

IMPACT OF BELIEFS ABOUT LEARNING A LANGUAGE ON SYNTHESIS OF READING AND WRITING

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ABSTRACT

This article presents the results of a study carried out among 48 sophomores of a Sri Lankan university to find out the relationship between the beliefs about language learning (reading and writing) and their ability to synthesis information from different sources into one piece of writing which summarizes the information from the texts. It also investigated the impact of synthesizing activities in learning achievement. The participants produced the results of this study in which three different texts on the same topic were read, and then a summarized text reveals that the ability of the participants to integrate and organize the content improved when their beliefs about reading and writing are transactional. It also revealed that there is a positive relationship between the quality of synthesized production and learning.

Keywords: beliefs about learning, reading, summarize, synthesis and writing

INTRODUCTION

The impact of writing on students' thinking and learning processes has been postulated by various theoretical models and corroborated in numerous investigations in recent decades (Alodwan & Ibnian, 2014, Dokchandra, 2018, Dyan & Cate, 2009). The epistemic function of reading is equally well known: it