

Summarizing and paraphrasing as core strategies for enhancing reading comprehension and critical thinking: A literature review

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Abstract - This paper explores the role of summarizing and paraphrasing in enhancing students' reading skills, particularly through the lens of critical reading. Summarizing involves condensing a text into its main points, while paraphrasing entails restating information in different words without changing the meaning. Both activities require active engagement with texts, encouraging comprehension and analytical thinking. Through a qualitative literature review, this study synthesizes existing research to examine how these activities support reading development. Findings suggest that summarizing and paraphrasing enhance metacognitive awareness, allowing learners to monitor their understanding and improve language proficiency. Additionally, they contribute to better vocabulary use, sentence structure, and information retention. The paper also highlights the strong connection between critical reading and these activities. Summarizing and paraphrasing foster critical thinking skills such as evaluation and synthesis, enabling readers to interpret meaning, assess arguments, and draw conclusions. As a result, students become more reflective and independent readers. The study concludes that incorporating these strategies into reading instruction is essential for promoting comprehension and critical engagement. Educators are encouraged to integrate them into their teaching practices to improve students' academic performance.

Keyword: summarizing, paraphrasing, critical reading, critical thinking, reading comprehension

1. Introduction

Reading comprehension is a complex cognitive activity that involves constructing meaning, integrating new information with prior knowledge, and monitoring understanding across sentences and texts (Elleman & Oslund, 2019; Ghafar, 2024; Ali & Razali, 2019). Within this process, summarizing and paraphrasing have been widely recognized as central



meaning-making and encoding strategies: summarizing requires semantic compression and selection of main ideas, whereas paraphrasing entails restating source ideas in one's own words while preserving their meaning (Ledeneva & Zinkevich, 2020; Escudero et al., 2018; Flores & Lopez, 2019). In ESL/EFL and other literacy-challenged contexts, instruction often remains focused on literal comprehension, leaving inferential and critical levels underdeveloped (Escudero et al., 2018; Anaktototy, 2023; Ali & Razali, 2019).

Empirical and review studies show that explicit instruction in summarizing and main-idea identification yields large positive effects on reading comprehension, especially for struggling readers in upper elementary and secondary grades (Stevens et al., 2019; Palincsar & Brown, 1984). Summarizing deepens comprehension, provides teachers with formative information about students' understanding, and supports vocabulary and writing development (Green & Holman, 2021; Anaktototy, 2023). Similarly, paraphrasing helps students monitor their understanding, integrate new knowledge with existing schemas, and move beyond surface decoding to "authentic" comprehension at literal, inferential, and critical levels (Escudero et al., 2018; Kletzien, 2009). Both strategies are also foundational to academic writing, helping L2 students analyse, synthesize, and appropriately incorporate sources while avoiding plagiarism (Flores & Lopez, 2019). In integrated reading-writing instruction, systematic use of summarizing and paraphrasing has been linked to gains in critical thinking, written expression, and overall literacy (Green & Holman, 2021; Anaktototy, 2023).

Several theoretical perspectives justify the centrality of summarizing and paraphrasing. Cognitive models of reading comprehension emphasize encoding, construction of coherent mental representations, inference making, and comprehension monitoring as core components (Elleman & Oslund, 2019; Ghafar, 2024; Tran & Fernandes, 2024).

From this view, summarizing and paraphrasing are higher-order cognitive and metacognitive strategies that require selecting key ideas, suppressing less important information, and reorganizing text in line with readers' goals (Stevens et al., 2019; Green & Holman, 2021; Ali & Razali, 2019). Schema theory and constructivist perspectives further suggest that these strategies promote active interaction with text, integration of new information with prior knowledge, and conceptual change (Ghafar, 2024; Tran & Fernandes, 2024). In EFL contexts, critical thinking frameworks—often operationalized through Bloom's taxonomy—position summarizing and paraphrasing as gateways from lower-order recall toward analysis, evaluation, and creation (Liu & Puteh, 2025; Nurhayati, 2023; Phillips, 2023; Özkan, 2025).

Reading research commonly distinguishes cognitive strategies (operations directly on the text) and metacognitive strategies (planning, monitoring, evaluating one's reading) as core to comprehension (Ali & Razali, 2019; Ghafar, 2024; Ruscandi, 2023). Summarizing and paraphrasing are repeatedly categorized as key cognitive/support strategies that help readers identify main ideas, integrate new information, and monitor understanding (Ali & Razali, 2019; Ghafar, 2024; Anaktototy, 2023; Ruscandi, 2023; Maulida et al., 2022). As a framework, it can position the study within: (a) cognitive strategy use (summarizing/paraphrasing to process and transform text). And (b) Metacognitive regulation (deciding when and how to summarize/paraphrase, checking adequacy of one's summary). This aligns with reviews of cognitive-metacognitive reading strategies for ESL/EFL learners and their impact on comprehension (Ali & Razali, 2019; Ghafar, 2024; Ruscandi, 2023).

