	Summarizing	35	4.00	1.03	5.95	2.74
Scan reading materials for specific information	Controlling	37	2.05	1.97	3.82	2.21
	Imagination	33	2.02	1.89	5.03	1.90
	Summarizing	35	2.46	2.28	4.98	2.31
Guess the meaning of unfamiliar words	Controlling	37	4.78	1.29	5.51	1.64
	Imagination	33	4.52	1.20	7.45	1.75
	Summarizing	35	4.80	1.37	6.51	1.98
Identify the relationship among facts, ideas, concepts and themes in reading materials	Controlling	37	2.19	1.29	3.16	1.79
	Imagination	33	2.48	1.20	4.15	1.54
	Summarizing	35	2.60	1.37	3.91	2.18
Explain connections between what is read, personal ideas and beliefs	Controlling	37	1.05	0.23	2.11	1.81
	Imagination	33	1.01	0.36	2.84	1.62
	Summarizing	35	1.00	0.24	2.32	2.42
Total	Controlling	37	14.27	4.16	20.36	5.81
	Imagination	33	13.91	4.07	26.39	4.19
	Summarizing	35	14.85	4.70	23.67	7.22

It is clear from table no. (5) existence of superficial differences among the arithmetic means for the performance of the study groups in the total degree for the test of posterior reading comprehension skills; for the arithmetic mean of the experimental group (summarizing strategy) amounted to (23.67), and also existence of superficial differences among the arithmetic means for the performance of the study groups on the test of posterior writing skills and their anterior grades, table No. (6) Shows that.

Table No. 6. Shows that mean and standard deviations of the groups on the pre-post writing test.

Skill	Group	No.	Anterior Application		Posterior Application	
			Mean	Standard Deviation	Mean	Standard Deviation
Fill in application forms giving essential information about oneself	Controlling	37	4.92	0.28	6.65	1.69
	Imagination	33	4.82	0.39	7.76	1.76
	Summarizing	35	4.89	0.32	7.91	1.98
Write directions and instructions	Controlling	37	2.22	0.79	4.59	1.92
	Imagination	33	1.88	0.86	5.55	1.87
	Summarizing	35	2.11	0.47	5.91	1.79
Write a short informal letter with a specific function	Controlling	37	1.68	0.71	3.62	0.55
	Imagination	33	1.76	0.61	4.61	1.62
	Summarizing	35	1.83	0.45	4.77	1.52
Write one or two paragraphs on the general content of a reading selection	Controlling	37	5.51	0.96	6.16	1.80
	Imagination	33	5.52	0.97	6.45	1.72
	Summarizing	35	5.54	1.04	6.63	1.65
Total	Controlling	37	14.32	1.47	21.03	1.55
	Imagination	33	13.97	1.96	24.36	5.09
	Summarizing	35	14.37	1.63	25.23	4.75

It is noticed from table (6) the existence of differences among the means for the performance of the study groups on the total degree for the test of posterior writing skills; for the mean of the first experimental group (imagination strategy) amounted to (24.36) and the arithmetic mean of the first experimental group (summarizing strategy) amounted to (25.23), and the arithmetic mean of the controlling group amounted to (21.03), and also existence of superficial differences among the arithmetic means for the performance of study groups on all posterior.

Recommendations & Propositions:

In light of the study results, the researcher proposes and recommends the following:

- Variation in employing modern strategies to teach skills of the English language including them in teachers' guides.

- Training male and female teachers on modern strategies by concluding workshops or training courses in the domain of teaching skills of English language.

- Doing similar studies to clear impact of summarizing and imagination in different skills of English language and in different studying stages.

- Confirming both strategies of summarizing and imagination in teaching skills of the reading comprehension and writing in the basic stage to treat weakness at students.

