Quick write and 3-2-1 strategies in summary writing: ESL students' practices, perceptions, and attitude

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Abstract

ESL students' limited knowledge and probably, unawareness of suitable strategies for summary writing have translated into mostly strategic problems. Quick write and 3-2-1 are strategies that foster analytical minds in reading and writing. This paper examined students' attitudes, performance, and knowledge retention in summary writing. A pretest-posttest-control group quasi-experimental design was employed in the study with two treatments. The sample consisted of 110 senior secondary school II students. Three instruments, a questionnaire, a semi-structured interview, and a summary writing performance test were used for the study. The research findings showed significant improvement in students' performance and knowledge retention in summary writing. However, findings revealed that there is no significant main effect of treatment on students' attitudes to summary writing. This study concludes that quick writing and 3-2-1 strategies are effective in enhancing students' performance and knowledge retention in summary.

Keywords: Attitude; perceptions; performance; quick write; retention; summary writing; 3-2-1

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1. INTRODUCTION

In the quest for an excellent academic pursuit, students must gather relevant information to navigate learning from related educative sources and condense the pieces of information they have gathered into assignments, projects, tests, and supplements for lecture notes. Students who are deficient in summary writing may distort the information or write junks. The causes of students' inability to summarize information read or heard could be attributed to students' inability to determine relevant information, and supporting details, summarize writing rules, and inability to construct the extracted information with suitable connections (Idris, et al., 2011; Wichadee, 2013).

There are various topics in the English language of which summary writing constitutes a difficulty for many ESL students, and this is the reason why a larger percentage of students do poorly in summary (Lin & Maarof, 2013; Chihobo, 2016). These difficulties seem to have affected students' perceptions of and attitudes to summary writing. ESL students' limited knowledge and probably, unawareness of suitable strategies for writing have translated into mostly strategic problems. In spite that some teachers have not properly taught students how to use writing strategies, students are expected to come up with well-organized and coherent writings that involve good expression, correct grammar, appropriate structure, and mechanical accuracy (Khoshsima & Nia, 2014). The incompetence of ESL learners in summary writing occurs when they try to copy source texts word for word using near-copy paraphrases of the original texts, word substitution, or reordering of words (Di Zhang, 2020).

Some of the problems bedeviling ESL learners' poor summary writing are the inability to form sentences, identify thesis statements, generate support details and conclusions, organize ideas, source the main ideas in the text, and get the required quantity and quality of paraphrasing needed. Other causes are students' habit of lifting the words of the writer verbatim due to low English proficiency, limited vocabulary knowledge, insufficient knowledge of cohesive devices, and low reading comprehension skills (Dewi & Saputra, 2021; Chuenchaichon, 2022).

Isa (2017) observed that ineffective teaching methods have been adduced as one of the probable causes of students' inability to perform creditably in summary writing. The conventional way of teaching and learning of summary commonly adopted in some schools seems not to facilitate desired students' comprehension of summarizing skills because teachers' efforts are geared towards the final output of the summary (product-oriented approach) rather than the process-oriented approach employed to produce the summary (Idris et al., 2011; Khoshsima & Nia, 2014). This buttresses the effect of constant and effective feedback on ESL learning (Thi & Nikolov 2023; Lv et al., 2021).

It is noteworthy among education stakeholders and researchers that research on strategies that can correct the impressions of ESL students on summary writing and help improve students' performance in summary writing is at a low ebb (Ágota & Ármin, 2016). To fast-track improvement, English language teachers must adopt learner-centered instructional reading-writing strategies such as quick write and 3-2-1 strategies. To this end, this paper seeks to examine quick writing and 3-2-1 as strategies for teaching summary writing.

1.1. Literature review

1.1.1. *The nature of summary writing*

Summarization skills are employed in the everyday activities of every human being for interactional and transactional use. Summary writing is employed whenever students are to report what they have seen, read, experienced, or heard (Olagbaju, 2019). Summary writing makes it easier for students to keep information in their memory and also comprehend texts, discourse, or spoken words (Yudi & Rizki, 2015). Summarization helps to sieve and select vital information, expunge inconsequential information, and then integrate and reproduce a new abridged version of the information source in their own words without digressing from the original information.

Summary writing is a higher-order thinking skill that requires factors such as students' background knowledge, language proficiency, intelligence, memory, language lexicon, stylistic skills, content and formal schemata, and cognitive, and metacognitive skills (Kirkland, 1991). These factors foster how students reframe, analyze, synthesize, and reduce the larger piece of information contained in the text into a brief succinct condensation. Isa (2017) noted that the goal of summary writing in reading class could be forfeited if English language teachers do not motivate their students to read by exposing them to strategy instructions that could glue them to the reading task.

In a study carried out by Dewi and Saputra (2021), the findings revealed that the problems faced by students in writing English academic summaries are errors of omission, addition, malformation, disordering, lack of proper grammatical pattern, and knowledge to construct a good summary. Brown and Day (1983) developed a set of five essential processes of summarization: deletion of trivial information, deletion of redundant information, substitution of superordinate term for a list of similar items, selection of a topic sentence, and invention. These processes make summary writing simple.

Students' perceptions of and attitudes to summary writing may also affect students' writing practices. Perception stems from one's awareness of an object, activity, or phenomenon based on the prior knowledge one possesses. Perception is defined as "a sensory, objective representation — paradigmatically by the individual — resulting from the current stimulus representing the environmental entity in which the person exists" (Abidin, et al., 2023). Attitude is a person's view about "an object, content, and discontent, like and dislike, and whether to act on the object or not (Abidin, et al., 2023).