Schema theory views comprehension as an interactive process between bottom-up text processing and top-down activation of prior knowledge (Ghafar, 2024; Elleman & Oslund, 2019; Shinta et al., 2025). Summarizing and paraphrasing require readers to activate, organize, and integrate schemata, selecting what is central and restating it coherently (Ghafar, 2024; Anaktototy, 2023; Shinta et al., 2025). It can frame these strategies as (a) post-reading schema consolidation (summarizing to reorganize content schemata), and (b) meaning reconstruction



(paraphrasing as mapping text ideas onto existing linguistic and content schemata) (Ghafar et al., 2024; Shinta et al., (2025).

Constructivist perspectives emphasize readers as active constructors of meaning who connect text to prior experiences and knowledge, especially in literary and content reading (Ghafar, 2024; Costa et al., 2025; Maulida et al., 2022). Strategic reading (including summarizing and paraphrasing) helps learners select relevant information, make connections, and build personal interpretations, supporting both comprehension and critical thinking (Ghafar, 2024; Costa et al., 2025; Maulida et al., 2022). The framework can foreground: (a) active meaning construction through text transformation, and (b) teacher mediation to foster strategic, reflective reading (Ali & Razali, 2019; Ghafar, 2024; Costa et al., (2025)..

Critical thinking models (e.g., Facione; Ennis) conceptualize skills such as analysis, evaluation, and inference as teachable, often via reading tasks that require questioning, evaluating arguments, and interpreting perspectives (Wen et al., 2024; Hà & Huertas-Abril, 2024; Handayani, 2018). Critical reading frameworks show that teaching readers to analyse author’s purpose, arguments, and evidence, then respond evaluatively, strengthens both comprehension and critical thinking (Hà & Huertas-Abril, 2024; Handayani, 2018).

Summarizing and paraphrasing can be theorized as: (a) gateways from literal understanding to evaluative judgment (you must understand and re-express before critiquing), and (b) tools to differentiate main claims from supporting details, a prerequisite for argument evaluation (Anaktototy, 2023; Hà & Huertas-Abril, 2024; Handayani, 2018).

Literature on the interplay of reading and writing in ESL/EFL highlights summarizing and paraphrasing as central integrative strategies that build comprehension, vocabulary, writing skill, and critical thinking (Anaktototy, 2023). Summarizing and paraphrasing tasks require learners to process, condense, and transform source texts, which deepens comprehension and supports higher-order thinking about content (Anaktototy, 2023; Maulida et al., 2022). This framework allows to: (a) treat summarizing/paraphrasing as literacy practices at the interface of reading and writing, and (b) link improvements in comprehension to gains in analytic and reflective writing about texts (Anaktototy, 2023; Maulida et al., 2022).

Work on inferential language comprehension emphasizes that comprehension quality depends on inference making, coherence building, and attention to critical content rather than strategy labels alone (Elleman & Oslund, 2019; Kendeou et al., 2019). Instruction that focuses students on content, connections, and inferences (e.g., via guided questioning, summarizing key ideas) improves comprehension and supports higher-order thinking (Elleman & Oslund, 2019; Kendeou et al., 2019; Handayani, 2018). The framework can connect: (a) summarizing/paraphrasing to inference generation and mental model construction, and (b) critical thinking to deep, inferential understanding of text rather than surface recall (Elleman & Oslund, 2019; Kendeou et al., 2019).

