Pre-Service Turkish and English Teachers' Achievement Levels, Perceptions of Self-Efficacy and Attitudes in relation to Summarizing Skills

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Abstract

This study aims to compare pre-service Turkish and English teachers' achievement levels, perceptions of self-efficacy, and attitudes in relation to summarizing skills. This study adopted a sequential mixed-method research design and there were 265 pre-service teachers who were chosen via convenience sampling. The data were collected through the Summarizing Attitude Scale (SAS), the Summarizing Self-Efficacy Perception Scale (SSEPS), a semi-structured interview form, and the participants' written summaries of the given text. The SAS was analysed in terms of belief in the importance and enjoying summarizing aspects, while the SSEPS was analysed in terms of summary-based reading and summary writing aspects. The validity and reliability of the scales were confirmed via Confirmatory Factor Analysis and Cronbach alpha values, and the Independent Samples t-test was employed to compare the scores of the participants. On the other hand, the interview data were subjected to summative content analysis, while the participants' written summaries were evaluated via the Story Summary Evaluation Rubric (SSER). According to the findings, the participants' summarizing achievement level was at a good level. Also, it was found that the participants had a high level of belief in the importance of summarizing, they enjoyed summarizing at a moderate level, and their attitude scores towards summarizing were high. In addition, the participants' summary-based reading, summary writing, and self-efficacy perceptions of summarizing were at a high level. On the other hand, it was revealed that there were no significant differences between the scores of the pre-service English and Turkish teachers in terms of summarizing achievement levels, believing in the importance of summarizing, reading for summarizing, writing a summary and summarizing self-efficacy. Finally, there was a significant difference in favor of the pre-service Turkish teachers in the dimension of enjoying summarizing and the overall scores of the summarizing attitudes scale.

Keywords: Summarizing ability, attitudes towards summarizing, summarizing self-efficacy.

Türkçe ve İngilizce Öğretmeni Adaylarının Özetleme Başarısı, Özetlemeye Yönelik Öz Yeterlik Algıları ve Tutumları

Öz

Bu çalışmanın amacı Türkçe ve İngilizce öğretmeni adaylarının özetleme başarısını, özetlemeye yönelik özyeterlik algılarını ve tutumlarını karşılaştırmalı olarak incelemektir. Sıralı karma yöntem kullanılan çalışmanın katılımcılarını uygun örnekleme yoluyla seçilen toplam 265 Türkçe ve İngilizce öğretmeni adayı oluşturmuştur. Veriler, Özetleme Tutum Ölçeği, Özetleme Öz-Yeterlik Algısı Ölçeği, yarı yapılandırılmış görüşme formu ve katılımcıların verilen metni yazılı olarak özetlemeleri yoluyla toplanmıştır. Özetleme Tutum Ölçeği özetlemenin önemine inanma ve özetlemeden hoşlanma boyutları açısından, Özetleme Öz-Yeterlik Algısı Ölçeği ise özetle amaçlı okuma ve özet yazma boyutları açısından incelenmiştir. Ölçeklerin geçerliliği ve güvenilirliği Doğrulayıcı Faktör Analizi ve Cronbach alfa değerleri ile doğrulanmış ve katılımcıların puanlarının karşılaştırılmasında Bağımsız Örnekler t-testi kullanılmıştır. Öte yandan görüşme verileri özetleyici içerik analizine tabi tutulurken, katılımcıların yazılı özetleri Öykü Özeti Dereceli Puanlama Anahtarı aracılığıyla değerlendirilmiştir. Elde edilen bulgulara göre katılımcıların özetleme başarısı iyi düzeydedir. Ayrıca katılımcıların özetlemenin önemine inanma düzeylerinin yüksek olduğu, özetleme yapmaktan orta düzeyde hoşlandıkları ve özetlemeye yönelik tutum puanlarının yüksek olduğu saptanmıştır. Katılımcıların özetleme amaçlı okuma, özet yazma ve özetleme özyeterlik algılarının da yüksek seviyede olduğu bulunmuştur. Öte yandan İngilizce ve Türkçe öğretmeni adaylarının özetleme başarısı, özetlemenin önemine inanma, özetleme amaçlı okuma, özet yazma ve özetleme özyeterlik algısı puanları arasında anlamlı fark olmadığı görülmüştür. Son olarak, özetleme yapmaktan hoşlanma boyutunda ve özetlemeye yönelik tutum ölçeğinin genelinde Türkçe öğretmeni adaylarından yana anlamlı fark çıkmıştır.

Anahtar kelimeler: Özetleme becerisi, özetlemeye yönelik tutum, özetlemeye yönelik öz yeterlik.

INTRODUCTION

Summarizing is an action which includes reading comprehension and written expression skills. Therefore, it requires multidimensional cognitive skills and loads. According to Çetinkaya, Şentürk, and Dikici (2020, p. 584), it is a text creation process in which various metacognitive methods such as summarizing, selecting, combining, interpreting, generalizing, and exploring are employed. In other words, summarizing includes selecting important parts from the source text and reconstructing the semantic integrity consistent with the macrostructure of the text.

Various models have been developed to explain summarizing (Brown & Day, 1983; Kintsch & van Dijk, 1978). Kintsch and van Dijk's (1978) Macrostructure Model is the most widely accepted model among these models. This model covers deletion, generalization, and reconstruction strategies. Brown and Day (1983, as cited in Larsen, 2018, p.3) propose six summarizing rules based on the model of Kintsch and van Dijk (1978). These are as follows: (1) Deleting unimportant information, (2) Deleting redundant information, (3) Using a single generalizing concept for similar concepts, (4) Using a generalizing action concept for similar sequential actions, (5) Using the topic sentence in each paragraph, (6) Creating a new topic sentence if the topic sentence is not clearly stated in the text.

The rules outlined above make it clear that summarizing is a skill with certain rules and criteria, and both receptive and productive operations are performed. Individuals need training in summary writing to develop the skills to write a qualified summary text in line with these rules and criteria. However, when the relevant studies are examined, it is seen that the required importance is not attached to summarizing ability in educational environments and materials (Dilidüzgün, 2013; Karadağ, 2019; Kaya, 2021; Kaya & Kurudayıoğlu, 2021; Ulaş & Yılmaz, 2021).

Teachers have different roles such as organizer, observer, feedback provider, prompter, motivator, and resource for reading and writing activities (Harmer, 2007). In this respect, it is a prerequisite for the teacher who will provide training on summary writing skills to have a high level of summary writing skills. On the other hand, the teacher's enjoyment of writing summaries and his/her belief in the importance of summarizing will also affect his/her teaching practices to include summarizing activities in teaching environments. In this vein, the results of the relevant studies demonstrate that pre-service teachers are not competent enough in summarizing the text they read (Çalışır Zenci, 2020; Deneme, 2009; Doğan & Özçakmak, 2014; Eyüp et al., 2012; Kurnaz & Akaydın, 2015; Özçakmak, 2014; Taşdemir & Çağlayan Dilber, 2021; Yüksel & Demir, 2022).

Results of the studies on the summarizing proficiency of pre-service Turkish and English teachers also indicate that the summarizing skills of pre-service teachers in both departments are weak. For example, Eyüp et al. (2012), who focused on pre-service Turkish teachers, stated that the participants were not sufficient in using summarizing methods and mainly preferred the methods of distinguishing important information, reading the entire source text and ensuring the integrity of ideas by using conjunctions. Similarly, Yüksel and Demir (2022) examined the summarizing skills of 51 pre-service Turkish teachers and found that the participants perceived summarizing as shortening of the given text, used titles in their summary texts, employed various summarizing methods together, and adopted an objective style in their expressions. In addition, the authors stated that the participants had many punctuation, spelling and coherence mistakes in their summary texts, and did not revise the texts after summarizing. Deneme (2009), on the other hand, investigated summarizing methods of pre-service English teachers and stated that none of the participants received training on summarizing. Also, it was seen that the participants preferred the summary writing methods randomly and their summary writing skills were quite weak.