1.1.2. Instructional strategies: quick write and 3-2-1

English language teachers are saddled with plenteous responsibilities, one of which is teachers' creativity and dexterity in creating facilitative, participatory, and stimulating teaching strategies for classroom activities. English language classrooms devoid of these activities could endanger students' learning. One of many ways to ameliorate students' poor attitude to summary writing and become competent summary writers is to introduce some pre-, during, and post-summary writing learning strategies. Idris et al., (2011) stated that the techniques of summary writing are given less consideration in classrooms because English teachers seem not to possess the standard methods for simple and quick identification of summary writing techniques and they consider the means of identifying these techniques as time-consuming and effort-drilling.

Alabama Reading Initiative Secondary Team (2009) explicated the need for teachers to plan before, during, and after teaching and learning strategies because they foster critical and reflective thinking (Braxton, 2009). Pre-reading strategies activate prior knowledge, form predictions, and a reason for reading. During reading, strategies help learners engage with the text and confirm guesses while post-reading strategies foster students' reflections on the subject matter and evaluate guesses. These learning strategies are effective and easy means of teaching summary writing to students of various educational levels. Benedek-Wood et al., (2014) posited that "one method for fostering writing-to-learn opportunities is by including short constructed responses, such as summary writing and quick writing in classroom activities."

Quick write is a learner-centered reading and writing strategy that permits learners to respond briefly through writing to an open-ended question, probe, or prompt to explain a principle, concept, topic, phenomenon, or title of a text within a fixed time frame of 2-10 minutes. Quick writing revolves around three major characteristics: the focus is placed on content, not concerned about the form, and free flow of writing without discontinuity (Smith III & Green, 2007; Lambert, 2012). Quick write is established to connect existing knowledge with new content by easing tension and eliminating the frustration of ESL learners about writing.

Jacobs (1986) explained that quick writing is an effective strategy that aids students' writing. Quick write helps students to turn off:

> the voice inside their heads telling them that their writing is not good enough, that voice nagging them to pause over full stops, prepositions, and paragraphs. Quick writing allows students to tell that doubting, criticizing voice, 'Please wait outside while I'm creating. I'll be happy to see you and listen to your important comments later.' The respite gained by showing their 'editors' to the waiting room gives students a chance to form and express their ideas without interruption (Jacobs, 1986).

Quick write assists students in forming opinions, provides hints and words to convey these opinions, and helps them divide the stages of writing these opinions into the creating and editing stages. Learners can think in the target language, produce qualitative and quantitative writing, and grow the skill to write even when time constrains. It helps students to know the essence of editorials after students have written down their points and helps them form the habit of revising in writing. It gives room for critical thinking practice, invention, and integration of ideas in writing.

English teachers are required to inform students not to be perturbed about the mechanics or conventions of writing instead they are to concentrate on how to get content and their thoughts written down on paper. When the set time for writing is over, students are to stop writing. Teachers go through the quick writes to ascertain if there are relevant and useful facts concerning the knowledge, understanding, and interpretation students possess about a specific issue (Natalie, 2012). With time, the more committed, frequent, and consistent students are in observing the steps, practices, and processes of writing, the better their understanding and application of the writing skills they have learned (Robinson & Feng, 2016). Quick writing could be used as a prior, middle, or post-reading strategy.

Zygouris-Coe et al., (2005) proposed 3-2-1 as a summary writing strategy that encourages learners to think independently and collectively. The 3-2-1 strategy is aimed at making students become critically engaged readers. It helps students monitor their comprehension of the text read, identify cogent details in the content read, make connections to the content read, and identify problematic areas in the content they read (Alabama Reading Initiative Secondary Team, (2009). 3-2-1 allows readers to construct meanings from the text, engage in social interaction and dialogue with others, and create a forum for reading and writing as a reciprocal process (Jin, 2023).

Learners, either in groups or individually, could employ the 3-2-1 strategy during or after reading a segment of literary text, a textbook, or instructional text, viewing video clips, or listening to a lecture, and thereafter they can break all that they have seen, read, or heard and summarize them in three segments-3-2-1; discovering 3 important details in the text read, identification of 2 intriguing aspects in the text and indicating 1 unclear question they have about the text (Beidaa & Salam, 2020). Students' identification of major information, sharing their thoughts about the text, and writing what they comprehend could serve as motivating factors in cultivating reading and writing habits. 3-2-1 could be employed as a middle or post-reading strategy.

3-2-1 strategy tackles passive participation from students; teaches students how to reduce information contained in the text irrespective of how interesting or voluminous it is; develops interactive and transactional knowledge with the text; and helps students ask unresolved questions that could hamper any level of reading comprehension. Depending on the volume of the text, film, lesson, or lecture, students could repeat the process pending the time they exhaust all the contents. After finishing these reading assignments and exercises, students should be able to quickly and efficiently summarize the full texts and retain the information (Marlini, 2016).

1.1.3. Studies on summary writing, 3-2-1 strategies, and quick write

Several studies have been carried out in different contexts on how to teach summary writing, how to improve students' performance in summary writing, and the various instructional strategies employed in classrooms. Norisma et al. (2011) explored students' summary writing strategies using a summary sentence decomposition algorithm; Hosseinpur (2015) investigated the impact of teaching

summarizing on EFL learners' micro genetic development of summary writing; Lin and Maarof (2012) examined Malaysian students' perceptions and problems on the use of collaborative writing approach in writing summaries; and Khoshsima and Nia (2014) investigated the relationship between explicit teaching of summarizing strategies and writing achievement of Iranian Intermediate EFL students. All these studies attested that summarizing instruction strategies could improve students' writing proficiency and students' attitudes to summary writing.

