

Providing Comprehension Clues in L1 to Japanese EFL Summary Writers: Do they help?

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ABSTRACT

The present paper reports part of a larger project investigating the effectiveness of explicit instruction of writing a summary to Japanese learners learning English as a Foreign Language (EFL). Given that the process of producing a written summary involves both understanding the source text and producing its gist succinctly, the present study examined if helping learners to understand the text would help them to improve the quality of the summary they produce. A total of 25 Japanese high school EFL students who took part in the study were divided into three groups. The first group ($n = 8$) and the second group ($n = 9$) were experimental groups, where the first group was given L1 translation, and the second group was provided the L1 glossary. The third group ($n = 8$) was served as a control group, who did not have any support material. To examine the longitudinal nature of the effect of writing a summary with L1 clues, they were asked to write a summary once a week for five weeks, using different texts each time. The summaries were assessed by three different raters. The results showed that three groups were different in the quality of the summaries they produced. Overall, the summaries of the students who were given L1 glossary improved more compared with the other two groups. The paper concludes with several suggestions for EFL teachers teaching summary and for the researcher who is interested in the current topic.

Key words: Summary Writing, Reading the Text, Provision of L1 Clues, Glossary, Translation

INTRODUCTION

Summary writing is an essential skill that any writer ought to possess, and learners of English as a Foreign Language (EFL) are no exception. Not to mention large-scale tests of English for academic purposes, such as the TOEFL and IELTS, which test this type of integrated skill, the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT) includes in its guidelines the summary writing skill as an essential component of language ability that ought to be developed at secondary-level education (MEXT, 2015). Despite its importance being well recognized, however, there have been a number of reports that the skill is not easy to acquire and is in fact one of the most difficult sub-skills for language learners to acquire (Hirvela & Du, 2013). It is common that teachers have tough time teaching students how to summarize the given text for different types of audience for different purposes appropriately. To alleviate the difficulties the learner experience of producing a summary, teachers ought to teach the skill based on empirically based principles. To simplify the complex process of producing a summary, the learner has to understand the source text, get the main ideas of the text, integrate them into a meaningful unit, and transform it in his or her words.

Even in this simplified view of summary writing, it is obvious that the student may have difficulty at three stages of

producing a summary; when they understand the text, when they integrate the main idea, and when they produce an integrated unit into words. It would be helpful or even necessary for the teacher to understand specifically in each of these stages the learners may encounter a difficulty during the process of producing a summary. The purpose of the present study was to examine whether helping student to understand the text would be helpful for the learners to produce a summary rather than helping them to identify and integrate them, or produce the summary in their own words. In so doing, an attempt was made to provide learners two types of support materials, translation the source text, and an interlinear glossary in their first language (L1), Japanese. These are two of the common methods that are used in EFL classrooms in Japan.

The present study is divided into several sections: In the second and third sections, the past research will be reviewed to place the present research in the context, where similar researches have been conducted to highlight the significant of the present research, which will be followed by the research question the present research will be addressed. In the fourth section, the methodology that the present research employed will be explained in detail. In the next section, the results will be presented with interpretations in the light of the research questions. The last section will conclude the

entire search with suggestions for education and for the future researches.

LITERATURE REVIEW

The Nature of Summary Writing

Summarizing is an integrated skill, the process of which involves receiving input from the source text, identify the main ideas, transforming them in their own words (Vorobel & Kim, 2011; Yang & Shi, 2003). Kintsch and van Dijk (1978) holds that summarization goes through three stages: comprehension of the text as a coherent whole; condensation of the meaning into its gist; and production of a new text. However, what is actually happening in the mind of summary writers still remains in a black box, though several attempts have been made to open the black box (e.g., Hedgcock & Ferris, 2009; Kirkland and Saunders, 1991; Hosseinpur, 2015). It has been found out that summary production involves a complex interplay of cognitive and metacognitive activities (Hosseinpur, 2015), and the process of reading-integration-production is a recursive process rather than linear process. However, in the case of summary writing in a foreign language (FL), the process is presumably much more complex, as it is assumed to be influenced by the writer's level of proficiency in their TL (e.g., Brown & Day, 1983; Hedgcock & Ferris, 2009; Hirvela and Du, 2013). Given the complexity, however, it is important to simplify the complexity to understand the nature of summary production, the present study provisionally takes a view that the summary production will follow a linear process starting with comprehension of the text and ending up the production, as has been implies in the previous section.