REFERENCES

1. Al Ma'ani, A.O. (2008). The Effect of the Directed Reading- Thinking Activity on the Achievement of Upper Basic Stage Students of Jordan in Literal and Inferential Reading Comprehension. Unpublished Master Dissertation, Amman Arab University, Jordan.
2. Al Saye, S.S. (2002). The effectiveness of metacogniotive strategies on reading comprehension and comprehension strategies of eleventh grade students in Kuwaiti high schools , Unpublished Doctoral Dissertation , Ohio University.
3. American Academic Support Centre. (2004).Comprehension Levels. Retrieved ,May,22, 2006 from the world wide web: http /:www. Academic comprehension/reading- teaching.
4. Annarella, & Lorie A.(1999).Using Creative Drama in the Writing Process.(on line). Available: http:// www.Erie Digest. ED 43479.
5. Browne, L. & King, D. (2004). Self- Edition for Fiction. NY: Harper Resource, 44.
6. Carrell. P. (2001). Influnce of purpose for reading on second language reading comprehension. Reading in a Foreign Language, 13(2), 567-591.
7. Carroll, T. (2004). Critical Thinking Harvard: Harvard University Press.
8. Casazza, M. E. (1993). Using a model of direct instruction to teach summary writing in a college reading class. *Journal of Reading*, *37*(3), 202-208.
9. Catts, H., & Kamhi, A. (2000). Language and Reading. New York: new
10. Cooper, D., & Kiger, N. (2003). Literacy. (5th ed). Boston: Houghton Mifflin Company.
11. Craft, A. (2004). Creativty and Early Years of Education, London: A lifewild Foundation. Continuum.
12. Currie, G. (1995). Visual Imagery as the Simulation of Vision. Mind and Language, 10(2), 25-34.
13. Darayseh, A. (2003).The Effect of a Proposed Program Based on Semantic Mapping and Brainstorming Strategies on Developing the English Writing Ability and Attitudes of the First Scientific Secondary Students. UnpublishedDoctoral Dissertation, Amman University, Jordan.
14. Fisher, R. (2001). Shared thinking: Metacognative modeling in the literacy hour. Reading literacy and language. UKRA: Blackwell Publisher's.
15. Gruenbaum, E. (2012). "Common Literacy Struggle with College Students: Using the Reciprocal Teaching Technique", Journal ofReading and Learning, 42 (2), 110-126
16. Guneylil, A. (2008). The Impact of Active Learning Approach on Improving the Reading Skills in Native Language Teaching.Journal of Language and Linguistic Students, 4(2), 5-14.
17. Hurley, M.E. (2002).Small Group Discussion.What Students Really Say when They Talk about Expository Text.D.A.I -A63/ 05P(1768).
18. Ianonne, R. (2001). Imagination: The Missing Linking in Curriculum and Tea – ching. Education, 122(2), 307-310.
19. Ismail, R. (2005).Developing a Remedial Program for Higher Basic Stage Students in English Reading and Writing Skills Based on Diagnostic Tests. UnpublishedDoctoral Dissertation, Amman Arab University, Jordan.
20. Jweihan, T. (2007). An Investigation of English language skills in the firstsecondary EFL curriculum in Jordan and in students writing and speaking Skill in English. Unpublished Master Dissertation, university of Jordan, Jordan.
21. Kellogg, R. & Raulerson, B. (2005). Improving the Writing Skills of College Student. Psychonomic Bulletin & Review (production number RCE 709).
22. King, A. (1992). Comparison of Self- question Summarizing and Note Taking Review as Strategies for Learning from Lectures. American Educational Research Jordan, 2 (2): 303- 323.
23. Kosslyn, S. M. (2000). Shared Mechanisms in Visual Imagery and Visual Perception, Retrieved November 20, 2011, from: http://www.Calstatela.edu/ Faculty/ Kosslyn.
24. Langan, J. (2000). College Writing Skills. 5th Ed, New York: McGraw Hill.
25. Lanonne, J. (2001). Cognitive Load and the Imagination Effect,Cognitive Psychology,18(1): 857-875.
26. Learner, J, & Johns, B. (2009). Learning disabilities and related mild disabilities. (11th ed). Boston: Wadsworth.
27. Lebourilier. N., & Marks. D.F. (2003). Mental Imagery Creative Ameta Analysic Review Study, British Journal of Psychlogy, 94(1), 16-24.

28. Lerner, J. (2003). Learning Disabilities:Theories, Diagnosis, and Teaching Strategies. Boston: Houghton Mifflin.

29. Liang, C., & Chang, C. C. (2012). The Exploration of Indicators of Imagination, TOJET:The Turkish Online Journal of Educational Technology,11(3),115-120.

30. Lipson, M., & Wixon, K. (2009). Assessment and instruction of Reading and writing difficulties: An interactive approach. Boston: Allyn and Bacon.

31. Ma, M. (2008).The Effects of Immediate and Delayed Summarizing on Judgments of Learning, Studying Patterns and Achievement. M.A. dissertation, Simon Fraser University, Canada. Retrieved March 9, 2011, from Dissertation & Theses: Full Text (Publication No.AAT MR58909).

32. Solso, R. (2000). Conitive psychology New york, Hill, 3.

33. Stanovich, k. (2006). Matthew effects in reading: Some consequences of individual differences in the acquisition of litracy.Reading Research Quarterly, 21(3), 22-67.

34. Steelola, D. (2005). Learning to Summarize. NJ: The Free Press, p.65.

35. Strickland, K. (2005). What's after Assessment: follow up instruction for phonics, fluency, and comprehension. Portsmoth:Heinemann.

36. Woodall, S. R. (2003). Does inquiry – based social instruction make a difference for fifth and six-grade students: A study of affect, critical thinking, and reading comprehension. Digital Dissertations.

37. Wright, J. (2008). Intervention ideas for study skills/ organization.Retrieved 2013/07/04, from:http://www.jimwrightonline.com/php/interventionista/interventionista_intv_list.php?prob_type1/4study skills organization.

38. Yang, G. (2013). The effect of summary writing on reading comprehension: The role of meditation in EFL classroom. Reading Improvement. 50(2), 43-47. Retrieved on July 20, 2013 from:

39. Zamel. V. (1992).Writing One'sWay into Reading، TESOL Quarterly، 26(3), 400-420.