Zainurrahman and Djabir (2020) explained that the 3-2-1 reading comprehension strategy is an emerging strategy and research on the strategy is very uncommon at least in 2019. Though limited, however, some studies are reviewed. Zygouris-Coe et al., (2005) explicated how students can get engaged with the text using the 3-2-1 strategy; Alsamadani (2011) investigated the effect of the 3-2-1 strategy on Saudi EFL college-level learners' reading comprehension; Rini, et al., (2014) examined how the use of 3-2-1 strategy in reading comprehension could improve students' involvement in active learning; Marlini (2016) examined teaching reading comprehension by using 3-2-1 strategy; Beidaa and Salam (2020) examined the effect of 3-2-1 strategy on Iraqi EFL preparatory school students' speaking performance and self-efficacy; Erfan and Bindarti (2020) investigated the effectiveness of the 3-2-1 strategy on reading comprehension especially on narrative text.

Findings from the literature above showed that the 3-2-1 strategy had a significant effect on the students' reading comprehension achievement and helped the readers to recall their understanding and construct their comprehension. The findings from all these studies revealed that the 3-2-1 strategy enhanced students' involvement, comprehension, self-efficacy, and performance in various language skills.

Although studies on quick write strategy are few, the available ones, Smith III & Green (2007) explored the prospects and problems of using quick write as a classroom assessment tool. The study revealed that quick writing is a promising tool for classroom instruction. It is sensitive to instruction and potentially useful for instructional decision-making. The study of Jacobs (1986) showed that the quick writing technique serves as an inventive technique in writing for both teachers and students.

It is observed that there is a limited number of literature on quick writing and 3-2-1 strategies. However, the majority of researchers focused on reading comprehension but none was conducted on summary writing. The researchers of the present study have not found any literature that examined quick write and 3-2-1 as summary writing strategies in Nigeria and beyond. There is presently a lack of information that would give clues as to whether quick writing and 3-2-1 strategies can enhance summary writing and knowledge retention. To bridge this gap, the present study intends to help ESL learners record significant improvement in summary writing (performance and attitude) by introducing quick write and 3-2-1 as learner-centered summary writing strategies that can enhance ESL learners' writing skills. In addition, the study seeks to investigate reasons why students shy away from summary writing and elicit their perceptions of quick writing and 3-2-1 strategies in summary writing.

The findings of the research will give hints to appropriate teaching methods for summary writing and help teachers address ESL learners' pitfalls in summary writing. Moreover, it is expected that the findings of this study will help ESL learners become independent and competent writers of summaries and utilize the activities of the quick write and 3-2-1 strategies at their leisure.

1.1.4. *Knowledge retention*

Student retention is a major issue in the education industry. Retention is the transfer of new information from short-term to long-term memory, that is, the act of keeping in possession and using knowledge. Academic retention is "a measure of the length of time a student can remember the content he or she was exposed to in a particular course" (Onyenma & Olele, 2020). Students' ability to retain what they have learned, not only for evaluation purposes but apply such knowledge in life situations at a later time is called knowledge retention.

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Students' inability to critically think and participate actively in learning situations could cause limited knowledge retention. Retention of texts, at all levels, substantially depends on readers' ability to decode and comprehend the texts. Retention difficulty is commonly experienced if readers are faced with decoding and comprehension problems. Difficulty can be in three parts. The first level is the reader's inability to recall what he has read; the second is the reader's inability to activate prior knowledge and connect the ideas he has read from the text to prior knowledge; the third is the reader's inability to apply the subject matter of a text to their personal lives and the problem of summarizing what they have read (Zainurrahman & Djabir, 2020). Crosling, et al., (2009) and Lam (2020) stated that orientation and induction; authentic curriculum; student-centered active learning; integration of study skills; formative assessment; teachers – know your students; and program organization are some of the factors capable of improving retention.

Knowledge retention can be facilitated through the use of the presence of a supportive peer group, just-in-time' and 'just-for-me' transition support, including the use of self-teaching and orientation materials written by students from a similar background, and a variety of interactive, practice-oriented, and problem-based learning methods (Scott et al., 2008; Heidari Darani et al., 2023; Gong, 2023). The problem of students' poor knowledge retention demands that teachers need to employ interesting and engaging pedagogies that could help them apply what they have learned through higher-order thinking tasks.

Quick write and 3-2-1 strategies expose students to Bloom's taxonomy of cognitive learning such as knowledge, comprehension, application, analyses, synthesis, and evaluation of summary writing. Students' exposure to these aspects can enhance students' retention of summary writing. This present study therefore seeks to investigate if quick writing and 3-2-1 strategies can promote students' retention of summary writing.

1.2. Purpose of study

This study aimed to identify the effect of quick write and 3-2-1 strategies on students' knowledge retention, attitude to, and performance in summary writing. The following research questions were raised and hypotheses were formulated to guide the study. The research questions guiding this study are:

1. What are the reasons for the attitude of students towards the summary writing process before treatment?

2. What are students' perceptions of quick write and 3-2-1 strategies after treatment?

3. What are students' perceived limitations of quick writing and 3-2-1 strategies in summary writing after treatment?

The research hypotheses guiding this study are:

Ho_1: There is no significant main effect of treatment on students' performance in summary writing.

Ho_2: There is no significant main effect of treatment on students' attitude to summary writing.

Ho_3: Quick write and 3-2-1 strategies have no significant improvement on knowledge retention in summary writing.