In addition to the findings of the aforementioned studies, various factors such as self-efficacy and attitude can affect summarizing ability. Affective variables such as self-efficacy and attitude have an impact on learning and academic achievement. Self-efficacy can be defined as an individual's opinion of how well s/he can carry out the required actions to overcome possible situations (Bandura, 1982, p. 122). In this sense, summarizing self-efficacy can be defined as an individual's perception of his/her ability to successfully perform tasks such as summary-based reading and writing summary texts (Bahçıvan & Çetinkaya, 2021). On the other hand, attitudes are spiritual orientations formed as a result of an individual's experiences that affect situations, objects and how s/he will react to them positively or negatively (Mensah et al., 2013). In this vein, attitude towards summarizing is a spiritual orientation that consists of two dimensions: whether the individual likes to summarize and believes in the importance of summarizing (Bahçıvan & Çetinkaya, 2021, p. 139).

Summarizing is one of the tasks that teachers often assign to students in the classroom. However, it can be claimed that students at different educational levels may not be given the necessary training on how to summarize. When we look at the relevant studies in Turkey, it appears that they mostly focus on teaching techniques for summarizing (Duran & Özdil, 2018, 2019a, 2019b; Külte Çağlar, 2016), the necessity of teaching summarizing skills through education by following a more planned and systematic way Benzer et al., 2016; Eyüp et al., 2012; Özçakmak, 2014), material evaluation (Dilidüzgün, 2013; Karadağ, 2019; Kaya, 2021; Kaya & Kurudayıoğlu, 2021), examining summarizing skills of students (Dilidüzgün, 2013; Eyüp et al., 2012; Kuşdemir et al., 2018; Ulaş & Yılmaz, 2021) and scale development (Kuşdemir & Uzun, 2018; Tekin & Bolat, 2018). However, no body of research has investigated pre-service Turkish and English teachers' achievement levels, perceptions of self-efficacy and attitudes in relation to summarizing skills. Since the participants of the study are expected to become in-service Turkish and English teachers, they will deliver lessons which will include reading and writing activities, and summarizing is one of the sub-skills of reading and writing skills. Although the participants receive training to become language teachers, their departments are different from each other and a comparative study could shed light on their summarizing competencies, reveal some insights into their training and attract the attention to the departmental differences. In this way, they can gain consciousness about the importance of summarizing for their future career, notice the gap in their summarizing skills, capitalize on their strong aspects, and develop various strategies to overcome their weak aspects. Also, teacher educators in the relevant departments could pay more attention to enhancing summarizing skills of these pre-service teachers by modelling different types of summarizing activities in their classes for practical ends. Finally, this study results can pave the way for future researchers to conduct studies on summarizing in different teaching departments for pedagogical purposes.

Based on the niche in the relevant literature and the importance of summarizing skills for pre-service language teachers, it was aimed to provide a deeper analysis of the factors influencing their achievement levels, perceptions of self-efficacy and attitudes concerning summarizing skills. Therefore, the main purpose of this study is to compare pre-service Turkish and English teachers' achievement levels, perceptions of self-efficacy and attitudes in relation to summarizing skills. To this end, the current paper aims to answer the following research questions:

1- What are the psychometric properties of the Summarizing Attitude Scale (SAS) and Summarizing Self-Efficacy Perception Scale (SSEPS)?

2- What are the perceived levels of the participating pre-service English and Turkish teachers in terms of summarizing achievement, attitude and self-efficacy?

3- Is there a significant difference between the summarizing achievement, attitude and self-efficacy perception scores of the participating pre-service English and Turkish teachers?

4- What are the reflections of the participants about the main factors affecting their summarizing skills?

METHOD

Research Design

This study was informed by a sequential mixed-method research design since the data collection tools were administered at different time intervals. The mixed-method was employed to benefit from the complementary purposes of numerical and textual data (Creswell et al., 2003; Dörnyei, 2007; McKay, 2006). In the quantitative phase of the research, causal-comparative research, one of the survey models, was used. Causal comparative studies aim to reveal the causes of an existing/naturally occurring situation or event and the variables affecting these causes or the results of an effect (Büyüköztürk et al., 2008). First, the Summarizing Attitude Scale (SAS) and Summarizing Self-Efficacy Perception Scale (SSEPS) were administered, and then the participants were asked to answer four interview questions (open-ended questions) in order to gather more in-depth opinions (Adams, 2015; Cohen et al., 2007; Dörnyei, 2007; Nunan & Bailey, 2009). After that, a total of 50 participants were given a narrative text and asked to summarize the text in their own sentences. Therefore, the qualitative part of the study was carried out as a case study since the researchers investigated a specific case (summarizing) in a specific context (pre-service teacher education) within a limited number of participants, and the qualitative research method was used to interpret the phenomenon in question in its real-life context (Creswell et al., 2003; Dörnyei, 2007; Hamilton & Corbett-Whittier, 2013; McKay, 2006; Patton, 2002). To this end, a semi-structured interview form was employed in this study.

Participants

Pre-service Turkish and English teachers selected via convenience sampling participated in the research (Mackey & Gass, 2005). The scales and interview questions were administered to the sophomores, juniors, and seniors. For the summary writing activity, only the seniors participated. In order to reach a sufficient number of participants for the validity and reliability issues, the two scales were administered to the sophomores, juniors, and seniors. In light of the relevant literature, only pre-service Turkish and English teachers were chosen as the participants since it is seen that summarizing ability is mostly the subject of research in mother tongue (L1) and foreign language (L2) education. Since the research was carried out in the Fall semester of 2022-2023 academic year and the freshmen had not yet completed any course periods, they were not included in the research, and the seniors who took various field and educational sciences courses were selected for the summary writing activity to find their summarizing achievement levels. It should also be noted that the delivery of instruction was face-to-face when the study was conducted and the participants took some common courses online, namely Atatürk's Principles and History of Turkish Revolution. As to the demographic characteristics of the participants, a total of 265 pre-service teachers, namely 150 pre-service English teachers and 115 pre-service Turkish teachers, participated in the research. 93 (35.10%) were sophomores, 99 (37.35%) were juniors, and 73 (27.55%) were seniors. Also, 186 (70.19%) were females and 79 (29.81%) were males. Finally, their ages ranged between 18-38 and the average was 21.3. Further details about the demographic features are provided in Table 1.

Table 1. Demographic Features of the Participants

	Pre-service English teachers	Pre-service Turkish teachers
Grade		
Sophomores	52 (34.67%)	41 (35.66%)
Juniors	50 (33.33)	49 (42.61%)
Seniors	48 (32%)	25 (21.73%)
Total	150	115
Gender		
Female	113 (75.33%)	73 (63.48%)
Male	37 (24.67%)	42 (36.52%)
Total	150	115

As for the responses, there were 265 participants for both scales; however, the number of the participants who answered the interview questions varied since a number of participants did not answer some of the interview questions. To illustrate, 231 participants answered the second part of the first question, 244 participants answered the second part of the second question, 252 participants answered the third question, and finally 240 participants answered the fourth question.

Data Collection Tools

In the research, the data collection tools consisted of the Summarizing Attitude Scale (SAS) developed by Çetinkaya and Polat Demir (2017), the Summarizing Self-Efficacy Perception Scale (SSEPS) developed by Çetinkaya and Dikici (2023), a semi-structured interview form prepared in the light of the relevant literature and expert opinion, and narrative texts in English and Turkish were used. Since the related scales were intended for secondary school students, adaptation processes were carried out for pre-service teachers. The short story "The Hole in the Wall" (Prentis, 2023) was given to the pre-service English teachers, while the short story "The Wall" (Ali, 2000) was given to the pre-service Turkish teachers as the source texts to be summarized. In the selection of the texts, the length of the text and compliance with the language proficiency level of the participating groups were considered as the criteria in that while the English text included 1880 words, the Turkish text included 1840 words to make the text length similar for both groups. Also, to determine the English text, the short story at B2-C1 level was chosen (https://learnenglish.britishcouncil.org/general-english/story-zone/b2-c1-stories). This level was found suitable for pre-service English language teachers as they started their field courses at the Faculty of Education after reaching a certain level in English (upper intermediate) at preparatory school. As for the pre-service Turkish language teachers, a short story written by a Turkish native speaker was chosen since the participants were Turkish native speakers and attending Turkish Language Teaching Department.

