



Exploring the Experiences of pre-Service Teachers in teaching Summary Writing for Grade Ten English First Additional Language in the O.R. Tambo Coastal District of South Africa

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ABSTRACT

Summary writing involves reducing a text to its most basic elements while emphasizing its main ideas. Effectively summarizing written texts is critical for learners, particularly in learning English as a First Additional Language (EFAL) in South Africa. This study explores pre-service teachers' experiences teaching summary writing to grade ten learners in English First Additional Language (EFAL) within the O.R. Tambo Coastal District. Employing a qualitative research approach and a case study research design, this study gathered insights from twenty pre-service teachers who reflected on their School-Based Experience (SBE) where they went to do teaching practice related to summary writing in grade ten English First Additional classrooms. The findings revealed several challenges, including language barriers, difficulties following instructions, struggles identifying main ideas, and a lack of paraphrasing skills. The study highlights that learners' limited exposure to English, particularly in isiXhosa rural areas, significantly affects their comprehension and summarization skills. Additionally, confusion over formatting guidelines and a tendency to copy text verbatim rather than paraphrase further hinder learners' abilities. Recommendations emphasize the need for targeted instructional strategies, scaffolding, and focused paraphrasing exercises to enhance summary-writing skills. These strategies align with Vygotsky's Zone of Proximal Development, underscoring the importance of guided learning. The study advocates educational interventions to improve language proficiency and summary-writing skills in EFAL classrooms. A future study could examine the effectiveness of different learning styles in teaching summary writing.

Keywords: Summary writing, pre-service teachers, English First Additional Language, language barriers, grade ten learners

INTRODUCTION

Summary writing is an essential aspect in the academic journey of grade ten learners. Summary writing reduces a text to its most basic elements while emphasizing its main ideas.¹ Effectively summarizing

¹ Olga Kvasova, "Teaching Summary Writing as a Transferable Academic Skill in Ukrainian University Context," *Education Sciences* 14, no. 3 (March 8, 2024): 288, <https://doi.org/10.3390/educsci14030288>.

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written texts is critical for students, particularly in learning English as a First Additional Language (EFAL). The skill enhances learners' comprehension and retention of information and fosters their analytical thinking and writing abilities. Bakhshayesh and Geng believe that summary writing improves literacy and language proficiency at various levels and is essential to learners' language acquisition and communication skills.² The foundational skill of summarizing is also crucial for academic success and lifelong learning.³ Summarizing is a vital component of writing proficiency, serving as an essential sub-skill that underpins communication skills such as reading, writing, presenting, speaking, and listening.⁴ A summary is a brief version of a text that captures its main ideas using paraphrased language. It should be shorter than the original, focus on the core concept, and incorporate rephrased expressions where appropriate.

Despite its importance in fostering reading comprehension and critical thinking abilities, pre-service teachers often face significant challenges in teaching summary writing effectively.⁵ Furthermore, EFAL learners frequently struggle with text summarization, especially in rural areas where English instruction occurs.⁶ Numerous mistakes that negatively impact their academic achievement are found in assessments. The Chief Markers' report for the 2023 final exams corroborated this finding, noting that learners' poor reading and comprehension skills led to significant mark losses.⁷ This underscores the importance of improving learners' reading skills. Additionally, the research found that learners often duplicated information or included more than one point per line, which reduced their chances of receiving full marks.

Among the four literacy skills, writing is often considered the most important in academic settings and the workplace. It is emphasized that second-language learners face even greater difficulties than their urban counterparts in writing, and summary writing is particularly challenging.⁸ Many EFAL learners have historically found it challenging to write summaries, even though it is essential to English language fluency.⁹ It focuses on important aspects and reduces a text to its essential components. To apply these abilities to more general writing contexts, learners usually summarize passages and add quotes, paraphrases, and their perspectives. Effective summarization is essential in a variety of situations, including academic assignments.

Despite the significance of the summary writing skill it entails, EFAL learners in rural schools still struggle with writing summaries. It is highlighted that some of the challenges these learners struggle with include limited vocabulary, poor grammar, an over-reliance on literal copying rather than paraphrasing, and trouble differentiating main concepts from supporting details.¹⁰ These difficulties impede learners' academic development, especially since tests, research projects, and real-world applications require the ability to summarize information. While existing literature acknowledges the writing challenges faced by learners of English as a First Additional Language, there is a notable lack

² Elnaz Valaei Bakhshayesh and Hui Geng, "Enhancing Summary Writing Skills through Extensive Reading in Second Language Acquisition," *Educational Administration: Theory and Practice*, 2025, <https://doi.org/10.53555/kuvey.v3i1i.9380>.