Table 1: Comparative View of Framework Options

Framework	How it frames summarizing & paraphrasing	Link to critical thinking
Cognitive-metacognitive strategies	Core cognitive/support strategies for text processing and monitoring	Metacognitive control over evaluation of understanding (Ali & Razali, 2019; Ghafar, 2024; Anaktototy, 2023; Rusgandi, 2023).
Schema / interactive reading	Tools to activate, reorganize, and consolidate schemata	Requires connecting text to prior knowledge and perspectives (Elleman & Oslund, 2019; Ghafar, 2024; Shinta et al., 2025).
Constructivist meaning-making	Active transformation of text into personal meaning	Encourages interpretation, connection, and reflection on ideas



		(Ghafar, 2024; Costa et al., 2025; Maulida et al., 2022).
Critical thinking / critical reading	Pre-steps to analysis and evaluation of arguments	Enable identification of claims/evidence for critique (Wen et al., 2024; Hà et al., 2024; Handayani, 2018).
Reading-writing integration	Key literacy practices at reading-writing interface	Deep processing in producing summaries/paraphrases fosters analysis (Anaktototy, 2023; Maulida et al., 2022;
Inferential comprehension	Support building coherent situation models via inferences	Higher-order reasoning about text content and implications (Elleman & Oslund, 2019; Kendeou et al., 2019; Handayani, 2018).

Research on summarizing interventions from 1978–2016 reports a strong overall effect (mean effect size ≈ 0.97) of summarizing and main-idea instruction on struggling readers’ comprehension, with robust evidence from both group and single-case designs (Stevens et al., 2019).

Classroom and action-research studies show that scaffolded summarizing of expository texts (e.g., cloze summaries, graphic organizers, paraphrasing) improves students’ ability to identify main ideas, condense information, and write coherent summaries, with concomitant gains in comprehension (Green & Holman, 2021; Palincsar & Brown, 1984). In L2 and EFL settings, summarizing is conceptualized as semantic compression supported by strategies such as generalization, deletion, and restructuring, and is used to develop cognitive-communicative competencies and transferable skills (Ledeneva & Zinkevich, 2020; Özkan, A. (2025).

Paraphrasing-focused studies demonstrate that training in paraphrasing techniques enables EFL students to progress from literal to inferential and critical comprehension, with experimental groups outperforming controls on reading tests (McNamara et al., 2023; Escudero et al., 2018; Tran & Fernandes, 2024). Self-report work highlights typical difficulties (limited vocabulary, weak comprehension, documentation problems) and suggests targeted pedagogical interventions to strengthen paraphrasing and summarizing abilities (Flores & Lopez, 2019). Integrated reviews of reading-writing strategies in ESL/EFL identify summarizing and paraphrasing as two of the most effective approaches for simultaneously enhancing comprehension, writing, and critical thinking (Anaktototy, 2023; Ali & Razali, 2019).

Table 2: Core Roles of Summarizing and Paraphrasing

Focus	Contribution to Comprehension / Critical Thinking
Summarizing	Semantic compression, main-idea identification, monitoring understanding, assessment of comprehension (Stevens et al., 2019; Ledeneva & Zinkevich, 2020; Green & Holman, 2021; Palincsar & Brown, 1984; Özkan, 2025).
Paraphrasing	Meaning-preserving restatement, monitoring comprehension, moving beyond literal reading (McNamara et al., 2018; Kletzien, 2009; Flores & Lopez, 2019; Tran & Fernandes, 2024).
Critical thinking	Pathway from recall to analysis, evaluation, and creation in EFL reading (Liu & Puteh, 2025; Ghafar, 2024; Nurhayati, 2023; Anaktototy, 2023; Phillips, 2023; Wen et al., (2024).

Reading is a foundational skill essential for academic and professional success, but true proficiency extends beyond decoding words to include comprehension, interpretation, and



critical analysis. Summarizing and paraphrasing are widely recognized as effective strategies for fostering these higher-order reading skills, especially in second language (L2) contexts.

Summarizing and paraphrasing are not only tools for avoiding plagiarism but also serve as cognitive strategies that deepen understanding and promote critical engagement with texts. Summarizing involves condensing information to its main points, while paraphrasing requires restating content in one's own words, both demanding active processing and comprehension (Papoyan, 2021; Shi, 2012). These strategies are particularly vital for L2 learners, who often struggle with complex texts due to limited vocabulary and reading skills (Flores & Lopez, 2019; Escudero et al., 2018; Coullie, 2020).

The use of summarizing and paraphrasing is grounded in cognitive and metacognitive theories of reading. Cognitive strategies involve direct engagement with the text (e.g., identifying main ideas, making inferences), while metacognitive strategies include planning, monitoring, and evaluating comprehension (Zhang, 2020; Tambunan et al., 2022; Green & Holman, 2021). The reciprocal relationship between reading and writing is also emphasized, as both skills reinforce each other through activities like summarizing and paraphrasing (Hungwe, 2019; Papoyan, 2021; Anaktototy, 2023).