Data Collection Procedures

The researchers first submitted the relevant documents to the Social and Humanities Sciences Scientific Research and Publication Ethics Committee of the university, where the research was conducted. Then, they carried out the research after obtaining the official permission. The Summarizing Attitude Scale (SAS), the

Summarizing Self-Efficacy Perception Scale (SSEPS), and the semi-structured interview form were all applied online. These scales and the interview items were implemented in Turkish as the participants of the study were native Turkish speakers, and it was aimed to facilitate their comprehension of the items and gather detailed responses about summarizing. Then, the answers given to the interview were translated into English and double-checked by the researchers.

In the implementation of the study, the researchers visited the face-to-face courses of the pre-service Turkish and English teachers after contacting the lecturer and obtaining his/her permission to conduct the study. First, the participants were informed about the study, and it was stressed that the participation was on voluntary basis. Then, the researchers sent the link of the scales and interview form to the participants. There was only one link which included the SAS, SSEPS and written interview questions, respectively. The researchers were present in the classes at the time of the implementation in case of any inquiries. After the participants filled in the scales and answered the interview questions, the researchers checked the number of the participants in the class and the total number of answers given in order not to miss any participants. After checking the total number of answers, the researchers thanked the participants for their voluntary participation, and left the class. The scales and the interview were implemented between October-December, 2022. Then, in January, 2023, all the senior pre-service teachers who volunteered to participate in the summary writing activity were selected via purposeful sampling (Dörnyei, 2007). The pre-service teachers in both groups were given a narrative text and asked to summarize it in their own words. It should be noted that the two groups were asked to summarize the given text on different days, and since there were two groups of participants, the researchers implemented the summarizing activity separately for both groups. The pre-service Turkish teachers wrote their summaries in Turkish, while the pre-service English teachers wrote their summaries in English due to their departments. Also, since the software used in the summary writing in the computer environment can make automatic corrections in various fields such as grammar, spelling, punctuation, and vocabulary, the summary writing activity was carried out face to face. In addition, a Turkish text was given to the pre-service Turkish teachers, while an English text was given to the pre-service English teachers. While summarizing, there were no word or time limits, and they were given time until they finished writing their summaries. The summarizing activity took 45-70 minutes for the participating pre-service Turkish and English teachers. A total of 50 pre-service teachers, namely 29 pre-service Turkish teachers and 21 pre-service English teachers, participated in this summary writing activity.

Data Analysis

SPSS 21 program was utilized to analyze the data obtained from the scales. Before the analysis, it was examined whether the scores obtained from the scales showed a normal distribution or not. In order to check whether data distribution was normal or not, the skewness and kurtosis values of the scores were examined. Skewness values ranged from -0.023 to -0.496, while kurtosis values ranged from -.002 to -1.056. Since the values were between -1 and +1, it showed that the score distributions did not deviate significantly from normality, and it was concluded that the score distribution was normal. Thus, the Independent Samples t-test, a parametric test, was used to analyze quantitative data. The summary texts of the participants were evaluated through the Story Summary Evaluation Rubric (SSER) developed by Bahçıvan (2020) in order to determine the participants' summarizing achievement levels. Also, to reveal summarizing achievement levels of both groups, firstly, independent evaluations were made by the researchers, and then the arithmetic average of these achievement scores was taken. To ensure the trustworthiness of the qualitative data analysis, there was a member checking and peer debriefing process in that two independent raters were also involved in the study, and the researchers informed these raters about the scope of the study as well as the SSER content and scoring details. Specifically, the researcher from the English Language Teaching (ELT) department evaluated the English summaries written by the pre-service English teachers individually. There was also another rater from the ELT department to evaluate the English summaries. This rater was an Assist.Prof.Dr. from the ELT Department at a state university in Turkey and had 15-year teaching experience. Similarly, the researcher from the Turkish Language Teaching (TLT) Department evaluated the Turkish summaries written by the pre-service Turkish teachers individually. There was also a separate rater to evaluate these Turkish summaries. This rater was a Turkish language teacher who was working a state secondary school in Turkey and had 12-year teaching experience. The raters in both groups, namely raters for Turkish and English summaries, first evaluated the summaries individually and then, they held a meeting to get the average score for their scoring for each participant according to the SSER developed by Bahçıvan (2020). This rubric is based on content, and layout and writing quality. The content consists of introduction, key events, and ending. Each category scores range from 0 to 4 (0=very poor, 1=poor, 2=moderate, 3=good, 4=very good). In this sense, the lowest score is 0, while the highest score is 16. Each summary was evaluated according to the rubric and each participant was given two scores by the two raters, and then average score of these two scores was

determined as the final summarizing score of the participant. Since there was no time or word limit for the summarizing activity, the length of the summaries was not considered as a criterion. Instead, the content including key characters, the events which take place at the beginning, in the middle and at the end of the story, climax of the study, the theme, and layout and writing quality including the number of grammar, vocabulary, punctuation mistakes were considered.

For the analysis of the interview findings, summative content analysis was employed to interpret the underlying context (Dörnyei, 2007; Fraenkel et al., 2012; Hsieh & Shannon, 2005; Kondracki et al., 2002; Schreier, 2012). Due to the subjective nature of the qualitative analysis, two raters took part in the analysis of the interview data, and the interrater reliability was calculated (Miles & Huberman, 1994). Firstly, the analysis of the answers given to the first question (25% of the data) was conducted independently by both researchers without using any predetermined categories or lists. The interrater reliability, that is, the level of agreement, was calculated as .82. Both raters held a meeting for the differing themes and categories. Then the remaining interview questions were examined. After examining all the interview questions, the raters held the second meeting, and the interrater reliability was calculated as .90. Both levels of agreement were higher than the required level of .70, and the trustworthiness of the qualitative data analysis was ensured. After the remaining categories with different interpretations were discussed and placed under the relevant themes, the qualitative data analysis was completed.

FINDINGS

The findings will be presented in line with the research questions.

RQ1: What are the psychometric properties of the Summarizing Attitude Scale (SAS) and Summarizing Self-Efficacy Perception Scale (SSEPS)?

First, validity and reliability analyses were carried out to administer the scales to pre-service teachers since The Summarizing Attitude Scale (SAS) and Summarizing Self-Efficacy Perception Scale (SSEPS) were originally developed for secondary school students. Confirmatory Factor Analysis (CFA) was used to test the construct validity of the scales. CFA was used to test whether the two-dimensional structures of the scales were confirmed in the data obtained from the pre-service teachers. To test their reliability, the Cronbach alpha internal consistency coefficient was calculated.

The Summarizing Attitude Scale (SAS) - Construct Validity

First, it was tested whether the data set met the assumptions. In order to determine univariate outliers (extreme values), standard z values for each item were calculated, and it was found that the z values obtained were in the range of (-3) to (+3). In order to determine multivariate outliers, Mahalanobis distances were calculated and the data of five participants were removed from the data set. In order to determine whether there is a multicollinearity problem or not, the values obtained by calculating the binary correlations between the responses to the items were found to be below 0.90. In line with these findings, it was concluded that the assumptions were met.

Table 2. Goodness of Fit Values for the SAS

χ^2	df	P	χ^2/sd	RMSEA	GFI	AGFI	NFI	NNFI	CFI	IFI
595.26	316	p<.05	1.88	0.058	0.86	0.83	0.95	0.97	0.98	0.98

As a result of CFA, χ2/sd ratio was 1.88, RMSEA 0.058, GFI 0.86, AGFI 0.83, NFI 0.95, NNFI 0.97, CFI and IFI were 0.98. When the goodness of fit values given in Table 2 are considered, it is seen that the construct validity of the scale is ensured by the data obtained from the pre-service teachers.

Cronbach's Alpha Coefficient: The Cronbach's alpha reliability coefficient was found to be 0.819 for the Belief in the Importance of Summarizing dimension, 0.928 for the Enjoying Summarizing dimension, and 0.914 for the entire scale. These values demonstrate that the reliability of the scale is high.

The Summarizing Self-Efficacy Perception Scale (SSEPS) - Construct Validity

First, it was tested whether the data set met the assumptions. In order to determine univariate outliers, standard z values for each item were calculated, and extreme data that did not range from (-3) to (+3) were excluded. In order to determine multivariate outliers, Mahalanobis distances were calculated, and the data of four participants were removed from the data set. In order to determine whether there is a multicollinearity problem, the values obtained by calculating the binary correlations between the responses to the items were found to be below 0.90. In line with these findings, it was concluded that the assumptions were met.

