



## Relationships between Three Summary Question Types, Reading Comprehension, and Writing Expression for Japanese High School Students

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This study explores the relationships between reading a passage and writing a summary. Summary writing has two processes: (1) reading comprehension of texts and (2) writing a summary following the instructions in the question. There are three types of summary questions for Japanese learners: (1) reading an English passage and writing a summary in Japanese (EJ type), (2) reading a Japanese passage and writing a summary in English (JE type), and (3) reading an English passage and writing a summary in English (EE type). This study investigates how these summary question types affect Japanese learners in writing a summary. 51 Japanese high school students participated. First, they all took a common reading comprehension test and were then randomly divided into three groups of 17 students each (Group A, B, and C). Group A, B, C took EJ, JE, and EE type summary questions, respectively. The scoring rate of the common reading comprehension test was 89.69%, indicating all the participants' reading comprehension was generally good. However, the results of summary questions were different. The scoring rate was 46.47%, 40.00%, and 20.00% for EJ, JE, and EE, respectively. These results revealed there was still a significant gap between reading comprehension and writing a summary.

本研究は読解力と要約作成力の関係を検討した。要約作成には(1)テキストの読解と(2)問題の指示に従い要約を書く、という2つの過程がある。日本人学習者には(1)英語を読み日本語で要約を書く(EJタイプ)、(2)日本語を読んで英語で要約を書く(JEタイプ)、ならびに(3)英語を読んで英語を書く(EEタイプ)という3種類が存在する。本研究では、この3種類の問題が日本人学習者の要約作成にどのような影響を及ぼすかを調べた。実験には51名の日本人高校生が参加した。まず、彼らに共通の読解力テストを課し、17名ずつ3つのグループA, B, Cに分ける。グループA, B, CはそれぞれEJ, JE, EEの要約テストを解く。共通の読解力テストの得点率は89.69%であり、参加者全員の読解力は総じて優れていることが分かった。しかし、要約テストの結果には差が生じた。EJテスト、JEテスト、EEテストの順に得点率はそれぞれ46.47%、40.00%、ならびに20.00%であった。この実験結果が明らかにしたことは、読解力と要約作成力の間には大きな差が存在するという事実であった。

**Keywords:** Reading, Summary, Reading to Write, Test types, Japanese, High school students, Read to Write, EFL, ESL

### Introduction

For Japanese learners, there are three types of summary question. First, learners read an English text and write a summary in Japanese, EJ type. Second, learners read Japanese text and write a summary in English, JE type. Finally, learners read text and write a summary both in English, EE type.



The list of universities or colleges that set a summary question in the entrance examinations from 2017 to 2022 are listed in Table 1. The EJ type is very common as a summary question in the university entrance examinations in Japan. On the other hand, both JE and EE type summary questions are relatively newer and less commonly used in the entrance examination. However, more EE type summary questions are set than JE type questions.

TABLE 1  
*Universities that Set Summary Questions (2017 to 2022)*

Summary Type	University
EJ type	University of Tokyo, Hiroshima University, Saga University, Kochi University, Tokyo Gakugei University, University of Teacher Education Fukuoka, University of Hyogo, the University of Kitakyushu, Meiji Gakuin University Waseda University (School of International Liberal Studies), etc.
JE type	Ochanomizu University, Oita University, etc.
EE type	Osaka Kyoiku University, Tokyo University of Foreign Studies*, University of Tsukuba, Waseda University (School of Humanity and Social Sciences, School of Culture, Media, and Society), etc.

\* Listening to a speech in English and then writing a summary in English

It is well known that university entrance examinations greatly affect the learning behavior of high school students in Japan. According to a 2021 Ministry of Education, Culture, Sports, Science and Technology White Paper, 58.9% of the 18-year-old population in 2021 went to university or junior college (MEXT, 2022). Therefore, when these popular “prestigious” universities (see TABLE 1) set a summary question, high school students who plan to apply need to prepare for and study such questions, which, in turn, means that teachers need to provide instruction on how to answer a summary question. This research and the findings will provide helpful insights to these high school students and their teachers.

## Process of Summary Writing

We assume that the process of writing a summary is divided into two subprocesses. A subprocess is defined here as an embedded process that is part of a larger process. First, it is necessary to understand a reading material and to identify the gist or the important points. We refer to this first subprocess as “comprehensive reading.”

Mokeddem and Houcine (2016) examined the extent to which EFL university students’ summary writing ability correlates with their comprehension of the original reading material. They established a positive correlation between summary writing ability and reading comprehension.

Next, learners must express them within the limitations and instruction of a question, such as the number of words. We call this second subprocess “appropriate expression.” In other words, both comprehensive reading and appropriate expression are necessary subprocesses for writing a summary.

A simple conceptualized diagram of these processes in writing a summary is illustrated in FIGURE 1. When learners write a proper summary, they will face and overcome these two subprocesses. They must comprehend what a passage expresses, without making errors. Moreover, they must express it in their own words without simply copying sentences from the passage. They can borrow the words but need to paraphrase sentences. If they copy too many sentences from the original text, it will be judged a form of plagiarism. In JE and EE type summary questions, Japanese learners must write their summary in English, and so the aforementioned situation is more likely to occur than in EJ type summary questions.