³ Hooshang Khoshshima and Forouzan Rezaeian Tiyar, "The Effect of Summarizing and Presentation Strategies on Reading Comprehension of Iranian Intermediate EFL Learners," *International Journal of Applied Linguistics & English Literature* 3, no. 4 (June 15, 2014): 88–96, <https://doi.org/10.7575/aiac.ijalel.v.3n.4p.88>.

⁴ Chahrazede Mouri, "Summarizing as a Strategy to Enhance Grammar and Writing Skills: The Case of First Year LMD Learners at the Algerian University Dr. Tahar Moulay-Saïda," *Arab World English Journal* 11, no. 2 (June 15, 2020): 303–10, <https://doi.org/10.24093/awej/vol11no2.21>.

⁵ Salmon J Hukom and Marcy S Ferdinandus, "The Effectiveness Of Implementing Summary Writing To Improve Students ' Reading Comprehension." *Pedagogika: Jurnal Pedagogik Dan Dinamika Pendidikan* 12, no. 1 (April 12, 2024): 66–74, <https://doi.org/10.30598/pedagogikavol12issue1page66-74>.

⁶ Sophomore Talle Vacalares et al., "Factors Affecting the Writing Skills of the Education Students: A Descriptive Study," *World Journal of Advanced Research and Reviews* 18, no. 2 (May 30, 2023): 1192–1201, <https://doi.org/10.30574/wjarr.2023.18.2.0931>.

⁷ Eastern Cape Department of Basic Education, "NSC Chief Marker's Report 2023. Examinations and Assessment Chief Directorate," 2023, <https://www.ecdoe.gov.za>.

⁸ Irmgard Moyo, Natalia Intja, and Anna Frugintta S. Mangundu, "Developing the Four Macro-Communication Language Skills amongst Rumanyo Learners: Perspectives of Rumanyo Teachers in Namibia," *OALib* 10, no. 10 (2023): 1–16, <https://doi.org/10.4236/oalib.1110708>.

⁹ Atika Kumal Dewi and Nanda Saputra, "Problems Faced By Students in Writing English Academic Summary," *Middle Eastern Journal of Research in Education and Social Sciences* 2, no. 2 (May 10, 2021): 126–35, <https://doi.org/10.47631/mejress.v2i2.257>.

¹⁰ Yutthasak Chuenchaichon, "The Problems of Summary Writing Encountered by Thai EFL Students: A Case Study of the Fourth Year English Major Students at Naresuan University," *English Language Teaching* 15, no. 6 (May 17, 2022): 15, <https://doi.org/10.5539/elt.v15n6p15>.

of studies focusing specifically on summary writing experiences in classroom settings. Previous research has generally addressed broader writing challenges without delving into the nuances of summary writing.

Pre-service teachers play a crucial role in facilitating this learning process, as their experiences and perceptions can significantly influence their teaching methods and the overall effectiveness of their instruction.¹¹ However, summary writing poses unique challenges, particularly for pre-service teachers transitioning from theory to practice in real classroom environments. Pre-service teachers often enter their training equipped with theoretical knowledge of language and teaching methodologies, yet they may lack practical experience in teaching complex skills such as summary writing.¹² This gap highlights the need for research that explores their experiences, perceptions, and strategies when engaging with EFAL grade ten learners in this crucial aspect of language education. The guiding research question for this study was “What are pre-service teachers' experiences in teaching summary writing in EFAL Grade Ten classes in the O.R. Tambo Coastal District of South Africa?”

LITERATURE REVIEW

Challenges encountered by EFAL Teachers when teaching summary writing

Teaching summary writing in EFAL classrooms involves various challenges that can hinder adequate mastery of the skill. EFAL pre-service teachers lack English language proficiency. Pre-service teachers often have limited exposure to effective summary-writing pedagogies and inadequate training in effective summary-writing instruction, making it challenging to adopt interactive, practical teaching strategies that meet the needs of diverse learners.¹³ As a result, they primarily rely on conventional teaching methods, such as rote memorization and summarization techniques, which encourage learner disengagement and do not foster a comprehensive understanding of the content. Furthermore, a socio-linguistic environment, particularly within isiXhosa-speaking communities, adds another layer of complexity. Cultural perceptions of English and differences in learners' proficiency levels in their home languages can significantly influence their motivation and involvement.¹⁴ Tackling these challenges is crucial to enhancing the effectiveness of summary-writing instruction in EFAL settings. Learners often encounter several significant challenges when tasked with summary writing. These challenges include difficulty distinguishing main ideas from supporting details, an over-reliance on verbatim copying rather than effective paraphrasing, and limitations in vocabulary and grammar.