2. METHODS AND MATERIALS

This part presents the methods, instruments, sample, and sampling techniques used in the study.

2.1. Research design

A pretest-posttest-control group quasi-experimental design was employed in the study. The conceptual model of the design is represented as follows:

E1 = Experimental group = 01 X1   04

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E2 = Experimental group = 02 X2   05

C = Control group   = 03   X3   06

Where 01, 02, and 03 represent the pretest of students' achievement in summary writing while 04, 05, and 06 represent the posttest of students' achievements in summary writing.

X1 = treatment for the experiment. Group 1 (Quick write strategy)

X2 = treatment for the experiment. Group 2 (3-2-1 strategy)

X3 = control group. (No treatments)

2.2. Participants

The participants in the study were senior secondary school II students (SS II) in Ado-Ekiti Metropolis. Nigeria. SSS II students were chosen because they have been exposed to different writing activities, unlike SSS I. However, SSS III were exempted because they were preparing for their general examinations. Using a simple random sampling technique, three secondary schools were selected from Ado-Ekiti Local Government. Using a purposive sampling technique, from each school, one intact class was randomly selected. Each class from each school was randomly assigned to each of the treatment and control groups. Two schools were experimental schools while one was not exposed to treatment. A total number of 110 SSS II students participated in the study.

2.3. Data collection instruments

A questionnaire, a semi-structured interview, and a summary writing performance test were used for the study. The self-developed questionnaire had 3 parts: Part A focused on the demographic variables of the respondents. Part B was a yes/no format which was employed to gather information on students' perceptions of quick writing and 3-2-1 on summary writing activities. Part C was a four-Likert scale of Strongly Agree, Agree, Strongly Disagree, and Disagree which was used to elicit responses from the participants on reasons for students' attitudes to summary writing.

The semi-structured interview focused on students' opinions on the limitations of quick writing and 3-2-1 strategies in summary writing. For the writing performance test, Brown and Day (1983) and Idris et al., (2011) summary writing evaluation frameworks of processes of deletion, sentence combination, topic sentence selection, syntactic transformation, paraphrasing, generalization, and invention were adopted for the writing of performance test. Students were given comprehension passages and were required to answer questions after the reading exercise. The questions are related to the plots and messages of the text. This is aimed at ascertaining the comprehension of the text.

2.4. Procedure

The study was executed in five stages: (1) school selection and training of research assistants: letters of introduction were given to the selected schools. The research assistants were trained on how to use the instructional packages for the experimental groups (quick write and 3-2-1 instructional strategies). Research assistants were trained for a week.

(2) administration of pretest: a pretest for performance test was conducted in which students were given an excerpt of 200 words from an African novel, Arrow of GOD by Chinua Achebe, and asked to summarize it into a few sentences. They were also given a questionnaire on reasons for the students' attitude towards the summary writing process.

(3) administration of treatment: at this stage, treatment was introduced to the experimental groups. Experimental group I was exposed to the quick write instructional strategy, experimental group II was exposed to the 3-2-1 instructional strategy, and the control group was taught in the conventional way-chalk and talk method (no treatment). The lessons were treated by the steps given in the instructional package and the lesson note.

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2.4.1 Experimental group

The experimental phase lasted for three weeks. The duration of each lesson lasted for forty-five minutes every Thursday of each week. Participants were exposed to the instruction of summarization evaluation frameworks of Brown and Day (1983) and Idris, et al., (2011): deletion, sentence combination, topic sentence selection, syntactic transformation, paraphrasing, generalization, and invention which are what should be taught in English summary classes. Experimental group 1 was exposed to quick write as treatment while experimental group 2 was exposed to 3-2-1 as treatment.

In addition, three reading materials, one for each lesson, were picked to teach summary writing in this study. The texts are a published article in an academic journal titled "The effects of globalization in the development of education and improvement of the societal economy"; an excerpt from a novel from an African literary fictional text, Efuru by Nwapa Flora; and an excerpt from a non-African adventure novel, Robinson Crusoe by Defoe & Duncan (2018) .

2.4.1.1. Quick Write Instructional Strategy

The following activities were carried out:

1. Introduction of a prompt; a topic of a published article;

2. The topic of the article was written boldly on the board;

3. Students were given 4 minutes to activate prior knowledge and experiences through questioning techniques and make predictions and inferences about the text using the topic. Students were given 6 minutes to write uncontrollably whatever came to their minds in connection to the topic and their perceptions of the probable storyline of the article, knowing fully well that whatever they wrote could be single words, phrases, and sentences;

4. Students were given copies of the text and were told to read it;

5. Students were asked to summarize the beginning, middle, and the end of the passage;

6. At the expiration of the time frame given, students participated through discussion and questioning focusing on their predictions, inferences, and the summaries they had written before reading.

2.4.1.2. 3-2-1 Instructional Strategy

Figure 1 displays the 3-2-1 instructional strategy according to the Nevada Department of Education (2017).

Figure 1
3-2-1 Instructional Strategy

The researcher used the chart to explain summarization using the 3-2-1 strategy:

i) 3 means 3 new things I found out: students were to explain and write in their own words three discoveries they had during reading with a focus on what, when, where, why, and how of the facts and other detailed information of the text.

ii) 2 means 2 interesting things I found out: students were to list two fascinating things that impressed them in the text with a focus on what, when, where, why, and how of the facts and other detailed information of the text.

iii) 1 means 1 question I still have about the text: students were to ask one meaningful and related question that could aid their comprehension of the text. Such questions could focus on grey areas, unclear interpretations, explanations, and misconceptions about the text.