Table 3. Goodness of Fit Values for the SSEPS

χ^2	df	P	χ^2/sd	RMSEA	GFI	AGFI	NFI	NNFI	CFI	IFI
411.94	201	p<.05	2.05	0.063	0.88	0.84	0.96	0.98	0.98	0.98

As a result of CFA, χ^2/sd ratio was 2.05, RMSEA 0.063, GFI 0.88, AGFI 0.84, NFI 0.96, NNFI, CFI and IFI were 0.98. When the goodness of fit values given in Table 3 are considered, it is seen that the construct validity of the scale is ensured by the data obtained from the pre-service teachers.

Cronbach's Alpha Coefficient: The Cronbach's alpha reliability coefficient was found to be 0.893 for Summary-based Reading dimension, 0.914 for Summary Writing dimension, and 0.942 for the entire scale. These values demonstrate that the reliability of the scale is high.

RQ2: What are the perceived levels of the participating pre-service English and Turkish teachers in terms of summarizing achievement, attitude and self-efficacy?

Table 4. Levels of Summarizing Achievement, Attitude and Self-Efficacy

Variables		N	$\bar{X}$	Level	sd	Minimum value	Maximum value
Achievement		50	9,54	Level	2,14	5	14
Attitude towards summarizing	Belief in the importance	265	4,15	I agree	,44	2,83	5,00
	Enjoying summarizing	265	3,09	I somewhat agree	,63	1,07	4,67
	Total	265	3,62	I agree	,45	2,36	4,80
Summarizing self-efficacy	Summary-based reading	265	4,13	Generally	,48	2,00	5,00
	Writing summary	265	4,10	Generally	,47	2,14	5,00
	Total	265	4,11	Generally	,44	2,07	5,00

According to Table 4, the average of the summarizing achievement scores of the pre-service teachers is 9.54, which indicates a "good" level. The average of the pre-service teachers' belief in the importance of summarizing scores is 4.15, the average of their enjoyment of summarizing score is 3.09, and the mean of their attitude towards summarizing is 3.62. When the average scores are examined, it is seen that the participants' scores for believing in the importance of summarizing are higher than that of enjoying summarizing. These findings reveal that although pre-service teachers believe in the importance of summarizing, they do not like summarizing as much as they believe in its importance. The pre-service teachers' belief in the importance of summarizing and their attitudes towards summarizing are at the level of "agree", and the scores of enjoying summarizing are at the level of "somewhat agree". The average of the summary-based reading scores of the pre-service teachers is 4.13, the average of the summary writing scores is 4.10, and the average of the summarizing self-efficacy scores is 4.11. Summary-based reading, summary writing and summarizing self-efficacy levels of teacher candidates are at "generally" level.

RQ3: Is there a significant difference between the summarizing achievement, attitude and self-efficacy perception scores of the participating pre-service English and Turkish teachers?

Comparison of Summarizing Achievement of Pre-Service English and Turkish Teachers

Table 5. Independent Samples t-test Results for Summarizing Achievement Scores

Test	Group	N	$\bar{X}$	Level	S_x	sd	t	p
Achievement	English	21	9,30	Good	1,94	48	.664	**.594**
	Turkish	29	9,71	Good	2,29			

*p<0.05

According to Table 5, the average of the summarizing achievement scores of the pre-service English teachers is 9.30, while that of the pre-service Turkish teachers is 9.71. When the average scores are examined, both groups' summarizing achievement is at a "good" level. According to the Independent Samples t-test results, it is seen that there is no significant difference between the summarizing achievement scores of the participants ($t_{(48)}$=.664, p>.05).

Comparison of Attitudes Towards Summarizing

Table 6. Independent Samples t-test Results for Attitudes towards Summarizing

Test	Group	N	$\overline{X}$	Level	S_x	Sd	t	p	η^2
Belief in the importance	English	150	4.10	I agree	0.45	263	-1.489	.113	
	Turkish	115	4.19	I agree	0.43				
Enjoying summarizing	English	150	2.95	I somewhat agree	0.65	263	-4.193	.000*	0.062
	Turkish	115	3.27	I somewhat agree	0.55				
Attitudes towards summarizing	English	150	3.53	I agree	0.47	263	-3.675	.000*	0.049
	Turkish	115	3.73	I agree	0.40				

*p<0.05

According to Table 6, the mean score of the pre-service English teachers for believing in the importance of summarizing is 4.10, the mean of enjoying summarizing is 2.95, and the mean of their attitude towards summarizing is 3.53. On the other hand, the mean score of the pre-service Turkish teachers for believing in the importance of summarizing is 4.19, the mean of enjoying summarizing is 3.27, and the mean of their attitude towards summarizing is 3.73. When the average scores are examined, it is seen that for both groups, the levels of belief in the importance of summarizing and the attitudes towards summarizing are at the level of "agree". In contrast, the scores of enjoying summarizing are at the level of "somewhat agree". The p value indicates whether the effect is significant, while eta-squared gives the strength of the effect. In this vein, η2 indicates the total variance of the independent variable in the dependent variable, and varies between 0.00 and 1.00. Also, η2 values of .01, .06, and .14 are interpreted as "small", "medium" and "large" effect sizes, respectively (Büyüköztürk, 2009). According to the Independent Samples t-test results, it is seen that there is a significant difference in favor of the pre-service Turkish teachers in terms of the scores of enjoying summarizing and attitudes towards summarizing (p<0.05). The effect size value was found to be η2 = 0.062 for the enjoyment of summarizing dimension and η2 = 0.049 for the attitudes towards summarizing. These findings imply that there is a "moderate" effect on their enjoyment of summarizing, and a "low" effect on their attitudes towards summarizing. When the Independent Samples t-test results are considered, it appears that there is no significant difference between the two groups in terms of the scores of believing in the importance of summarizing (p>.05).

Comparison of Summarizing Self-Efficacy Levels

Table 7. Independent Samples t-test Results for Summarizing Self-Efficacy Levels

Test	Group	N	$\overline{X}$	Level	S_x	Sd	t	P
Summary-based reading	English	150	4.09	Generally	0.50	263	-1.106	.194
	Turkish	115	4.17	Generally	0.44			
Writing summary	English	150	4.06	Generally	0.48	263	-1.450	.075
	Turkish	115	4.16	Generally	0.44			
Summarizing self-efficacy	English	150	4.07	Generally	0.47	263	-1.362	.101
	Turkish	115	4.16	Generally	0.41			

According to Table 7, the average of the summary-based reading scores of the pre-service English teachers is 4.09, the average of summary writing scores is 4.06, and the average of summarizing self-efficacy scores is 4.07. On the other hand, the average of the summary-based reading scores of the pre-service Turkish teachers is 4.17, the average of the summary writing scores is 4.16, and the average of summarizing self-efficacy scores is 4.16. When the average scores are examined, it is seen that the levels of summary-based reading, summary writing and summarizing self-efficacy of both groups are at "generally" level. According to the independent samples t-test results, it is seen that there is no significant difference between the two groups in terms of their scores in summary-based reading, summary writing, and summarizing self-efficacy (p>0.05).

RQ4: What are the reflections of the participants about the main factors affecting their summarizing skills?

In the study, there were four interview questions, and each was evaluated separately. The interview questions, emerging themes, and sample participant responses are presented below. It should also be noted that the number of responses to the interview items varied since some participants did not answer some of the interview questions. The number of responding participants is presented for each item under the relevant question. Also, the

participants were coded as E (representing pre-service English teachers) and T (representing pre-service Turkish teachers) to ensure confidentiality and given a number according to their order of participation.