Difficulty Distinguishing Main Ideas from Supporting Details

The inability to distinguish between supporting information and core concepts is one of the biggest challenges students in grade ten face. This capacity is essential for successful summarization, as it requires separating a text's central idea from its supporting details.¹⁵ According to research, learners often struggle to identify topic sentences and distinguish between primary and secondary sources.¹⁶ Furthermore, reading comprehension is essential; learners who do not understand a text's structure well typically provide summaries that are too basic or omit crucial features, which can lead to

¹¹ Feni Maharani and Rahmah Fithriani, “Exploring Pre-Service Teacher Professional Learning on Their Preparedness for Teaching Practicum,” *Formosa Journal of Sustainable Research* 3, no. 8 (August 30, 2024): 1779–98, <https://doi.org/10.55927/fjsr.v3i8.10969>.

¹² Muhammad Jamil, Jan Afroz, and Muhammad Noor, “Pre-Service Teachers' Perceptions of Pedagogical Skills Learned during Teacher Education Program,” *Pakistan JL Analysis & Wisdom* 3 (2024): 164.

¹³ Malose Kola, “Pre-Service Teachers' Action Research: Technology Education Lesson Planning in a South African University,” *Educational Action Research* 29, no. 1 (January 1, 2021): 99–117, <https://doi.org/10.1080/09650792.2019.1686043>.

¹⁴ Seda Ekiz and Zahitjan Kulmetov, “The Factors Affecting Learners' Motivation in English Language Education,” *Journal of Foreign Language Education and Technology* 1, no. 1 (2016).

¹⁵ Elizabeth A. Stevens, Sunyoung Park, and Sharon Vaughn, “A Review of Summarizing and Main Idea Interventions for Struggling Readers in Grades 3 through 12: 1978–2016,” *Remedial and Special Education* 40, no. 3 (2019): 131–49.

¹⁶ Maria Rossana Ramirez-Avila and Jahaira Paola Barreiro, “The Effect of Summarizing Narrative Texts to Improve Reading Comprehension,” *Journal of Foreign Language Teaching and Learning* 6, no. 2 (July 16, 2021): PRESS, <https://doi.org/10.18196/ftl.v6i2.11707>.

misunderstandings.¹⁷ Learners' comprehension of key ideas in a text can be improved through structured assignments that highlight headings, subheadings, and key words.

Over-reliance on Verbatim Copying

Learners' propensity to copy the text verbatim rather than paraphrase is another common problem.¹⁸ This conduct limits learners' comprehension and critical thinking, undermining the core purpose of summarization. This problem is exacerbated by a lack of confidence in paraphrasing and in rephrasing information without changing its meaning.¹⁹ Teaching methods that encourage successful paraphrasing are crucial, such as peer editing and modeling paraphrasing processes. Learners can better understand the summarizing process by distinguishing between summarizing and copying.²⁰ Learners' paraphrasing abilities can be improved through classroom exercises that encourage them to reword texts utilizing checklists.

Limited Vocabulary and Weak Grammar Skills

Learners' ability to write summaries significantly affects their language proficiency, particularly in vocabulary and grammar.²¹ While a limited vocabulary limits learners' ability to accurately articulate complex ideas, poor grammar can lead to misunderstandings.²² Learners with a limited vocabulary may find it difficult to adequately describe long texts, sometimes using ambiguous or imprecise wording.

THEORETICAL FRAMEWORK

The challenges faced by Grade ten learners in summary writing, particularly in learning English as a First Additional Language (FAL), can be understood through the lens of Constructivist Learning Theory. Primarily associated with Vygotsky, this theory posits that learners construct knowledge through interactions with peers, teachers, and their environment.²³ The framework emphasizes the importance of social collaboration, scaffolded instruction, and active engagement in the learning process.