Potential Factors Interfering with the Summary Writing Process

Though the present study provisionally assumes that the summary process will be linear, it rests on the assumption that summary writers will experience a cognitive load (Kirkland and Saunders, 1991; Sarig, 1993) which is defined as the writers' individual internal constraints and the external constraints imposed by the assignment and the context. The present study also rests on the assumption that it would be useful to alleviate the cognitive load from summary writers during the process of producing a summary.

Vorobel and Kim (2011) observed that during the process of writing a summary, students may be challenged by three factors: person, text, and task. Person variables include views of the task, skill levels, and level of content knowledge; text variables include length, genre, and complexity; task variables include access, purpose, and length restrictions. Among these factors, the most difficult to control is perhaps person factors, in that it takes time to help students improve language proficiency. The difficulty of the other two factors, text and task, depends on the complexity of the text being summarized. They follow the teacher's control in that he or she may adjust the level of difficulty to that of the students. These are the factors that the present study purports to explore.

Kirkland and Saunders (1991) observed that the complexity of text may cause enormous cognitive load and result in ESL students' failure to summarize well. If this is the case, it presumably helps learners to write a summary to provide them with some support materials, in this case, in the form of L1 translation and L1 glossary, either of which is, as has been stated above, is so common and controversial in EFL classrooms in Japan. However, it is yet to be revealed what type of support would be most helpful to that end, and the major purpose of the present study is to find out if the provision of L1 clues may be effective for summary writing.

The main purpose of the present study then is to examine if provision of support may help alleviate learners from the cognitive load during the process of writing a summary.

RESEARCH QUESTIONS

Based on the review of the literature, the present research addresses the following research question. Does deliberately providing learners with L1 translation and L1 glossary help them produce a better summary? The question is based on the assumption that helping learners to comprehend the source text will in turn help alleviate part of the complex process on the part of learners of producing a summary by short-cutting the understanding of the text. It was anticipated that the process of summary production would be far more complex, but if it would turn out that these clues are not helpful, it was deemed that summary production requires a greater amount of writing skill than reading skill.

METHODOLOGY

Participants

A total of 25 participants took part in this study. All the students were in the 11th grade at a private high school located in rural area in Japan. The participants were all enrolled in the class, which was taught English by the present author four times a week. During this time, with the help of their total scores on mid-term and final term examinations, and on the unification test for all Japanese high school students, the whole class was divided into three groups so that the levels of each group were nearly the same.

Raters

Three raters who had more than six years of EFL teaching experiences assessed all students' summaries respectively. Their English proficiency was upper intermediate level, and their TOEIC score ranged from 750 to 850. To ensure a blind review process, a consensus among three raters was set to exclude students who had not written anything or written just one sentence. As a result, a total of 25 students finally became subjects to be investigated. The internal consistency reliability measured by the Cronbach alpha was as follows: $\alpha = 0.99$ for Organization; $\alpha = 0.98$ for Content; and $\alpha = 0.99$ for Language Form.

Tasks

All students received one of three worksheets that had the same English text. Students in Group A received the text with L1 translation which is side by side with English sentences. Students in Group B received the once which has L1 glossary under the words in target language (English), and students in Group C was asked to write a summary without any support (See Appendix A for details).

The Questionnaire

All the students responded to the open-ended questions about the effectiveness of the support materials for producing a summary after they finished all of five sessions of the summary task. The questions that were asked were as follows.

1. For students who received L1 translation, "Did L1 translation help you to write a summary in English?" and "Why or why not?"
2. For students who received L1 glossary, "Did L1 glossary help you to write a summary in English?" and "Why or why not?"
3. For students who did not receive any L1 clues, "Did you need L1 clues for completing summary writing in English?" and "Why or why not?"