*Question 1: Do you consider yourself successful in summarizing? Why?*

In the first question, the participants were asked whether they found themselves successful in summarizing, and they were asked to explain why.

yes (f=180, 67.9%)   partially (f=29, 11%)   undecided (f=29, 11%)   no (f=27, 10.1%)
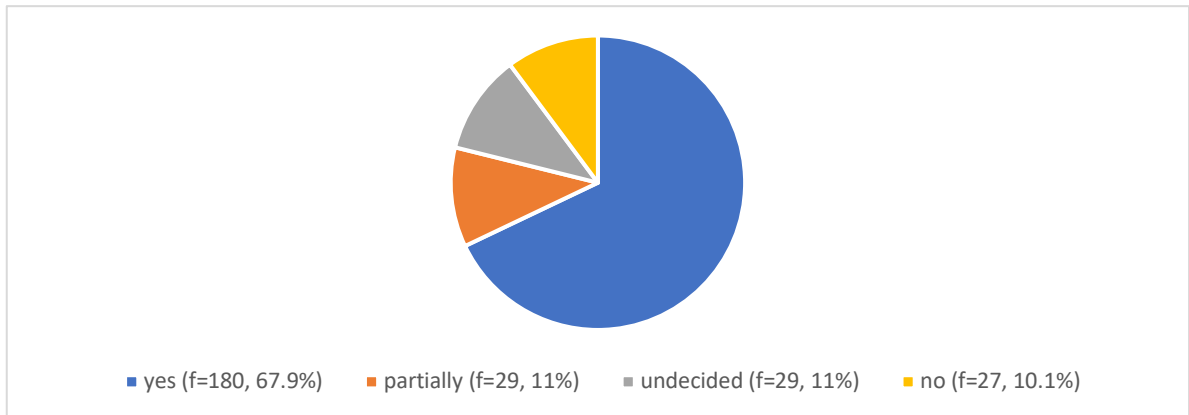
Figure 1. *Reflections of the Participants on Their Summarizing Success*

According to Graph 1, while 180 participants found themselves successful in summarizing, 27 participants stated that they did not find themselves successful. In addition, 29 participants found themselves partially successful in summarizing, and 29 participants stated that they were undecided. When the participants were asked to explain the reasons for their success, various themes emerged, and these are presented in Graph 2. In the part about summarizing success, 231 out of 265 participants answered the question, while 34 participants did not answer the question. According to the findings, the participants stated that reasons (f: 119) mostly affect their summarizing success. This is followed by educational reasons (f: 109) and textual reasons (f: 15).

It should be noted that since the same participant shared his/her reflections on more than one theme and some participants did not answer the questions, the total number of participants and the frequency of the emerging themes differ.
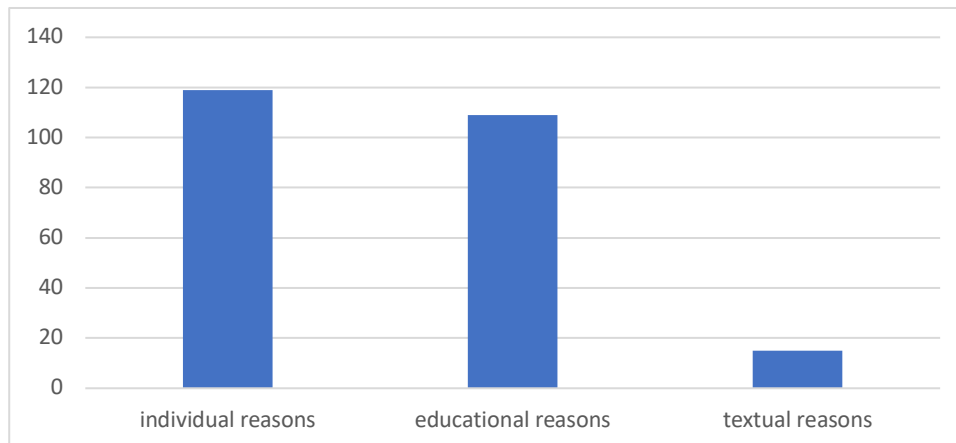
Figure 2. *Reflections on the Reasons for Summarizing Success*

There are also various categories accompanying these main themes. For example, the individual reasons include the categories of considering summarizing as an individual skill (f: 56), negative effect of lack of required skills (f: 14), the motivational state during summarizing (f: 12), personal interest (f: 9), lack of interest (f: 7), considering summarizing as an easy skill (f: 6), lack of practice (f: 5), vocabulary knowledge (f: 3), and personal inadequacy. (f: 2). In addition, some participants stated that personal abilities are important in summarizing (f: 1), summarizing is a personal preference (f: 1), being a good reader is important (f: 1), previous knowledge affects summarizing skills (f: 1) and lack of attention negatively affects summarizing (f: 1).

For educational reasons, it is indicated that summarizing contributes to understanding (f: 34), summarizing is used as a study technique (f: 27), summarizing is used continuously throughout education life (f: 19), previous experiences affect summarizing success (f: 12), book reading habit affects summarizing success (f: 10), feedback given upon summarizing is effective (f: 3), summarizing is practical in terms of saving time and distinguishing

important information (f: 2), summarizing is a learning method (f: 1) and it is used as an assessment method in exams (f: 1).

Finally, for textual reasons, the participants state that the source text's interestingness (f: 7), type (f: 3), theme (f: 2), level of difficulty (f: 2) and length (f: 1) affect their summarizing skills. Some participant quotations and the categories exemplified by these quotations are provided below. The abbreviation E stands for pre-service English teachers, while the abbreviation T stands for pre-service Turkish teachers. The number following these abbreviations represents the order of participation in the study.

For example, E1 stated that she used summarizing as a study technique by saying "I find myself successful because I use summarizing technique while studying." while E5 stated that her book reading habit contributed to her summarizing skills by stating that "I can be considered successful in summarizing because I have had book reading habit for years." In addition to these, E6 found herself successful in summarizing because she constantly used summarizing in her response "Yes, I think I am successful because I have done it many times." while E29 said "Partially. My summarizing skill changes in line with my interest in the text and my previous knowledge." and stated that he found herself partially successful in summarizing and his/her success of summarizing varied depending on the interestingness of the text and his/her previous knowledge.

As for pre-service Turkish teachers, T163, in a similar vein, stressed that he was undecided about the success of summarizing and his success changed depending on the interestingness of the text by saying "This is a situation that changes depending on whether the text I am reading/listening sounds interesting to me or not. Since my level of readiness will increase for the subjects that interest me, I can summarize such texts more easily." Finally, T231 said "Yes, because I think my book reading habit contributes to the success of summarizing." and drew attention to the effect of book reading habit on the success of summarizing.

Question 2: Do you think summarizing skill is important? Why?

The participants were asked whether summarizing skill was important and the findings are displayed in Graph 3. 251 participants thought that summarizing skill was important, 10 participants were undecided, two participants stated that summarizing was partially important, and two participants stated that summarizing was not an important skill.
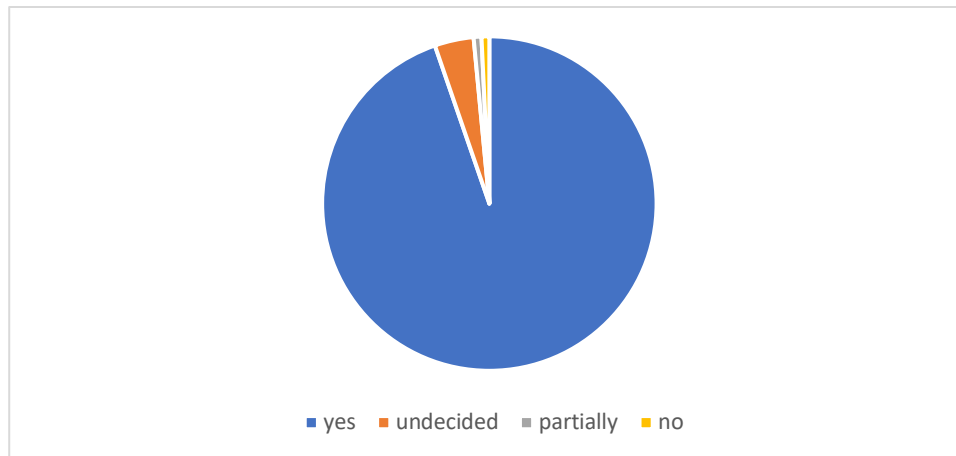
Figure 3. *Reflections on the Importance of Summarizing Skill*