From a constructivist perspective, writing summaries necessitates active analysis and synthesis of material.²⁴ The cognitive demands of active learning align closely with the ability to identify key concepts. Constructivist principles emphasize the need for scaffolding to address students' challenges, such as poor grammar, limited vocabulary, and excessive reliance on verbatim copying.²⁵ Teachers, as facilitators, play a crucial role in guiding learners to deconstruct texts and reconstruct their meanings into concise summaries. Collaborative activities, such as group summarization tasks and peer reviews, resonate with Vygotsky's emphasis on social learning.²⁶ These interactions foster idea-sharing and

¹⁷ Bonnie J. F. Meyer and Melissa N. Ray, "Structure Strategy Interventions: Increasing Reading Comprehension of Expository Text," *International Electronic Journal of Elementary Education* 4, no. 1 (2017): 127-152.

¹⁸ Eden Regala Flores and Michelle Lopez, "Self-Reported Summarizing and Paraphrasing Difficulties in L2 Writing Contexts: Some Pedagogical Interventions," *Indonesian Journal of Applied Linguistics* 9, no. 2 (October 1, 2019), <https://doi.org/10.17509/ijal.v9i2.20219>.

¹⁹ O. Alaofi Arwa, "Difficulties of Summarizing and Paraphrasing in English as a Foreign Language (EFL): Saudi Graduate Students' Perspectives," *International Journal of English Language Education* 8, no. 2 (October 5, 2020): 193, <https://doi.org/10.5296/ijele.v8i2.17788>.

²⁰ Anlyn S. Clarin et al., "The Challenges in Paraphrasing Among English Language Students," *EduLine: Journal of Education and Learning Innovation* 3, no. 4 (October 18, 2023): 493–503, <https://doi.org/10.35877/454RI.eduline2052>.

²¹ Anida Susanti and Fadilla Oktaviana, "Assessing Students' Writing Skill in Summary Writing Narrative Text," *English Education, Linguistics, and Literature Journal* 2, no. 2 (October 25, 2023): 117–26, <https://doi.org/10.32678/ell.v2i2.9024>.

²² I Made Suastra and Sebastianus Menggo, "Empowering Students' Writing Skill through Performance Assessment," *International Journal of Language Education*, December 30, 2020, <https://doi.org/10.26858/ijole.v4i3.15060>.

²³ Lev Semenovich Vygotsky and Michael Cole., *Mind in Society: Development of Higher Psychological Processes* (Harvard University Press, , 1978).

²⁴ Rajendra Kumar Shah, "Effective Constructivist Teaching Learning in the Classroom," *Shanlax International Journal of Education* 7, no. 4 (September 1, 2019): 1–13, <https://doi.org/10.34293/education.v7i4.600>.

²⁵ Jittiporn Chairinkam and Rattana Yawiloeng, "The Use of Scaffolding Strategies to Enhance the Writing Development of EFL Students," *Theory and Practice in Language Studies* 14, no. 9 (September 12, 2024): 2996–3007, <https://doi.org/10.17507/tpls.1409.35>.

²⁶ Nader Said Shemy, "Effect of Different Levels of Constructivist Scaffolding within E-Content on Undergraduate Students' Mastery of Learning and Their Attitudes towards It," *Journal of Education and E-Learning Research* 9, no. 1 (March 1, 2022): 17–27, <https://doi.org/10.20448/jeelr.v9i1.3737>.

concept clarification, and contribute to the co-construction of knowledge, ultimately enhancing learners' summary-writing skills.

METHODOLOGY

This study employed a qualitative research approach to explore pre-service teachers' experiences in teaching summary writing to grade ten EFAL learners. The interpretivist paradigm framed the research, focusing on socially constructed realities in teaching experiences and reflective practices. A case study design was employed to examine the unique educational context of schools in the O.R. Tambo District, enabling an in-depth analysis of factors influencing teachers' experiences. A purposive sample of twenty pre-service teachers with relevant knowledge and expertise in English First Additional Language (FAL) and summary writing was selected.

Data was collected through semi-structured interviews with twenty pre-service teachers in the fourth year of rural secondary schools to gain rich qualitative insights into their perceptions of summary writing, teaching, and learning approaches. Thematic analysis was conducted to identify patterns and themes in the data, allowing for a deeper understanding of the challenges and strategies associated with teaching summary writing. Ethical considerations included obtaining informed consent, ensuring confidentiality, and allowing participants the right to withdraw. This methodology aims to provide valuable insights to inform educational practices and interventions in the region.