Participants were given copies of the article; they read and followed the procedures of the 3-2-1 instructional strategy in writing their summaries. To avoid confusion and unnecessary repetition, participants were pre-informed that the 2 interesting things I found out must be different from the 3 discoveries I found out from the text.

2.4.2 Control group

Participants continued with the typical classroom-modified lecture technique in which teachers taught them summarization evaluation frameworks of Brown and Day (1983) and Idris, et al., (2011): deletion, sentence combination, topic sentence selection, syntactic transformation, paraphrasing, generalization, and invention. Students read the same texts given to the experimental groups. They were also asked to summarize the texts. This group was not exposed to the treatment of quick write and 3-2-1 strategies.

4) The last stage was the posttest stage. Here, the post-test of performance and attitude were administered to the participants in each group. For the performance test, an excerpt of 300 words, from a non-African adventure novel Robinson Crusoe written by Defoe & Duncan (2018) was read and students were required to answer questions generated from the text. Items on the questionnaire given at the pre-test stage were rearranged and re-administered as a post-attitude test. They were also interviewed on the limitations of quick writing and 3-2-1 strategies in summary writing. This took place within a week.

5) After two weeks, the post-test achievement test was re-administered to test for students' knowledge retention level of summary writing.

2.5. Validity and reliability of the instruments

The face and content validity of the instrument was ensured by language, and test and evaluation experts. These experts provided the necessary input before the instruments could be adjudged valid. The reliability of the questionnaire and summary test was ascertained through the test-retest method using Pearson's Product Moment Correlation. The reliability coefficients of 0.80 and 0.81 were obtained respectively. The instruments were administered to fifty-six students who were not part of the study.

2.6. Data analysis

Procedures for ethical issues were strictly adhered to. The research assistants distributed a survey questionnaire to all the participants and collected it on the same day. All research questions were analyzed using descriptive statistics of frequency counts and percentages while the hypotheses were tested using inferential statistics of Analysis of Co-variance (ANCOVA).

2.7. Ethical consideration

The consent of the participants was sought and they were intimated the purpose of the study. Participants who responded in the affirmative through a written participation form were allowed to proceed with the study. Research ethics was strictly adhered to, participants' confidentiality was

guaranteed and their identities were not disclosed under any guise. Ethical clearance was obtained from Ekiti State University, Ado-Ekiti Office of Research and Development since the study conducted was basically on human consultation.

3. RESULTS

3.1. Research question 1: What are the reasons for the attitude of students towards the summary writing process before treatment?

The results revealed the reasons for the attitude of students towards the summary writing process before treatment was administered. This is to establish their dispositions to summary writing and why they exhibit such attitudes.

**Table 1**
Reasons for students' attitude to summary writing

S/N	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
1	I am not comfortable with summary writing due to insufficient summary writing practices	41(40.6%)	35(34.7%)	16(15.8%)	9(8.9%)
2	Linguistic difficulties such as insufficient vocabulary, grammatical errors, and dearth of knowledge of sentence structures make me dislike summary writing	36(35.6%)	31(30.7%)	15(14.9%)	19(18.8%)
3	Summarizing voluminous materials or passages makes me uncomfortable	16(15.8%)	14(13.9%)	34(33.7%)	37(36.6%)
4	I am embittered towards summary writing because I lack a good command of summarization skills	33(32.7%)	42(41.6%)	20(19.8%)	6(5.9%)
5	The subject matter in the texts determines my attitude toward summary writing	6(5.9%)	7(6.9%)	43(42.6%)	45(44.6%)
6	I am always at ease if my summary writing exercises will not be evaluated	24(23.8%)	25(24.8%)	26(25.7%)	26(25.7%)
7	Inability to comprehend the ideas in the passage or reading texts	18(17.8%)	16(15.8%)	34(33.7%)	33(32.7%)
8	I find summary writing difficult because of my inability to paraphrase	42(41.6%)	33(32.7%)	6(5.9%)	20(19.8%)
9	I do not like the way my teacher teaches summary writing	34(33.7%)	37(36.6%)	14(13.9%)	16(15.8%)
10	My teacher uses different teaching methods that make me participate actively in summary lessons	20(19.8%)	6(5.9%)	33(32.7%)	42(41.6%)

Table 1 indicates plausible reasons for students' attitudes to summary writing. The majority of the participants opined that they are not comfortable with summary writing due to insufficient summary writing practices; insufficient vocabulary, grammatical errors; dearth of knowledge of sentence structures; lack of a good command of summarization skills; inability to paraphrase sentences; ineffective teaching methods; and non-involvement of students in summary writing exercises. A large number of the respondents revealed that factors such as the volume of materials or passages to read; subject matter in the texts; evaluation of summary exercises; and inability to comprehend the ideas in the passage or reading texts do not influence their attitude to summary writing.