Summarizing focuses on extracting and expressing the main ideas and essential details, helping students distinguish between important and trivial information (Papoyan, 2021; Stevens et al., 2019; Green & Holman, 2021). Paraphrasing involves restating information in new words while retaining original meaning, which aids in comprehension, vocabulary development, and critical thinking (Hungwe, 2019; Papoyan, 2021; Escudero et al., 2018; Anaktototy, 2023).

Explicit instruction in summarizing and paraphrasing significantly improves reading comprehension, especially among struggling readers and L2 learners (Stevens et al., 2019; Escudero et al., 2018; Washburn et al., 2021; Sujarwo et al., 2023). These strategies help students move beyond literal comprehension to inferential and critical understanding, fostering deeper engagement with texts (Escudero et al., 2018). Paraphrasing and summarizing also enhance writing skills, as students learn to integrate and synthesize information from multiple sources (Anaktototy, 2023; Papoyan, 2021; Ahn, 2022).

Summarizing and paraphrasing are essential strategies for developing reading comprehension and critical thinking, particularly in L2 education. Their effectiveness is well-supported by research, though challenges remain in implementation and mastery. Continued focus on explicit instruction, motivation, and integration with writing will further enhance their impact on learners' academic success.

2. Method

The study employed a library research / literature review design, in which existing scholarly works functioned as the primary data source (Safitri et al., 2022; Anaktototy, 2023). Following common guidance for general and systematic literature reviews, data collection proceeded through several structured steps:

(1) Identification of Data: Relevant literature was searched primarily in freely accessible academic databases and repositories such as Google Scholar and similar platforms, supplemented where needed by institutional or open repositories (Ghafar, 2024; Safitri et al., 2022; Anaktototy, 2023). In line with established review practice, sources included: (a) Peer-reviewed journal articles, (b) Academic books and book chapters, (c) Conference papers and research reports (Ghafar, 2024; Safitri et al., 2022; Liu & Puteh, 2025).

(2) Search Strategy and Keywords: Searches combined terms related to: (a) Reading strategies and reading comprehension (e.g., "reading strategies", "reading comprehension", "cognitive strategies", "metacognitive strategies") (Ghafar, 2024; Ali & Razali, 2019; Rusgandi, 2023).



(b) Specific strategies of interest (e.g., “summarizing”, “paraphrasing”, “summary writing”, “paraphrasing in reading/writing instruction”) (c) Critical thinking in EFL/ESL reading (e.g., “critical thinking skills”, “higher-order thinking”, “EFL reading critical thinking”). (Liu & Puteh, 2025; Rusgandi, 2023). Boolean operators (AND, OR) were used to combine these terms.

(3) Inclusion and Exclusion Criteria: Studies were selected using criteria adapted from integrative and systematic literature review frameworks (Liu & Puteh, 2025; Younas et al., 2021; Popenoe et al., 2021).

(a) Inclusion criteria: (i) Empirical or review studies focusing on ESL/EFL or general academic reading, (ii) Explicit treatment of summarizing and/or paraphrasing as strategies, or as part of a broader set of reading/writing strategies, (iii) Discussion of outcomes related to reading comprehension and/or critical thinking (e.g., deeper understanding, conceptual change, higher-order thinking) (Anaktototy, 2023; Ali & Razali, 2019; Liu & Puteh, 2025; Putra & Suzanne, 2022), (iv) Published in English in peer-reviewed outlets within an approximate 10–15-year window where possible, with seminal earlier works included when foundational (Anaktototy, 2023; Ali & Razali, 2019; Liu & Puteh, 2025).

(b) Exclusion criteria: (i) Studies focusing purely on automatic or computational summarization/paraphrasing without pedagogical or comprehension outcomes (Yadav et al., 2023; Koh et al., 2022; Ali & Molla, 2025), (ii) Papers not addressing reading comprehension, critical thinking, or learner strategies, (iii) Non-research commentaries without data or clear theoretical contribution.

(4) Screening Procedure: Titles and abstracts were first screened for relevance. Potentially eligible studies then underwent full-text screening against the inclusion criteria. This stepwise identification, screening, and eligibility process followed the logic of recognized systematic review frameworks such as PRISMA, although implemented in a general literature review format (Liu & Puteh, 2025; Linnenluecke et al., 2019; Popenoe et al., 2021).

(5) Documentation of Selected Studies: For each included study, key bibliographic and methodological information (author, year, context, participants, design, targeted strategies, main outcomes) was recorded in a review matrix or summary table, consistent with best practice in reading-strategy and integrative reviews (Ali & Razali, 2019; Safitri et al., 2022; Younas et al., 2021).