PRESENTATION OF FINDINGS

The reflections of pre-service teachers revealed several key themes regarding the challenges faced by grade ten learners in summary writing:

- Language Barrier
- Inability to Follow Instructions
- Difficulty Identifying Main Ideas
- Challenges in Paraphrasing

Language Barrier

The participants revealed that the English language used in teaching and learning poses challenges for learners. For instance, the pre-service teachers reflected as follows:

It is not easy to teach summaries to grade ten learners because most of them come from communities where English is not widely used, which makes them struggle with the English concepts they need to understand in the text they are summarizing. English is a barrier to my learners (PT 3).

Pre-service teachers 7 and 11 wrote:

When these learners respond to the texts to be summarized, you will notice that English is a challenge for them, which adversely affects their ability to follow the given instructions (PT 7). The learners lack a clue about what is happening in the given texts because they lack understanding of the language (English). I teach in rural areas where a lot of IsiXhosa is spoken. These learners only hear English at school; when they are out of school, they play, talk, and interact in their communities using their mother tongue, isiXhosa (PT 11).

There is no reasonable doubt that English is a barrier to learners adequately responding to the summary assessments.

Learners' inability to follow the instructions

The participants' experiences revealed that following the prescribed instructions for writing a summary is challenging. Pre-service teachers 2, 5, and 8 reflected:

There is much confusion amongst my learners. The confusion is whether they summarize using point form or paragraph form. This worries me because the instructions state that they must write in point form. These learners cannot follow simple instructions (PT 2).

You see, in the Home Language (IsiXhosa), they are instructed to write a summary in paragraph format; here, in English, the First Additional Language, we expect them to write in the point form, numbered 1-7. They fall short in following that instruction (PT 5).

The instructions always clearly state that they must write one point per sentence. I have noticed that they write more than one point per sentence, which violates what was prescribed in the instructions (PT 8).

The participants' reflections depict a serious challenge: learners not following instructions, such as writing in point form and keeping one point per sentence.

Learners' difficulty in identifying main ideas

The participants reflected that learners in grade ten struggle to identify and point out the main ideas in the text. Pre-service Teachers 4 and 10 shared:

A critical skill in summary writing is identifying the main ideas and summarizing them. What surprised me was that learners could not even point out the main idea in the texts. Tell me, what are they going to summarize? (PT 4).

In my understanding, for instance, by the time I was in grade ten, I knew how to identify the main ideas in the text. In the grade ten classes that I was working with, it was a struggle for the learners to do that (PT 10).

Struggling to identify the main ideas in texts is a significant challenge for grade ten learners in summary writing.

Challenges in paraphrasing

The pre-service teachers pointed out that learners struggle to use their own words when summarising. They reflected as follows:

The grade ten learners copy the text as is. They do not paraphrase (PT 12).

The instructions state that learners should use their own words as far as possible to show that they understand the text, but they choose to take the text as is, which results in them losing marks (PT 15).

I think laziness in reading leads grade ten learners to copy the words as they appear in the text, which defeats the primary purpose of summarising (PT 18).

In the reflections by the pre-service teachers, the lack of paraphrasing by the grade ten learners emerged as a big challenge in summary writing.

DISCUSSION

The findings reveal several critical challenges Grade ten learners face in the O.R. Tambo Coastal District when engaging in summary writing in English First Additional Language (EFAL). The pre-service teachers highlighted four primary challenges: language barriers, difficulty following instructions, struggles with identifying main ideas, and issues with paraphrasing.

Language Barrier

Since many learners come from communities where English is not widely spoken, language has become a significant obstacle. According to Pre-service Teacher 3, learners find it difficult to understand English concepts, which makes it more challenging to comprehend the texts they are supposed to summarize. Cummins' theory of linguistic interdependence, which holds that insufficient exposure to the language of instruction can hinder academic and cognitive development, is consistent with this observation.²⁷ Pre-service Teachers 7 and 11 also stressed that learners' limited exposure to English negatively affects their capacity to engage with texts and follow instructions, particularly in rural areas

²⁷ Ainne Aisyah Mohd Nadzir and Huzaina Abdul Halim, "The Implementation Of Jim Cummins's Theory Of Second Language Acquisition In ESI Classrooms," *Journal of Educational Research* 40 (2022): 1–13.

where isiXhosa is the predominant language.²⁸ These results support the idea that text comprehension, a skill many learners struggle with, requires linguistic ability.