3.2. Research question 2: What are students' perceptions of quick write and 3-2-1 strategies after treatment?
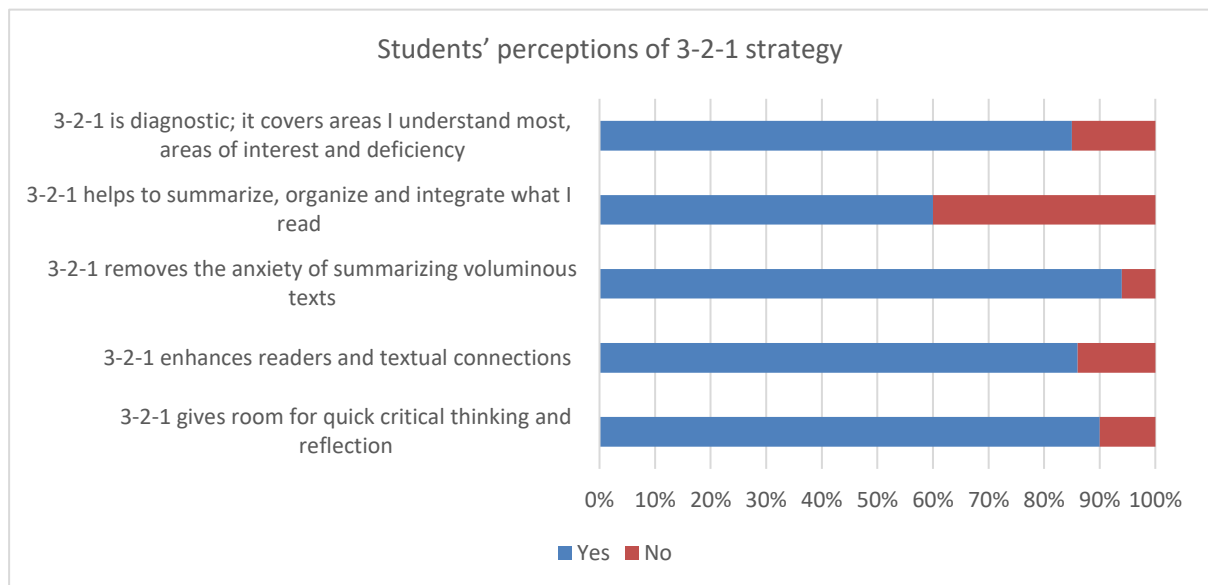
Figure 2

Elicited responses on students' perceptions of quick write strategy in summary writing
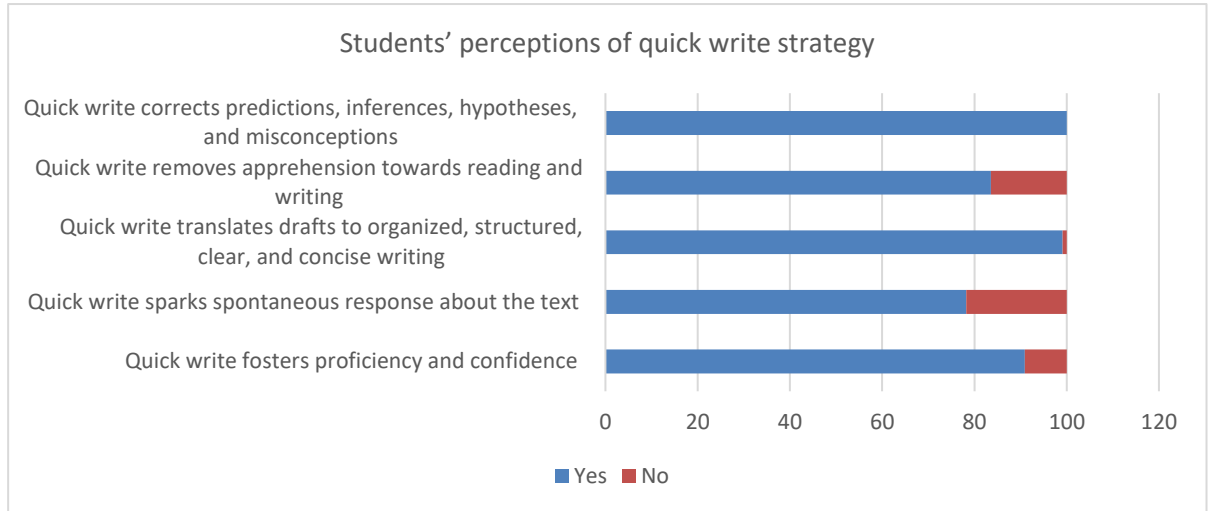
Figure 3

Elicited responses on students' perceptions of the 3-2-1 strategy in summary writing

Figures 2 and 3 reveal that the majority of the participants commented that quick writing fosters confidence in summary writing; sparks spontaneous responses about the text; translates drafts to organized and concise writing; removes apprehension towards reading and writing; and corrects predictions, inferences, hypotheses, and misconceptions. In addition, a large number of the participants indicated that 3-2-1 gives room for quick critical thinking and reflection; enhances readers and textual connections; removes the anxiety of summarizing voluminous texts; helps to summarize, organize, and integrate what they have read; and diagnoses areas of strength, interest and deficiency.

3.3. Research question 3: What are students' perceived limitations of quick writing and 3-2-1 strategies in summary writing after treatment?

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Table 3

Elicited perceptions on the limitations of quick writing and 3-2-1 strategies in summary writing

Question	Comments by participants
What are the things you do not like about quick writing and 3-2-1 strategies in summary writing?	Quick writing focuses on the message and content of the text alone without considering mechanics- punctuation, spelling, and grammar. Quick writing is prone to a lot of errors and may be disliked by students who like to get their write-ups right the very first time. Quick writing can make one forget essential facts that should be added to the content. Quick writing generates a lot of ideas, many of which may not be necessary and later discarded. 3-2-1 determines the number of points that students must find from the text. 3-2-1 limits and restricts students from attempting to find more answers to the text. 3-2-1 disallows readers to stop reading immediately after 3-2-1 items are met. 3-2-1 is interesting but appears strange to me.