Rubric

According to Enright et al. (2000), the task of summary writing is deemed to be an integration of reading as an input and writing as a reproduction possessing the reciprocal action of two abilities: the ability to understand main ideas and rhetorical organization of a text, and the ability to compose a succinct and coherent restatement of the author's gist. In this study, to assess students' summary results, two rubrics were adopted: Glencoe McGraw-Hill (2006) and Pearson Prentice Hall (2000). In fact, there were very few suitable rubrics of summary writing for beginner English learners. Meanwhile, both rubrics were for junior high school students of English speakers. Three categories were arranged from these rubrics: Organization, Content, and Language Form. The can-do lists of each category were established, and the scores from one to four were categorized as in Appendix B.

Data Collection and Analysis Procedures

Before starting data collection, all students were given a quick lecture on how to write a summary in English based on an example prepared by the present author. The instruction emphasized that they write a summary, which is short but detailed for the readers who have not read the source text may understand the main idea, that they do not copy any sentences directly from the text but paraphrase them, and that they place the main idea of the source text in the first sentence of the summary as a topic sentence. Subsequently, the teacher distributed a worksheet to students, asking them to write a summary for 30 minutes. They were allowed to look at the source text while they were writing a summary. This research attempted to observe five summaries, and the

same member of each group used the worksheet of the same style for each summary. After they finished five sessions of the task, they answered the open-ended questionnaire on the provision of L1 clues for completing summary writing.

Data of produced summaries were analyzed using IBM SPSS statistics version 23.0. Firstly, to examine the improvement through five-time summary writings for each group, generalized linear model (GLM) repeated measure was conducted. Secondly, for comparing three groups statistically, one-way repeated measure ANOVA was conducted.

RESULTS AND DISCUSSION

In this section, major findings will be presented and discussed in the light of research question: that is, whether or not the provision of L1 clues is effective for producing a summary. In so doing, first, overall tendencies of each group will be observed. Second, the influence of providing two types of support materials, i.e. glossary and translation, will be examined in greater detail by breaking down the overall performance in terms of the evaluation categories including Organization, Content, and Language form. And third, the results will be interpreted by referring to the students' responses to the questionnaire.

Effectiveness of L1 Clues to the Quality of Summaries

As Table 1 shows, performances on students' summary writings were remarkably different between three groups. The mean score of Group A was 5.90 (S.D. = 1.30), Group B was 5.96 (S.D. = 1.70), and Group C was 7.23 (S.D. = 1.42). Thus, the total mean score in Group C was the highest, and the one in Group B was the lowest.

As Figure 1 shows, Group A (i.e., L1 translation) did not improve much overall, whereas Group B (i.e. L1 glossary) improved steadily, though mean scores in total were the lowest in this group. Meanwhile, very little effect was observed in Group C who did not receive any support material.

From these findings, it may be surmised that providing L1 clues may have opposing effects on the learners producing a summary. One is facilitating, and the other is debilitating. To further investigate these factors leading the results, the observation how each evaluation item was affected by L1 clues will be interpreted in the next section.