The participants were also asked why summarizing skill was important. While 244 participants answered this question, 21 participants did not. According to the answers, educational factors (f: 232), linguistic factors (f: 41), mental factors (f: 18) and individual factors (f: 7) emerged as the main themes and these themes are presented in Graph 4.
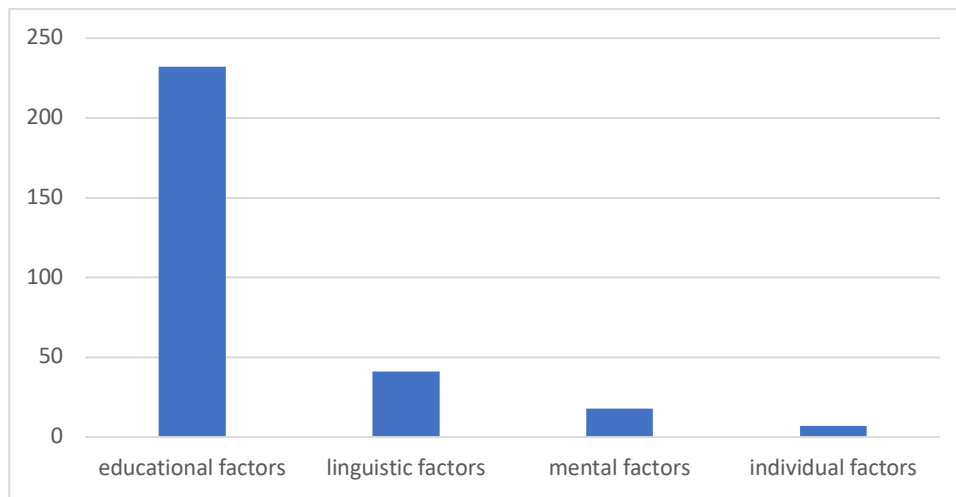
Figure 4. *Factors Affecting the Importance of Summarizing Skill*

The theme of educational factors includes the categories as in the following: contribution to understanding (f: 144), making knowledge permanent (f: 26), practicality in terms of time management (f: 24), using it as a study technique (f: 10), improving interpretation skills (f: 9), using it as a teaching technique (f: 5), contribution to learning (f: 5), academic requirement (f: 3), professional requirement (f: 2), helping to create a context (f: : 1), using it as an evaluation method (f: 1), increasing success (f: 1), and using it as a learning outcome (f: 1).

On the other hand, linguistic factors include the categories of improving various language skills (f: 38), improving writing skills (f: 1), improving expression skills (f: 1) and improving transfer skills (f: 1). As for cognitive factors, the categories cover contribution to thinking skills (f: 8), using it as an information processing method (f: 3), raising awareness (f: 3), improving cognitive skills (f: 2), supporting the use of mental processes (f: 1) and giving different perspectives (f: 1). Finally, in the theme of individual factors, the categories consist of the need for continuous use (f: 2), reader interest (f: 1), motivational state (f: 1), improving communication skills (f: 1), personal differences (f: 1) and interestingness of the text (f: 1). Some participant responses and the categories exemplified by these responses are provided below.

To exemplify, E4 said "Yes, it is important. I think it makes knowledge more permanent in our mind." and stated that summarizing makes knowledge more permanent, while E13 stated that "It is important because it helps to understand the text better.", implying that summarizing contributes to understanding. Also, E30 stated "Yes, because summarizing can be useful for us when there is a time limit." and emphasized summarizing was useful for saving time whereas E53 reported "It is an important skill for checking students' comprehension of a text." to indicate how summarizing can be used as an evaluation method. Finally, the E143 remarked "Absolutely. As many different skills are used while summarizing, it helps us to work effectively in many areas." to demonstrate how summarizing improves various language skills.

As to the pre-service Turkish teachers, T163 said "It is important because it improves our interpretation skills." to show the contribution of summarizing to interpretation skills, while T172 reported "Yes, it is important. Summarizing technique increases success." to highlight the potential of summarizing to increase achievement. Additionally, T188 proposed that summarizing is a professional requirement in her statement "It is important for the education (faculty) students because they will need to use it in their professional life and need it to guide students." whereas T216 reported "It is important. For example, we can study better by summarizing the important points." to exemplify how summarizing can be an important study technique.

Question 3: What are the main factors affecting your attitudes towards summarizing?

The participants were asked about the main factors affecting their attitudes towards summarizing. For this question, 252 participants responded, while 13 did not. The themes that emerged according to the answers given by the participants are presented in Graph 5. According to the data, the main factors affecting the attitudes towards summarizing were found to be textual factors (f: 179), educational factors (f: 120), individual factors (f: 65), and linguistic factors (f: 6).
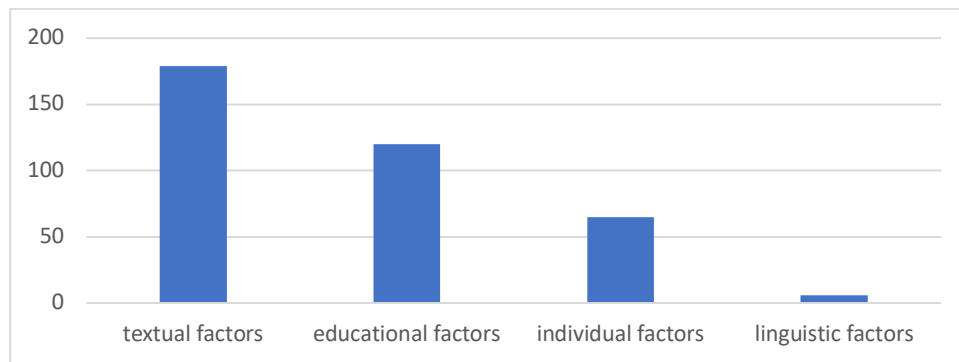
Figure 5. *Main Factors Affecting Attitudes Towards Summarizing*

To start with, within the scope of textual factors, the text's interestingness (f: 36), length (f: 36), theme (f: 35), engagement (f: 12), style (f: 11), difficulty level (f: 9), content (f: 7), structure (f: 6), language (f: 5), genre (f: 5), main idea (f: 3), clarity (f: 3), author (f: 2) and textual features (f: 1), intertextuality (f: 1), plot (f: 1), title (f: 1), protagonists (f: 1), importance (f: 1), use of conjunctions (f: 1) : 1), objectivity (f: 1) and coherence and consistency (f: 1) were the categories.

On the other hand, educational factors include the categories of contribution to understanding/learning (f: 35), practicality (f: 24), permanent knowledge (f: 9), previous experiences (f: 9), using as a study technique (f: 9), assigned homework (f: 6), education type (f: 5), academic requirement (f: 4), contribution to success (f: 3), improving language skills (f: 3), using it as a learning style (f: 3) (f: 2), exams (f: 2), providing feedback (f: 2), time limit (f: 2), teacher approach (f: 1), using it as a teaching technique (f: 1), scoring (f: 1) and theme restriction (f: 1). As for individual factors, the categories consist of personal interest (f: 19), reading habit (f: 10), motivational state (f: 6), personal skill (f: 5), vocabulary knowledge (f: 4), summary writing purpose (f: 4), the need for elaboration (f: 2), devoting time (f: 2), continuous use (f: 2), lack of experience (f: 2), use in daily life (f: 2), considering summarizing as an important skill (f: 1), shortening necessity (f: 1), background information (f: 1), anxiety (f: 1), subject knowledge (f: 1), academic achievement (f: 1) and mood (f: 1). Finally, in the linguistic factors theme, there are the categories of writing skill (f: 2), comprehension ability (f: 1), description skill (f: 1), expression skill (f: 1) and reading skill (f: 1). Some participant responses and the categories exemplified by these responses are demonstrated below.

For example, E34 stated "Interestingness and length of the text as well as the number of unfamiliar words influence my attitude towards summarizing." to emphasize that the role of interestingness and length of the text, and vocabulary knowledge in shaping her attitude whereas E46 reported "My habit that I have created thanks to the book summaries in the secondary school influences my attitude." to display how previous experiences can affect summarizing related attitudes. In addition, E135 said "It is a positive factor that my teachers attached importance to this issue and corrected my mistakes during my primary and secondary school years. Also, analyzing some articles in the reading classes at university is a factor that affects my attitudes." and stressed the effect of feedback on summaries and analyzing different types of genres as well as previous experiences in her attitudes. Finally, E148 drew attention to the practicality and contribution to understanding dimensions of summarizing in her response "It saves time and makes the plot more understandable."