3. Result and Discussion

Paraphrasing and summarizing are two essential strategies in academic literacy that enable learners to interact meaningfully with texts. Although they may appear similar at first glance, they serve distinct purposes and require different cognitive processes. Paraphrasing refers to the process of restating a given text using one's own words and sentence structures, while maintaining the original meaning. It involves a thorough comprehension of the source material and the ability to articulate the same message with different lexical and syntactic choices. The act of paraphrasing demands that the learner go beyond surface reading; it compels them to deeply understand the content before re-expressing it.

Summarizing, in contrast, involves distilling the essential points or main ideas from a text into a concise format. It typically omits examples, illustrations, and minor details to focus on the core message. Summarizing requires the reader to identify and prioritize the most significant elements of the text and express them clearly and succinctly. Both paraphrasing and summarizing play pivotal roles in promoting reading comprehension, writing competence, and overall academic achievement. These strategies are fundamental in educational settings because they train students to actively engage with texts, rather than passively consuming information.

From a pedagogical perspective, these strategies also help in scaffolding students' understanding. When learners are asked to paraphrase or summarize a reading passage, they



must internalize the information, reorganize it mentally, and then express it. This mental processing reinforces memory retention and enhances cognitive engagement with the material. In addition, paraphrasing and summarizing contribute to academic integrity. Rather than copying text verbatim, students who are adept in these skills can appropriately incorporate ideas from various sources into their own writing, thus avoiding plagiarism.

According to Duke and Pearson (2002), summarizing is particularly effective in improving students' comprehension abilities. Their research demonstrates that students who consistently practice summarizing not only recall more information but also develop more refined critical reading habits. By concentrating on the main ideas and supporting details, students are better able to discern the structure and logic of a text, which in turn promotes a deeper understanding. Furthermore, paraphrasing serves as a bridge between reading and writing. By translating ideas into their own words, students can better understand the nuances of the original text and make connections to their prior knowledge. This practice is particularly beneficial for second-language learners, as it exposes them to new vocabulary, idiomatic expressions, and varied sentence constructions.

In summary, both paraphrasing and summarizing are integral tools in academic literacy. They help learners process information effectively, enhance language skills, foster critical thinking, and uphold ethical standards in writing. Their role in education cannot be understated, especially in an era where information is abundant, and the ability to synthesize and restate ideas is more crucial than ever.

The act of summarizing and paraphrasing significantly contributes to the development of reading skills, particularly in terms of comprehension, interpretation, and critical analysis. These strategies are not passive exercises; they require readers to interact dynamically with the text, engaging in a dialogue that enhances their understanding. When learners paraphrase, they are compelled to reconstruct information using their own linguistic framework. This process not only deepens comprehension but also reinforces vocabulary acquisition, syntactic variety, and semantic awareness. For example, when a student paraphrases a scientific explanation into simpler language, they not only show understanding but also expand their linguistic repertoire.

Paraphrasing is closely linked to the development of metacognitive awareness, a term used to describe the ability to monitor and regulate one's own cognitive processes. Friend (2001) argues that paraphrasing fosters metacognition because it forces learners to constantly assess whether they understand the text sufficiently to restate it. If they encounter difficulties, they must revisit the text, identify areas of confusion, and apply corrective strategies. This self-monitoring behaviour is a hallmark of skilled readers.

In the case of summarizing, the benefits are equally profound. Summarizing requires the identification of main ideas, supporting evidence, and text structure, all of which are central components of reading comprehension. When students summarize a text, they must determine what is most important, which encourages them to distinguish between essential and non-essential content. Moreover, summarizing enhances information retention and recall. Numerous studies have demonstrated that learners who regularly engage in summarization are more likely to remember the content over the long term. This is because the act of summarizing demands that they process the information deeply and organize it in a logical manner.

A practical example can be found in classroom settings where students are asked to summarize chapters of a novel. Through this activity, they not only comprehend the narrative but also gain insights into character development, thematic progression, and authorial intent. Such tasks encourage students to think critically about what they read, rather than just decoding words on a page. The ability to paraphrase and summarize also prepares students for academic and professional communication. In higher education, learners are often expected to review literature, write research papers, and present findings. These tasks necessitate the ability to



synthesize information from multiple sources. Summarizing helps them condense information effectively, while paraphrasing allows them to integrate ideas seamlessly into their arguments.