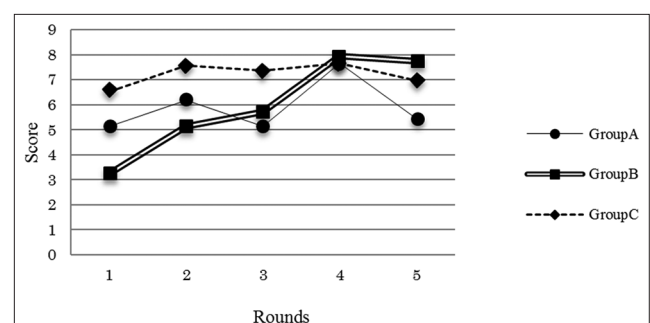


Figure 1. Comparison of three groups' mean scores

Table 1. Descriptive statistics for each group's summary performances

Group A	Rounds	Mean	Standard deviation	Minimum	Maximum
(L1 translation) <i>n</i> =8	1 st	5.13	1.96	1.00	7.00
	2 nd	6.17	2.48	3.00	11.67
	3 rd	5.13	2.55	1.00	8.00
	4 th	7.67	2.29	4.67	11.00
	5 th	5.42	1.81	3.00	8.33
Group B	Mean	5.90	1.30	3.73	7.13
(L1 glossary) <i>n</i> =9	1 st	3.25	2.19	1.00	6.33
	2 nd	5.13	2.64	3.00	11.00
	3 rd	5.71	2.83	1.00	10.33
	4 th	7.96	1.57	5.67	10.67
	5 th	7.75	2.45	3.00	10.67
Group B	Mean	5.96	1.70	2.73	7.53
Group B (Without any L1 clues) <i>n</i> =8	1 st	6.54	1.48	4.00	8.33
	2 nd	7.58	3.11	3.00	12.00
	3 rd	7.38	3.13	3.00	11.33
	4 th	7.67	2.07	4.67	11.33
	5 th	6.96	2.08	4.00	9.67
	Mean	7.23	1.42	5.60	8.93

Table 2. Ratings by three assessors of summaries by three groups

	Organization			Content			Form		
	Mean	Standard deviation	<i>F</i>	Mean	Standard deviation	<i>F</i>	Mean	Standard deviation	<i>F</i>
Group A (L1 translation)	2.16	0.51	12.88*	1.86	0.45	2.38	1.88	0.49	0.47
Group B (L1 glossary)	1.91	0.81	16.93*	1.79	0.63	10.90**	1.90	0.57	0.91
Group C (Without any L1 clues)	2.58	0.59	1.75	2.32	0.52	0.21	2.33	0.46	0.63

*** = $p < 0.001$, ** = $p < 0.01$, * = $p < 0.05$

Effectiveness of L1 Clues to Each Evaluation Item

Table 2 shows the results of each group's performance on three evaluation categories. To examine if there were differences in each assessment category between groups, across five sessions of summary writing, the statistical improvement through five-time summary writing for each group, generalized linear model (GLM) repeated measure was conducted. Concerning Group C, significant differences were not seen over three evaluation categories. Concerning Group A, significant differences appeared only in Organization $F(1, 7) = 12.88$, $p < .05$. Meanwhile, Group B had significant differences in Organization, $F(1, 8) = 16.93$, $p < .05$, and Content, $F(1, 8) = 10.90$, $p < .01$.

Due to the small number of samples, it would not be useful to conduct any statistical analyses. However, eye-balling the general tendencies displayed in figures, the results show that the provision of an L1 glossary did help learners to produce a better summary as they repeated practice, whereas those of L1 translation did not seem to be of much help. As can be seen in Figure 2, the results may be interpreted to

show that the learners became used to using the interlinear L1 glossary in the stage of writing a summary as well as understanding the source text. However, the learners who were given L1 translation seem to be using the translation mechanically to understand the text without becoming able to use it when they write a summary, though it is still highly speculative, thus requiring further investigation.

In terms of Content, the rubric in Appendix B refers to the skill of retelling a main idea and important details and focuses on minor details or unrelated information not included in the written products. Moreover, needless to say, whether or not a writer wrote summaries in one's own words is a very important point. Figure 3 shows that the group given L1 glossary (Group B) prominently improved its scores even though the group given L1 translation (Group A) did not improve its scores. The same results was revealed statistically as shown in Table 2: in Group A, $F(1, 7) = 2.38$, n.s.; in Group B, $F(1, 8) = 10.90$, $p < .01$.

Finally, the rubric in Appendix B of Language Form refers to the usage of grammar and spelling. Interestingly,

regardless of the provision or non-provision of L1 clues, the performance of Language Form did not improve for all three groups (Figure 4). Likewise, the same results were observed, and statistically except for the fifth summary writing, as shown in Table 2: in Group A, $F(1, 7) = 0.47$, n.s.; in Group B, $F(1, 8) = 0.91$, n.s.; and in Group C, $F(1, 7) = 0.63$, n.s.

To summarize the observation to date, giving L1 glossary is prominently helpful for producing a summary, while giving L1 translation seems to interfere with producing a summary.

Factors of Effectiveness and Interference to Each Group's Summary Performances

To examine if there were significant differences, one-way repeated measure ANOVA was conducted. As Table 3 shows, significant differences between groups were observed in Or-

ganization ($F = (2, 22) = 4.86$, $p < .05$) and Content ($F = (2, 22) = 7.80$, $p < .001$), but not in other categories in Summary 1. In Summary 2 and Summary 3, significant differences were found only in Content ($F = (2, 22) = 4.01$, $p < .05$), and Organization ($F = (2, 22) = 4.01$, $p < .05$), respectively.