As for the pre-service Turkish teachers, T185 expressed the importance of interestingness of the text and summarizing purpose by saying "Whether the text I will summarize attracts my attention and whether summarizing is given as homework (it motivates me more to do it as a learning method rather than homework)." whereas T205 foregrounded the effect of the theme of the text and its clarity by saying "The theme and clarity of the text affect my attitude towards summarizing." In addition, while T206 drew attention to the importance of motivation and subject knowledge in her statement "Emotional mood and my knowledge about the subject affect my attitudes.", T235 mentioned the role of reading habit and personal interest in her attitudes by stating "I consider myself as the main factor as I have the book reading habit and like thinking about what is implied at the end of the book and writing a summary." Finally, T248 foregrounded the importance of presenting the text's plot, title and protagonists as the factors affecting the attitude in his statement "…the plot and the order of events are my two most important factors. Then, the titles and protagonists of the text affect me.", while T264 said "There is renewal and attaching meaning to what is summarized while creating a summary. In this context, a kind of intertextuality is created." and attracted the attention to the intertextuality category.

Question 4: What are the main factors affecting your self-efficacy towards summarizing?

When the participants were asked about the main factors affecting their self-efficacy towards summarizing, 240 participants responded, while 25 did not. The emerging themes based on the answers of the participants are presented in Graph 6.
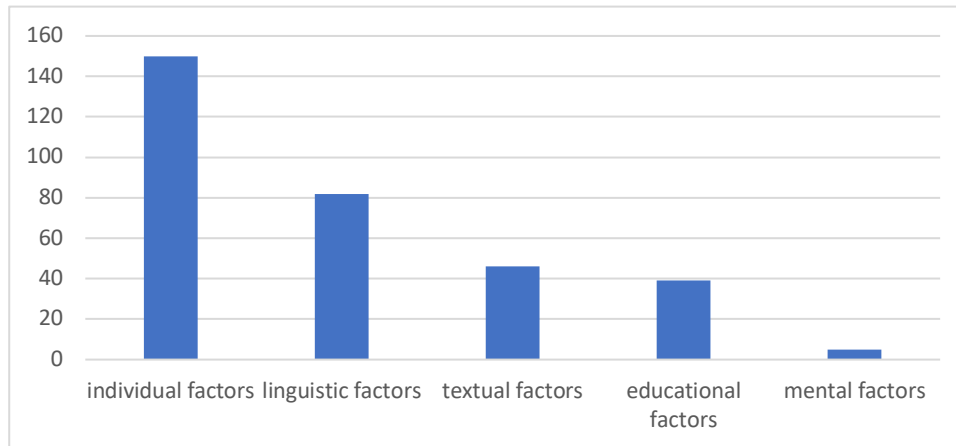
Figure 6. *Main Factors Affecting Self-Efficacy Towards Summarizing*

In light of the findings, it is seen that the main factors affecting the self-efficacy of the participants towards summarizing are individual (f: 150), linguistic (f: 82), textual (f: 46), educational (f: 39) and cognitive (f: 5) factors. Under the individual factors, the following categories are included: reading habit (f: 36), motivational state (f: 24), continuous use (f: 17), personal interest (f: 12), vocabulary knowledge (f: 11), schema (f: 10), personal skill (f: 9), focusing (f: 9), achievement status (f: 6), environment (f: 4), time allocation (f: 4), the purpose of summarizing (f: 2), personal achievement (f: 2), self-confidence (f: 2), personal attitude (f: 1) and literacy (f: 1) categories.

On the other hand, linguistic factors include the categories of language skills proficiency (f: 43), comprehension skills (f: 29), interpretation skills (f: 5), knowledge of structure (f: 2), description skill (f: 2) and note-taking (f: 1). In the textual factors theme, there are the categories of interestingness (f: 17), length (f: 7), theme (f: 7), content (f: 5), engagement (f: 4), clarity (f: 3), difficulty (f: 2) and type (f: 1). In addition, the theme of educational factors consists of the categories of previous experiences (f: 12), type of education (f: 6), contribution to understanding (f: 5), assigned homework (f: 4), feedback (f: 3), practicality (f: 3), exams (f: 2), solving questions (f: 2), teacher attitude (f: 1) and study technique (f: 1). Finally, cognitive factor categories include thinking skills (f: 2), way of thinking (f: 1), prediction skills (f: 1), and giving perspectives (f: 1). Some participant responses and the categories exemplified by these responses are provided below.

First of all, E36 stated that "Having previous knowledge about that subject may affect my self-efficacy." to demonstrate the role of the schema of the person, while E39 mentioned the theme and length of the text as the main factors by saying "The theme and length of the text I will summarize affect my attitudes." In addition, E54 drew attention to the importance of reading and writing skills in his response "Advanced reading and writing skills directly affect my summarizing self-efficacy." while E100 emphasized the role of reading habits by saying "I think my reading habits greatly affect my self-efficacy." Finally, E113 considered vocabulary knowledge and motivational state as the main factors by reporting "My level of prior knowledge about text terminology and having enough motivation to summarize.", whereas E128 said "I have loved writing since my childhood and participated in many competitions. My achievements in these competitions and my exams have been effective for me to improve myself in this direction." to highlight the effect of personal interest and achievement.

As for the pre-service Turkish teachers, T163 proposed that interestingness of the text was the main factor by saying "Whether the text I read/listen to attracts my attention or not affects my approach towards that text.", whereas T164 drew attention to the importance of motivation in her response "Whether I want to summarize the text at that moment affects me a lot." In addition, T166 stressed the environment by saying "The environment in which summarizing takes place affects my self-efficacy.", while T167 stated the effect of vocabulary knowledge by saying "The frequency of unknown words." Finally, T177 presented solving paragraph questions and reading habit as the main factors in her statement "Solving paragraph questions and reading books regularly affect my self-efficacy positively.", whereas T242 said "The frequent use of this technique by our teachers in primary school motivated me to appreciate summarizing and contributed to my success in this technique." to express the effect of her previous experiences on his/her summarizing self-efficacy.

DISCUSSION & CONCLUSION

This study aimed to reveal the psychometric properties of the Summarizing Attitude Scale (SAS) and Summarizing Self-Efficacy Perception Scale (SSEPS), both of which were implemented in Turkish. According to the findings of the Confirmatory Factor Analysis and Cronbach alpha values, the validity and reliability of the scales were confirmed. Also, it was aimed to reveal and compare the perceived levels of the participating pre-service English and Turkish teachers in terms of summarizing achievement, attitude and self-efficacy.

According to the findings, the summarizing achievement of the participating pre-service teachers was at a good level. However, it was revealed that there was no significant difference between the pre-service English and Turkish teachers in terms of their summarizing achievement scores. Similar studies also demonstrated that summarizing achievement of pre-service Turkish teachers was above average (Doğan & Özçakmak, 2014; Kurnaz & Akaydın, 2015). In addition, in the study of Çalışır Zenci (2020), it was found that summarizing achievement of pre-service English teachers was above the medium level.

Another dimension of the study is about attitudes. Attitudes towards summarizing is an important affective state that shapes an individual's frequency of summarizing activities. The findings showed that the participants had a high level of belief in the importance of summarizing, enjoyed summarizing at a moderate level, and their attitudes towards summarizing were high. On the other hand, there was a significant difference in favor of the pre-service Turkish teachers in the dimension of enjoying summarizing and overall attitude scale scores. However, it was revealed that there was no significant difference between the pre-service English and Turkish teachers in terms of their scores in believing in the importance of summarizing. Similarly, Bahçıvan (2020) stated that secondary school students believed in the importance of summarizing, enjoyed summarizing, and their attitudes towards summarizing were positive and at a high level. It was also indicated that their summarizing achievement was at a medium level.

The last dimension of the study is related to self-efficacy which is the individual's opinion of how competently s/he can carry out the necessary actions to successfully fulfill the task. In this sense, it was revealed that the participants' levels of summary-based reading, summarizing and summarizing self-efficacy perceptions were at a high level. In addition, it was found that there was no significant difference between the participants in terms of their summary-based reading, summarizing and overall summarizing self-efficacy scores.