Inability to Follow Instructions

The results also show that learners frequently find it challenging to follow instructions when writing summaries, especially when it comes to preset rules. Pre-service Teacher 2 saw that learners were unsure whether to summarize in points or paragraphs. According to Pre-service Teacher 5, this uncertainty may be exacerbated by differences in how isiXhosa Home Language and English First Additional Language subjects are taught. Lajom et al.'s 2023 research emphasizes the importance of explicit instructional guidance for improving task performance. On the other hand, learners' uneven compliance with instructions suggests possible comprehension gaps or problems with how the instruction is delivered.²⁹

Struggling to Identify Main Ideas

According to the literature, learners' inability to identify and extract essential concepts from texts is another major obstacle.³⁰ Concerned about learners' inability to recognize key ideas, Pre-Service Teacher 4 questioned how they could effectively summarize without this ability. Pre-Service Teacher 10 agreed that learners at the same grade level must be proficient in identifying main ideas by now. According to Al Roomy, reading comprehension depends on the ability to recognize key concepts, and learners who struggle with this are unlikely to succeed when writing summaries.³¹

Challenges in Paraphrasing

The inability of learners to use their own words or paraphrase was a recurring theme in reflections. Instead of rephrasing the text, learners often copy it verbatim, according to several pre-service teachers. Pre-service Teacher 12 pointed out that this problem failed to accomplish the main objective of summarizing, while Pre-service Teacher 15 blamed it on misreading the instructions. Furthermore, Pre-service Teacher 18 proposed that this problem was partly caused by a lack of involvement or motivation, characterizing it as "laziness." The capacity to paraphrase is a critical sign of comprehension, and challenges in this domain could reflect a limited vocabulary and a cursory knowledge of the subject matter.³²

RECOMMENDATIONS

To address these challenges, the following strategies are recommended:

- Providing explicit instruction on English concepts and terminology to bridge the language gap.
- Employing scaffolding techniques to guide learners in identifying main ideas and following instructions.
- Encouraging paraphrasing through targeted exercises focused on vocabulary development and comprehension skills.

These strategies align with Vygotsky's (1978) concept of the Zone of Proximal Development, which emphasizes the importance of guided learning to help learners achieve tasks they cannot yet accomplish independently.

²⁸ Edi Firman, Haerazi Haerazi, and Sadaf Dehghani, "Students' Abilities and Difficulties in Comprehending English Reading Texts at Secondary Schools; An Effect of Phonemic Awareness," *Journal of Language and Literature Studies* 1, no. 2 (November 30, 2021): 57–65, <https://doi.org/10.36312/jolls.v1i2.613>.

²⁹ Miguel Angelo P. Lajom et al., "Enhancing Academic Performance Through Effective Classroom Management and Output Distribution," *International Journal of Social Sciences & Educational Studies* 10, no. 3 (2023), <https://doi.org/10.23918/ijsses.v10i3p424>.

³⁰ Dewi and Saputra, "Problems Faced By Students in Writing English Academic Summary."

³¹ Muhammad A. Al Roomy, "Investigating the Effects of Critical Reading Skills on Students' Reading Comprehension," *Arab World English Journal* 13, no. 1 (March 24, 2022): 366–81, <https://doi.org/10.24093/awej/vol13no1.24>.

³² Clarin et al., "The Challenges in Paraphrasing Among English Language Students."

CONCLUSION

This study highlights the significant challenges Grade Ten learners face in summary writing, particularly in rural areas where English is taught as a FAL. The findings emphasize four significant difficulties: language barriers, difficulty following instructions, difficulty identifying main ideas, and challenges with paraphrasing. These obstacles contribute to learners' poor performance in summary writing tasks, ultimately impacting their academic success.

The study's findings are consistent with previous studies showing that summarizing calls for higher-order cognitive abilities, including understanding, analysis, and synthesis. However, many learners struggle to understand summaries because they have not been exposed to English enough. Additionally, learners' uncertainty regarding formatting and summary procedures is exacerbated by the disparities in the instructional methodologies between English FAL and isiXhosa Home Language. Additionally, learners cannot properly compress knowledge because they cannot extract key ideas. Verbatim copying rather than paraphrasing is another problem that shows a lack of confidence and language competency.

According to constructivism, scaffolded education, social learning, and active involvement are necessary for producing good summaries. The study reaffirms the crucial role of teacher support in helping learners navigate structured learning activities that improve their ability to summarize. Addressing these issues throughout their School-Based Experience (SBE) is especially important for pre-service teachers. Their views offer insights into real-world classroom challenges and the need for better teaching methods.

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