The Bonferroni test was conducted to examine exactly where differences lied. The results show that significant differences were found between Group B and Group C ($F(2, 22) = 4.86$, $p < .05$) in Organization in the first round summary, and between Group B and Group C ($F(2, 22) = 7.80$, $p < .001$) in Content in the first round summary. Thus, when they wrote the first summary, students provided L1 glossary could not use the provided clues effectively to find out main ideas, and they also could not retell it compared to the group without any L1 clues. The significant differences between Group B and Group C ($F(2, 22) = 4.01$, $p < .05$) in Content in the second round summary, and writers in Group B still felt difficulty in retelling the main idea using their own words when they wrote the second summary. In the third round summary writing, a significant difference was found in Organization between Groups B and C ($F(2, 22) = 3.54$, $p < .05$).

By closely observing the results, it is obvious that provision of L1 translation and L1 glossary had a differential effect. To understand how learners felt to have been given a support material, they were asked to respond to a questionnaire, where there were a few questions, asking if the provision/non-provision of each clue is effectiveness, and the reason of their responses. The questions were given in Japanese, the first language of the students, and they were asked to respond in Japanese. The responses were subsequently translated in English by the present author as shown in Tables 4, 5, and 6.

These tables show that the students provided with L1 glossary (Group B) reported being satisfied with the provision of L1 glossary than those provided L1 translation (Group A) because not all students in Group A mentioned that L1 translation was effective. Half of students in Group A reported being dissatisfied with the provision of L1 translation because it disturbed their concentration of completing the task, and they also mentioned that they did not have enough time to translate selected parts of Japanese into English because they did not try to understand the content in English directly. On the other hand, students in Group B mentioned that they were getting to be able to gist the content of the text helped by L1 glossary. Thus, providing L1 translation overall seems to have interfered with their process of producing a writing. Indeed, when students were given L1 translation of the entire text, not surprisingly they would have interpreted the text in their L1, which in turn could have caused excessive cognitive load on their part while they were summarizing the text, which had to be written in English.

In fact, students provided L1 translation (Group A) reported that they had felt L1 translations disturb their producing a summary since they had to transform languages back and forth while they read and wrote so that they needed much time to complete summaries. On the other hand, providing L1 glossary (Group B) was found to have some discernible effect, probably because students provided with L1 glossa-