3.4. Ho$_1$: There is no significant main effect of treatment on students' performance in summary writing.

Table 4

ANCOVA of treatment on students' performance in summary writing

Source	Type III Sum of Squares	df	Mean Square	f	Sig.
Corrected Model	4230.410[a]	3	1410.137	91.998	.000
Intercept	1813.684	1	1813.684	118.325	.000
Pre-Test	389.298	1	389.298	25.398	.000
Treatment	3851.035	2	1925.518	125.621	.000
Error	1624.762	106	15.328		
Total	82785.000	110			
Corrected Total	5855.173	109			

a. R Squared = .723 (Adjusted R Squared = .715)

Table 4 shows that there is a significant difference in the main effect of treatment on students' performance in summary writing (F=125.621, P<0.05 level of significance). The null hypothesis is rejected.

3.5. Ho$_2$. There is no significant main effect of treatment on students' attitudes to summary writing.

Table 5

ANCOVA of treatment on students' attitude to summary writing

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5006.654[a]	49	102.177	7.225	.000
Intercept	966.894	1	966.894	68.370	.000
Pre-Test	128.380	1	128.380	9.078	.004
Treatment	2562.572	2	1281.286	90.602	.000
Students Attitude	271.488	17	15.970	1.129	.350
Treatment * Students Attitude	444.690	29	15.334	1.084	.386
Error	848.519	60	14.142		
Total	82785.000	110			
Corrected Total	5855.173	109			

a. R Squared = .855 (Adjusted R Squared = .737)

Table 4 reveals that there is no significant main effect of treatment on students' attitude to summary writing (F=1.084, P>0.05 level of significance). The null hypothesis is therefore accepted.

3.6. Ho$_3$: Quick write and 3-2-1 strategies have no significant improvement on knowledge retention in summary writing

Table 5

ANCOVA of Quick write and 3-2-1 strategies on students' knowledge retention in summary writing

Source	Type III Sum of Squares	df	Mean Square	f	Sig.
Corrected Model	5352.614[a]	42	127.443	16.990	.000
Intercept	1393.684	1	1393.684	185.803	.000
Pre-Test	75.991	1	75.991	10.131	.002
Treatment	305.855	2	152.928	20.388	.000
Post-posttest Retention 1	911.701	28	32.561	4.341	.000
Treatment * Post-posttest Retention 1	192.600	11	17.509	2.334	.017
Error	502.559	67	7.501		
Total	82785.000	110			
Corrected Total	5855.173	109			

a. R Squared = .914 (Adjusted R Squared = .860)

Table 5 shows that quick write and 3-2-1 strategies have significant improvement in students' knowledge retention in summary writing (F=2.334, P<0.05 level of significance). The null hypothesis is therefore rejected.

4. DISCUSSION

From the data shown above, the following findings are extracted. The participants have positive perceptions of quick writing and 3-2-1 strategies. These strategies have positive effects and a significant improvement in students' performance in summary writing. The performance of students could be traced to various learner-centered activities they were exposed to in the course of employing quick write and 3-2-1 strategies which fostered confidence in summary writing; facilitated reading and writing; corrected predictions and misconceptions; and gave room for quick critical thinking and reflection.

Their performance improved because of the novelty of the strategies, and the ability to expose them to the passage and summarize the content of the passage in no time through the activation of their background knowledge. The findings show that the responses and comments of the respondents were positive to the activities embedded in quick write and 3-2-1 strategies as a means to improve summary writing. They affirmed that quick write and 3-2-1 strategies are learner-centered instructional strategies that could prompt students' schemata and give room for rereading, predicting, questioning, and verifying as they interact with textual information to understand and be able to summarize the texts while teachers serve as facilitators.

The findings of the study on 3-2-1 are supported by Rini, et al., (2014) who noted that 3-2-1 not only engages students' interest and knowledge but also helps them to construct meaning from the text by connecting present knowledge with their previous knowledge. Alsamadani (2011) noted that the 3-2-1 strategy allowed students to pause, read, and review the texts. They can self-regulate their learning, automatically synthesize information, and raise questions regarding the subject matter. Participants who were interviewed in the study carried out by Zainurrahman & Djabir (2020) opined that the 3-2-1 strategy pinpoints tasks to be accomplished and the designated tasks helped them to create an awareness and maintain their target on what they are searching for or trying to grasp from the text.

In addition, Deliany and Erfan (2020) confirmed that the 3-2-1 strategy enhanced students' reading comprehension, encouraged students' engagement with the text, and activated their metacognition ability in reading. Furthermore, Jauhari, et al., (2016) explained that the 3-2-1 strategy fostered students' involvement in summarizing ideas from the passage, and independent reasoning and exposed them to get the main idea, supporting details, vocabularies, and references in the text. Also,

Nada (2019) revealed that the 3-2-1 strategy had a significant effect on students' reading comprehension of narrative text.

The findings of the present study on quick write are corroborated by Green and Smith III (2007) who posited that quick write addresses important aspects of content potentially useful to teachers in gauging students' understanding. Jacobs (1986) affirmed that quick writing helps students develop ideas, and words to express ideas, by separating the creating stage of writing from the editing stage. Saliyah (2013) concluded that the quick writing strategy is a veritable strategy that improved students' writing ability in descriptive paragraphs than those not exposed to the treatment in High School.

 Quick write strategy helps students "rapidly generate fresh ideas about topics in any subject area; write down ideas without self-editing; generate raw material for more polished work; and complete writing activities on time, overcome writer's block, and improve test-taking skills" (Cindy, 2021). Purnamasari (2019) posited that the quick writing strategy had a significant impact on students' writing in analytical exposition text at the eleventh grade.