In professional settings, the skills of summarizing and paraphrasing are invaluable. For instance, when writing reports, creating proposals, or briefing stakeholders, employees must often condense complex information into digestible formats. These tasks require not only comprehension but also clarity and precision, all of which are cultivated through practice with paraphrasing and summarizing. In sum, the contribution of paraphrasing and summarizing to reading skills extends beyond academic success. These strategies enhance comprehension, boost vocabulary and grammar, promote cognitive regulation, and support effective communication. They are essential tools for anyone who seeks to become a proficient, analytical, and articulate reader.

The development of critical reading and thinking skills is closely linked to the effective use of summarizing and paraphrasing. These strategies do not merely support reading comprehension; they foster a higher level of cognitive engagement with texts. Critical reading refers to the active and evaluative process of understanding, analysing, and interpreting a text. It goes beyond literal comprehension to include questioning the author's intent, identifying biases, recognizing underlying assumptions, and making informed judgments about the content. Paraphrasing and summarizing act as vehicles through which these higher-order skills are exercised and honed.

When a student paraphrases a paragraph, they must not only understand its literal meaning but also its context, purpose, and implications. They need to identify the nuances of the original text and convey them in a way that is faithful to the source while also reflecting their own understanding. This encourages analytical thinking, as learners must make choices about which aspects of the text to emphasize, which words to use, and how to structure their responses. Similarly, summarizing demands synthesis and evaluation. Learners must determine which ideas are central, how those ideas relate to one another, and how best to present them concisely. This kind of cognitive engagement is essential for developing critical thinking skills, as it requires the ability to judge, prioritize, and articulate complex ideas.

Paul and Elder (2008) assert that critical thinking is the foundation of meaningful learning, and they emphasize the role of summarizing and paraphrasing in nurturing this ability. They argue that learners who engage in these practices are more likely to become reflective thinkers individuals who can assess information critically, consider multiple perspectives, and draw well-reasoned conclusions. Furthermore, paraphrasing and summarizing promote textual awareness. When learners rephrase or condense information, they become more attuned to the structure and coherence of the text. This awareness helps them recognize patterns, rhetorical strategies, and argumentative techniques, which are essential for analysing texts critically.

In academic contexts, these skills are vital. For example, students in literature classes may be asked to paraphrase a poem's stanza and then analyse its meaning. In history classes, summarizing primary documents helps learners identify historical significance, authorial bias, and socio-political context. In scientific disciplines, paraphrasing research findings into accessible language aids in the dissemination of knowledge. Beyond the classroom, critical reading and thinking are crucial for informed citizenship. In an age where misinformation is widespread, the ability to evaluate sources, distinguish fact from opinion, and synthesize diverse viewpoints is more important than ever. Summarizing and paraphrasing serve as foundational tools in developing these abilities.

Integrating summarizing and paraphrasing into daily reading practices encourages students to approach texts with curiosity and scepticism. They learn to ask probing questions such as: What is the author's main argument? What evidence supports this argument? Are there any assumptions or biases present? What information might be missing or misrepresented? By cultivating these habits, learners develop into critical thinkers who can navigate complex



information landscapes with confidence and clarity. Thus, the use of summarizing and paraphrasing transcends basic literacy skills; it becomes a gateway to higher-order thinking and lifelong learning.

4. Conclusion

In conclusion, the integration of summarizing and paraphrasing strategies into reading instruction represents a powerful approach to enhancing students' reading comprehension and overall literacy development. These strategies demand that learners process texts actively, restate information in their own words, and identify central ideas and supporting details all of which contribute to a deeper and more meaningful understanding of reading materials. By encouraging learners to move beyond surface-level reading, summarizing and paraphrasing foster essential cognitive skills such as analysis, synthesis, and evaluation.

Moreover, the consistent use of these strategies supports the acquisition of academic vocabulary, improvement of sentence construction, and development of coherent thought organization skills that are crucial not only for reading but also for writing and oral communication. In the context of second language learning (L2), these strategies become even more vital, as they offer structured opportunities for learners to internalize new language while engaging critically with the content.

When summarizing and paraphrasing are taught alongside critical reading and thinking skills, students are empowered to interpret texts with greater depth, question underlying assumptions, and make informed judgments. This leads to the formation of independent, reflective readers who are capable of engaging with diverse types of texts in academic and real-world settings.

The findings from existing literature clearly support the implementation of summarizing and paraphrasing in reading instruction. Therefore, educators and curriculum designers are encouraged to incorporate these strategies systematically in the classroom. Doing so will not only enhance students' reading abilities but also promote lifelong learning habits, academic success, and the ability to think critically in an increasingly information-rich world.

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