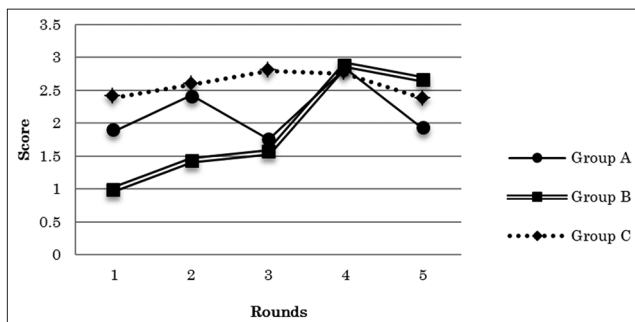


Figure 2. Comparison of three groups' mean scores of organization

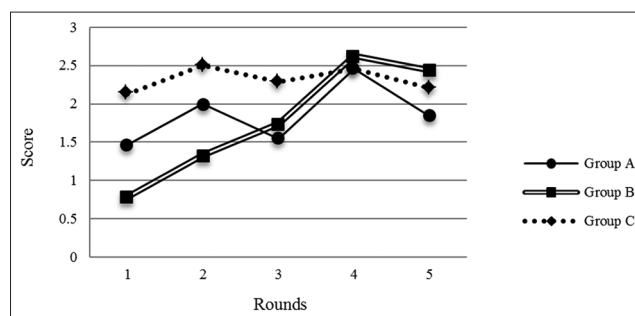


Figure 3. Comparison of three groups' mean scores of content

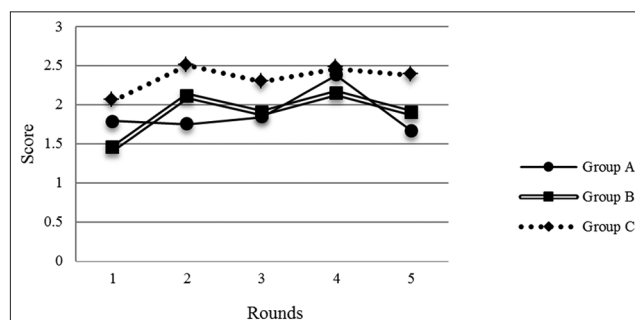


Figure 4. Comparison of three groups' mean scores of language form

Table 3. The differences of performances on each evaluation item among three groups

	Summary 1			Summary 2			Summary 3			Summary 4			Summary 5		
	O	C	LF	O	C	LF	O	C	LF	O	C	LF	O	C	LF
Sum of square	8.29	9.13	1.32	5.74	5.84	2.25	8.24	2.30	1.32	0.10	0.10	0.68	3.46	1.40	2.57
Mean square	4.15	4.56	0.66	2.87	2.92	1.13	4.12	1.15	0.66	0.05	0.03	0.34	1.73	0.70	1.29
F-value	4.86*	7.80***	1.50	2.62	4.01*	0.87	3.54*	1.10	0.67	0.08	0.04	0.40	1.25	0.58	2.72

O=Organization, C=Content, LF=Language Form, *d.f.* = 2, *** = $P < 0.001$, ** = $P < 0.01$, * = $P < 0.05$

Table 4. Responses of the questionnaire to the students in group A ($n=8$)

The question: Did L1 translation help you to write a summary in English? Why or why not?

Yes ($n=4$)

I was able to understand the content of the English text perfectly.

No ($n=4$)

L1 translation disturbed my concentration of producing a summary.

I did not try to understand the English text because I only read Japanese part. As a result, I could not summarize the text in English.

Time was too short to complete a summary because I translated Japanese parts into English after finding out the important point in the text in Japanese.

Table 5. Responses of the questionnaire to students in group B ($n=9$)

The question: Did L1 glossary help you to write a summary in English? Why or why not?

Yes ($n=0$)

There was not any comment.

No ($n=9$)

Even if I could not understand some parts of grammar in English text, I was getting to be able to gist the content of the text using the clues of L1 glossary.

Table 6. Responses of the questionnaire to students in group C ($n=8$)

The question: Did you need L1 clues for completing summary writing in English? Why or why not?

Yes ($n=5$)

I might have understood the content of the English text perfectly if I had received L1 clues.

I might have found out some key words and key sentences if I had received L1 glossary.

No ($n=3$)

Even if I had received L1 translation, I could not have written summaries in English.

ry (Group B) had somehow learned to write summaries by making good use of L1 glossary, even though scores of the group with L1 glossary were lower than those of the other two groups in terms of any categories of evaluation during the first three summaries. The finding may be interpreted to show that providing L1 glossary as a purpose of supplementing the necessary knowledge does not cause interference

since it does not involve language conversion, which causes cognitive load, and Manchón, Roca de Larios, and Murphy (2007) reported that the most prominent language ability and knowledge L2 summary writers want to possess is lexical proficiency in L2. In fact, in this study, the improvement of their scores in terms of Content was prominent, which is compatible with the arguments of Nagy (1995) and Sökmen (1997) that L2 learners pay attention to the meaning in the given context if they can see the L1 glossary in their text materials. Whereas, the group provided L1 translation did not improve their scores in terms of Content. As a remaining group, some students in Group C answered that they might have understood the content perfectly if they had received L1 translation, others answered that they could not write a summary in English in that condition.

To summarize, providing a support material in the form of translation and glossary does help students understand the source text, which is prerequisite to producing a summary. Nevertheless, each of these materials seems to have a differential effect. L1 Translation seems to have a negative effect, whereas L1 glossary may have a positive effect, in a way in which L1 translation ultimately may turn out to help students experience interference when they come to the stage of writing a summary in the target language (i.e. English), whereas L1 glossary does not have such a subsequent effect.