Findings in the present study revealed some limitations of quick write and 3-2-1 strategies as opined by the participants. Participants opined that quick writing is content-focused which disallows students' development of mechanics of writing. They revealed that quick writing makes students prone to forgetting ideas, gives room for the wastage of ideas, and does not cater to learners who are trying to improve upon the skills of writing. On the other hand, participants noted that 3-2-1 determines the exact number of ideas that students can generate, restricts students from forging ahead to get more answers to the text since they have reached the targets, and is perceived to be suitable for short texts.

These findings are corroborated by participants in the study of Zainurrahman and Djabir (2020) who explained that participants became disinterested in reading the text further immediately after they realized that they had found out when 3 things to understand, 2 interesting things and 1 question that needs clarification. Cindy (2021) showed that although quick writing helps students come up with many ideas, a lot of the ideas may not be needed and may be jettisoned. English as a Second Language students may not find writing simple because they may be faced with not only the difficulty of coming up with ideas but also generating them in a second language (Jacob, 1986).

Furthermore, findings in the present study revealed that quick writing and 3-2-1 strategies have no positive effect on their attitude toward summary writing due to some factors such as insufficient summary writing practices, linguistic problems, poor knowledge of summarization skills; deficiency in paraphrasing sentences; ineffective teaching methodology; and non-participation of students in summary writing activities. Just as the present study reveals that quick writing and 3-2-1 have no significant effect on students' attitudes to summary writing, Chihobo (2016) also shared this view. Chihobo (2016) revealed that all the participants in his study were not knowledgeable of summarizing strategies that could enhance their summary writing. Also, Ghodbane (2010) confirmed that teachers' focus on the final product in exams rather than the process and lack of appropriate techniques to teach writing constitute problems to students' writing skills.

Despite the limitations of these strategies, findings in the study revealed that quick write and 3-2-1 strategies have significant improvement in students' knowledge retention in summary writing. Quick write and 3-2-1 are useful strategies for boosting students' retention in summary writing, both short- and long-term retention of information could be retrieved and rehearsed even after the instructional event.

The finding is supported by Baker and Robinson (2017) who opined those strategies such as summarizing key points, paraphrasing content, highlighting and underlining text, and checking for understanding should be utilized for students to retain learning. Also, Arokoyu and Nenalebari (2018) noted that learning strategies such as collaborative and individualized learning strategies enhance students' knowledge retention. However, Leeds, et al., (2013) revealed that retention strategies used

in their study did not significantly improve students' retention rates despite the additional retention activities introduced.

5. CONCLUSION

Summary writing is essential to students' language learning and academic pursuit. Students' performance in summary writing improved after the treatment was administered. The findings confirmed that participants were not taught different summary writing strategies before quick write and 3-2-1 strategies were introduced to them. After the instructions, it was found that conscious practice and application of quick writing and 3-2-1 strategies created an awareness of the underlying process of summary writing. The strategy helped students to develop summary writing skills, made them produce logical and well-organized writing, and fostered knowledge retention of summary writing techniques. Despite this, participants in the study considered summary writing dreary and difficult because of various teacher and student-related factors.

Generally, there is a limited number of literature on quick and 3-2-1 strategies, however, it is scarcer to get studies on quick and 3-2-1 strategies on summary writing and knowledge retention. One of the limitations pointed out by the participants is the rigidity of the 3-2-1 strategy. This has limited students to a certain fixed number of responses to questions. 3-2-1 must be flexible and should be expanded to 6-5-4 or as it suits the texts. The expansion will give room for students to read longer texts, thereby countering the notion that 3-2-1 is for short texts only.

Another limitation that was pointed out was that quick writing focuses on the content of the text alone without considering mechanics- punctuation, spelling, and grammar. Quick writing is indispensable, it makes students inventive by generating ideas and in a short while, helps them to forget about mechanics that can obstruct them from writing. It should be noted that quick writing is not the only writing strategy that students can employ. The use of different writing techniques will help bridge gaps of deficiencies that 3-2-1 and quick writing may present.

Despite students' improved performance in summary writing, some participants in the study perceived summary writing as dreary and difficult because of some teacher and student-related factors. Further studies could work on factors such as constant summary writing practices; students' linguistic competence; knowledge of summarization skills; and the use of effective teaching methods that accommodate students' active involvement in summary writing exercises.

The study used a limited number of secondary school students as participants and the focus of the study was on summary writing. This could affect the generalizability of the results. Future studies could use a larger sample, a sample could be drawn from tertiary institutions and quick and 3-2-1 strategies could be merged with other strategies that emphasize mechanics in writing. The present study has contributed to knowledge on the potentials of quick write and 3-2-1 as learner-centered writing strategies which are capable of fostering ESL learners' summary writing skills. This study has also added to the literature on the effectiveness of quick write and 3-2-1 as learner-centered writing strategies that enhance students' knowledge retention.

6. RECOMMENDATIONS

Based on the findings and conclusion of this study, the following pedagogical suggestions could be considered by the students, English language teachers, and researchers:

- about students, consistent practice and application of quick writing and 3-2-1 strategies should be employed to record a significant improvement in their summary writing.
- English language teachers should expose students to various summarization skills and use various participatory learner-centered strategies by expanding 3-2-1 to 6-5-4 or more and using quick write to teach summary writing.
- it is desired that this present study can spur more research on pedagogies that can help ESL learners improve their summary writing.

Dada, E.M. & Jimola, F.E. (2024). Quick write and 3-2-1 strategies in summary writing: ESL students' practices, perceptions, and attitude. *Cypriot Journal of Educational Science*. *19*(1), 32-50. https://doi.org/10.18844/cjes.v19i1.9331

Conflict of Interest

The authors declare no conflict of interest that could influence the research.

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Ethical Approval

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