In the light of these findings, it is possible to refer to similar and different studies in the related literature. For instance, according to the findings of Bahçıvan (2020), summarizing self-efficacy perceptions of the secondary school students were at a high level. Similarly, according to the results of the study of Hamzadayı and Demir (2022), the summarizing self-efficacy perceptions of the secondary school students were at a moderate level. However, the self-efficacy perceptions of the pre-service Turkish and English teachers in this study were higher than those of the secondary school students in these studies.

It should also be noted that the aforementioned studies display similarities and differences compared to the current study in terms of participant profile, research design and data collection tools. For example, Hamzadayı and Demir (2022) included secondary school students and adopted a correlational survey model - qualitative research design in their study. Also, the data collection tools were the Summarizing Self-Efficacy Scale, Student Information Form, and Summarizing Source Text, while the Story Summarizing Evaluation Rubric was used in data analysis. It is seen that the Summarizing Self-Efficacy Scale and the Story Summarizing Evaluation Rubric were employed in both studies; however, the participants and the research design were different. Doğan and Özçakmak (2014), on the other hand, focused solely on pre-service Turkish teachers and employed the Summarizing Strategies Scoring Scale that they developed. The authors also adopted a correlational survey model. In addition, Kurnaz and Akaydın (2015) focused on the summarizing skills of pre-service Turkish teachers and employed a quantitative research design. Furthermore, Çalışır Zenci (2020) examined the summarizing strategies of pre-service German, English and special education teachers. Finally, Bahçıvan (2020) investigated the relationship between secondary school students' summarizing achievement and attitudes towards summarizing, and self-efficacy perceptions via the SAS, SSEPS and SSER. However, in this study, pre-service Turkish and English teachers' achievement levels, perceptions of self-efficacy, and attitudes in relation to summarizing skills were compared via two scales (SAS and SSEPS) in a mixed-method research design, and their summaries were evaluated according to SSER. This study also gathered the reflections of the participants on the importance of summarizing, and their perspectives about the main factors which influence their attitudes and self-efficacy with regard to summarizing via semi-structured interview items.

In addition to the quantitative findings, the qualitative aspect of this study aimed to reveal the reflections of the participants about the main factors affecting their summarizing skills. There were four interview questions. Fisrtly, when asked how successful they found themselves in summarizing, most participants reported that they found themselves successful. However, almost one-third of the participants stated that they found themselves unsuccessful in summarizing or were not sure of their summarizing success. According to the participants, individual and educational reasons came to the fore among the factors affecting their summarizing achievement. Additionally, structure of the source text was also a variable which could their summarizing achievement. Secondly, qualitative findings demonstrated that the participants believed in the importance of summarizing. According to the participants, summarizing ability is important as it fosters educational, linguistic, mental and individual development. The participants reported that summarizing was important for educational success as it contributed to their understanding, made knowledge permanent and helped to save time. They also indicated that summarizing was important in terms of linguistic improvement as it improved their comprehension and expression skills. Additionally, summarizing was considered important in mental aspects as it enabled them to process information and evaluate facts from different perspectives. Finally, summarizing was reported to be important in individual sense since it increased their motivation and improved their communication skills. Thirdly, factors such as lack of skill, motivation, and individual interest came to the fore in the individual reasons that affect their summarizing achievement. Among the educational factors, contribution to making meaning and using summarizing as a study technique were reported. Therefore, it can be claimed that these factors could increase the individual's frequency of summarizing because the more frequently the individual summarizes, the better s/he will become at it. Another factor that the participants listed under the educational reasons for their summarizing achievement was their book reading habit. The act of reading is an important cognitive activity that nourishes and improves an individual's reading comprehension skills, text structure knowledge, and vocabulary knowledge. These skills also directly affect summarizing achievement. As to the textual reasons, factors such as the source text's interestingness, type, theme, difficulty level and length were mentioned. Fourthly, according to the participants, the main factors affecting their summarizing self-efficacy are, in descending order; individual, linguistic, textual, educational and mental factors. To exemplify, factors such as the frequency of reading books, the frequency of summarizing and vocabulary knowledge were among the individual factors. On the other hand, language proficiency, comprehension, interpretation, and description skills were listed under the linguistic factors. Also, interestingness, length, theme, content, engagement, and clarity of the text were reported under the textual factors. Furthermore, previous summarizing experiences, assigned tasks, and feedback frequency were indicated for the educational factors. Finally, prediction and thinking skills were important categories of the mental factors.

Conclusion and Pedagogical Implications

There are a number of conclusions which can be drawn in light of the gathered data. Firstly, summarizing appears to be an important cognitive skill that includes reading comprehension and writing skills. In this vein, it seems natural to expect pre-service Turkish and English teachers, who will provide training on summarizing skills to their future students in educational environments, to possess positive attitudes towards summarizing and high level of summarizing achievement and self-efficacy perceptions. Secondly, in the interviews, some participants argued that their summarizing skills might have improved because they took notes in the lessons or preferred summarizing as a method of preparation for the exam. On the other hand, while some participants drew attention to the importance of summarizing activities previously given as homework, others stated that their prior knowledge and readiness levels were the determining factors. These responses demonstrate that summarizing is a skill which develops over time in line with personal variables and is partially or implicitly taught rather than appearing as a sub-skill that is explicitly taught.

Based on these conclusions, there are a number of pedagogical implications to enhance summarizing skills of pre-service Turkish and English teachers. As it has been indicated that summarizing is considered partially or taught implicitly, its educational value seems to be ignored. For this reason, it is of great importance for pre-service teachers to possess summarizing skills through explicit instruction instead of implicit instruction. In more concrete terms, summarizing activities can be conducted after employing various activities such as asking questions, using visuals and teaching vocabulary to trigger students' background knowledge, and prepare them for the upcoming activities. In addition, teachers can elaborate on coherence, cohesion and intertextuality terms to raise consciousness about text-internal and text-external aspects. Another issue is related to the curriculum of the teaching departments. There are skills-based courses in the first year in the English Language Teaching Department; however, this is not the case for the Turkish Language Teaching Department. For example, pre-service English language teachers take four basic skills courses in English (reading skills, writing skills, listening and pronunciation, oral communication skills) when they are freshmen. However, it was found that this situation

did not result in any significant difference between the participants in terms of their summarizing achievement scores. In a nutshell, it can be claimed that it is necessary to refer to summarizing for both teaching and evaluation to promote summarizing skills in pre-service Turkish and English teacher training. In addition, pre-service teachers should be presented with some summarizing examples, summarizing techniques should be taught explicitly and summarizing methods should be included in microteaching practices. Finally, similar to pre-service English teachers, it is recommended that pre-service Turkish teachers should take courses which aim to improve language proficiency in terms of four language skills (listening, reading, writing, speaking) in their first year.

Limitations and Suggestions for Further Research

This study has some limitations. First of all, the study included 265 pre-service teachers from Turkish and English Language Teaching Departments at a state university in Turkey. In this sense, future studies can be conducted with a larger sample size and include pre-service teachers from different departments for comparative purposes. Also, this study included two scales and a semi-structured interview form. Thus, future researchers can benefit from different data collection tools such as observations, student diaries or teacher journals to triangulate data. Additionally, this study included pre-service teachers who were chosen via convenience sampling and adopted a mixed-method research design. Therefore, future studies could focus on summarizing skills and strategies of language learners with different demographic features such as age, grade, and language level through an experimental or quasi-experimental research design to reveal the role of different teaching practices in the participants' summarizing skills and strategies. In this way, future research studies could consider potential biases by employing different sampling methods, data collection tools or research designs, and add a different perspective to the importance and implementation of summarizing activities in educational settings.

Statements of Publication Ethics

The authors declare that they obey the principles of publication ethics. The researchers first submitted the relevant documents to the Social and Humanities Sciences Scientific Research and Publication Ethics Committee of the university where the research was conducted, and then carried out the research after obtaining the permission document numbered 68282350/2022/G19 and dated 18.11.2022.

Researchers' Contribution Rate

All the authors equally contributed to this study in terms of review of literature, data collection, data analysis and reporting.

Conflict of Interest

The authors specify that they have no conflict of interest.

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