CONCLUSION

The purpose of the present study was to investigate the potential effect of providing supports for EFL learners in an attempt to help them to produce a summary of the given source text written in English, their L2. The results showed that simply providing clues to the student would not have any definitely positive effect on the quality of the summary he or she produces, but rather results suggest that the support has to be given to learners in a way in which they may be able to capitalize on it at the appropriate stage of producing a summary. In the present study, an attempt was made to reduce the level of difficulty students might experience when they read the source text. Contrary to our expectation, however, clue in L1 translation of the text did not help as much as we had expected, whereas L1 glossary seemed to have helped the learners to produce a summary of better quality than otherwise. It may be that those students who used L1 translation relied on L1 translation even in the stage of writing a summary in the target language (i.e., English). However, in the case of those students who used L1 glossary might not attempt to understand the text entirely in the first language (i.e., Japanese), which did not influence the prod-

uct of their summarizing processes, in the stage of writing a summary in particular.

The present research is admittedly a seminal work, and obviously suffers from a number of weaknesses, the small samples being one and the lack of the control of the difficulty level of the text being another. As a result, the study raised more questions than settled. Amongst others, the future research ought to carefully differentiate the different stages students have to take to produce a summary. It is obvious that the learner first understands the text and then writes a summary. However, such a two-stage view of summary production is too simplistic to be usable for the research not to mention for instructions. To understand the complexity of summary writing, it is advisable to carefully observe the process that the learner takes and the strategies they employ to produce a summary. Such a data-driven approach is expected to offer many useful suggestions for the teachers to teach, and the researchers to carry out the research to deepen our understanding the nature of summary production, thereby disentangling its complexity.

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APPENDIX A

Example of clues that were provided to Groups A, B and C.

[Group A]

Read the following passage with Japanese translation, write its English summary with one third of the vocabulary in the text.

Some scientists say that color can influence our actions and feelings. One experiment was made by a teacher. The walls of a school room were orange, white and brown. He changed the colors to yellow and blue. Students took a test before and after the wall color was changed. Some students had higher test scores after the wall were painted yellow and blue. Few students were late for school after the color was changed. Also, teachers reported that students did not make as much trouble as before.

An American doctor gave a test about the influence of color to people. He found that the color pink made people happy. He tested this at an American prison. He found that pink rooms made prisoners more peaceful.

Scientists don't know exactly the reason, but some believe that cells at the back of the eye send information to the brain when they see some colors. Experiments show, for example, that when people look at warm colors – red, orange, or yellow – their brains are more active and their blood pressure is a little higher. Breathing becomes faster. The color blue has the opposite effect.

Few scientists agree that color really influences people in an important way. Nevertheless some doctors use colors as a way to influence people. A doctor's office is painted blue in order for the patients to feel good. And the color orange is often seen in restaurants. When people see this color, they feel hungry.

科学者の中には、色が私たちの行動や感情に影響を与えうると言う人もいる。ある実験が1人の教師によって行われた。学校の教室の壁の色はオレンジと白と茶色だった。彼は色を黄色と青に変えた。壁の色を変える前と後に学生たちは試験を受けた。何人かの学生は壁の色を黄色と青に変えてから点数が上がった。色を変えてから、ほとんどの学生が遅刻をしなくなった。また、色を変える前ほどの問題行動を学生たちが起こさなくなったと教師たちが報告している。

アメリカの博士が、色が人々に与える影響について試験を行った。彼はピンク色は人々を幸せにすることを発見した。彼はこれをアメリカの刑務所で実験した。彼はピンク色の部屋は囚人を穏やかにさせたことを報告した。

はっきりとした原因は分からないが、色を見た時に目の後ろにある細胞が脳にその情報を送るのだという科学者たちもいる。例えば赤色やオレンジ色、黄色のような暖色を見た時に脳がもっとアクティブになり脈が速くなることや、呼吸が速くなることなどが実験で分かっている。青色は逆の効果がある。

色が本当に重要な意味で人に影響を及ぼすという科学者の意見はほとんどありません。それにもかかわらず、人に影響を与える手段として色を使用する医師もいる。ある医師は患者の気分を良くさせるためにオフィスに青に塗り替えた。そして、レストランではよくオレンジ色が見られる。この色を見ると、人はお腹が空くそうだ。

[Group B]

Read the following passage with glossary in Japanese. Write its English summary with one third of the vocabulary in the text.

Some scientists say that color can influence our actions and feelings. One experiment was made by a teacher. The walls of a school room were orange, white and brown.

He changed the colors to yellow and blue. Students took a test before and after the wall color was changed. Some students had higher test scores after the wall were painted yellow and blue. Few students were late for school after the color was changed. Also, teachers reported that students did not make as much trouble as before.

An American doctor gave a test about the influence of color to people. He found that the color pink made people happy. He tested this at an American prison. He found that pink rooms made prisoners more peaceful.

Scientists don't know exactly the reason, but some believe that cells at the back of the eye send information to the brain when they see some colors. Experiments show, for example, that when people look at warm colors – red, orange, or yellow – their brains are more active and their blood pressure is a little higher. Breathing becomes faster. The color blue has the opposite effect.

Few scientists agree that color really influences people in an important way. Nevertheless some doctors use colors as a way to influence people. A doctor's office is painted blue in order for the patients to feel good. And the color orange is often seen in restaurants. When people see this color, they feel hungry.

[Group C]

Read the following passage in English. Write its English summary with one third of the vocabulary in the text.

Some scientists say that color can influence our actions and feelings. One experiment was made by a teacher. The walls of a school room were orange, white and brown. He changed the colors to yellow and blue. Students took a test before and after the wall color was changed. Some students had higher test scores after the wall were painted yellow and blue. Few students were late for school after the color was changed. Also, teachers reported that students did not make as much trouble as before.

An American doctor gave a test about the influence of color to people. He found that the color pink made people happy. He tested this at an American prison. He found that pink rooms made prisoners more peaceful.

Scientists don't know exactly the reason, but some believe that cells at the back of the eye send information to the brain when they see some colors. Experiments show, for example, that when people look at warm colors – red, orange, or yellow – their brains are more active and their blood pressure is a little higher. Breathing becomes faster. The color blue has the opposite effect.

Few scientists agree that color really influences people in an important way. Nevertheless some doctors use colors as a way to influence people. A doctor's office is painted blue in order for the patients to feel good. And the color orange is often seen in restaurants. When people see this color, they feel hungry.

Appendix B

Scoring rubric				
	1	2	3	4
Organization	The summary does not state the main idea of the original text; it states few major ideas and does not use a logical order; it lacks a conclusion and includes extraneous or minor details or reflections; the writing lacks unity and coherence.	The summary may or may not state the main idea of the text, or it may not do so at the beginning; it states some, but not all, major ideas and not necessarily in a logical order; the summary may lack a conclusion or include extraneous details or reflections; the development of ideas is not completely logical or coherent.	The summary begins with a topic sentence that states the main idea of the text; all other major ideas are stated and arranged in a generally logical order; a concluding sentence brings the summary to a close, but extraneous details or reflections may be added.	The summary begins with a clear topic sentence that states the main idea of the text; all other major points are arranged in logical order; a concluding sentence effectively brings the summary to a close, but no details or reflections are added; the writing is unified and coherent throughout.
Content	The piece does not fulfill its purpose by retelling the main idea and important details because the piece includes a lot of minor details or unrelated information. The piece is mainly copied from the original text.	The piece may or may not fulfill its purpose by retelling the main idea and important details. The piece includes some minor details or unrelated information. The piece is slightly written in writer's own words.	The piece fulfills its purpose by retelling the main idea and important details. The piece includes very few minor details or unrelated information. The piece is half written in writer's own words.	The piece completely fulfill its purpose by retelling the main idea and important details. The piece does not include minor details or unrelated information. The piece is written in writer's own words.
Language form	There are serious errors in usage, grammar, punctuation, or spelling, and the summary is difficult to understand.	There are serious errors in usage, grammar, punctuation, or spelling, but the text is still understandable.	There are some errors in mechanics, usage, grammar, punctuation, or spelling.	There are few or no errors in usage, grammar, punctuation, or spelling.