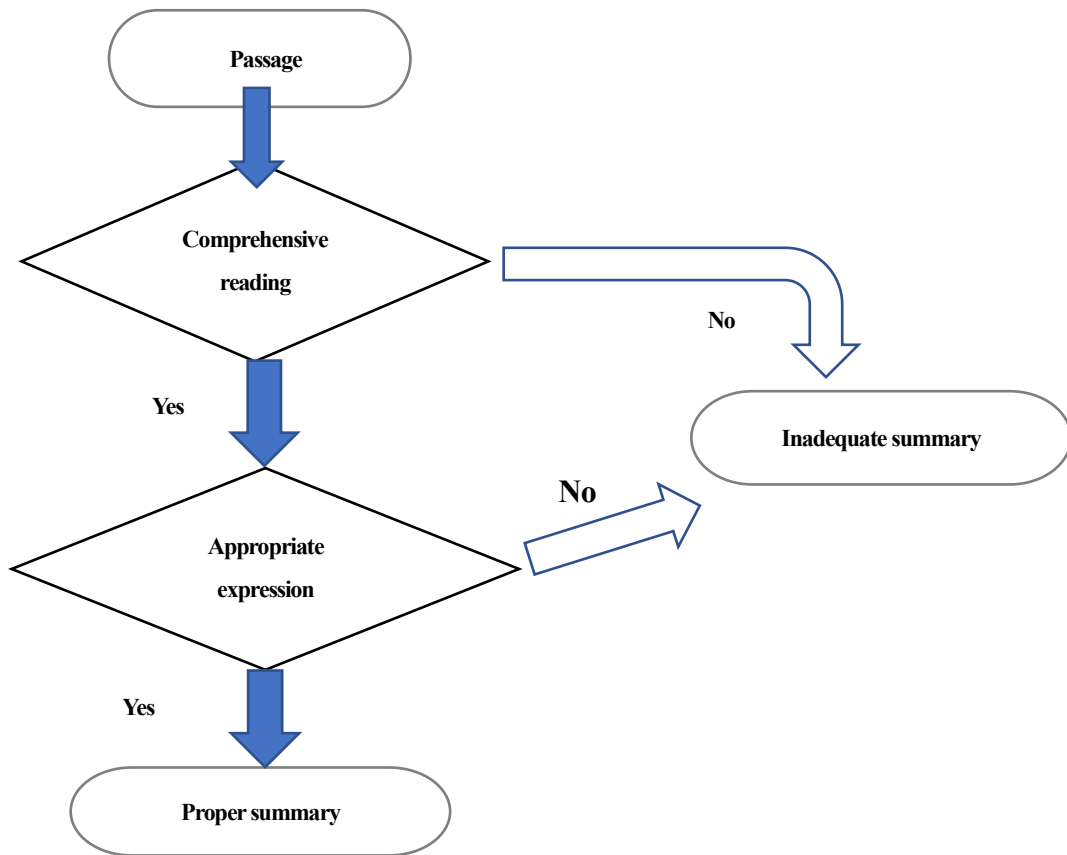


Figure 1. Process of summary writing.

### Rules for Summarization and Two Subprocesses

In writing a proper summary, we may assume that learners apply some rules or strategies between the two subprocesses, “comprehensive reading” and “appropriate expression.” Kintsch and van Dijk (1978) found that applying macrorules under the control of a schema is necessary for reading a text. Without it, the macrostructures will become virtually meaningless generalization. Their macrorules are (1) Deletion, (2) Generalization, and (3) Construction. First, the “deletion” rule is to delete the propositions irrelevant to a main topic. Second, the “generalization” rule is to substitute propositions for the general proposition denoting a superset. Third, the “construction” rule is to integrate propositions into a proposition denoting a global fact.

Evolving these three macrorules, Day (1986) derived five rules of summarization: (1) Delete unimportant information, (2) Delete redundant information, (3) Superordination, (4) Selection, and (5) Invention. Rule (1) means that a summary should not include trivial information. Rule (2) is that a summary should not be repetitive. Rule (3) is to conserve words by using a superordinate in place of a list of exemplars. Rule (4) is to find a topic sentence and to put it into a summary. Finally, Rule (5) is to create a topic sentence and use it in a summary when a paragraph has no topic sentence (pp.193-196). Whatever rules or strategies may be applied, learners need to write a summary “in their own words.” In other words, when they write a summary, they need to paraphrase the expressions from a passage. The problem is how important it is for learners to make a distinction between paraphrasing and plagiarism.

## Paraphrase, Citation, or Plagiarism in L2 Learners' Summaries

Unlike an EJ type question, in both JE and EE type questions, Japanese learners are asked to write a summary in English. Some tend to copy or borrow too many phrases or even sentences from the texts. This is considered as inappropriate language borrowing, and sometimes even judged as plagiarism.

Keck (2006) compared the summaries of L1 and L2 writers and classified these paraphrases into four major paraphrase types: (1) Near Copy, (2) Minimal Revision, (3) Moderate Revision, and (4) Substantial Revision. First, she defined the concept of *Unique links* as “individual lexical words (i.e., nouns, verbs, adjectives, or adverbs), or exactly copied strings of words used in the paraphrase that (a) also occurred in the original excerpt but, (b) occurred in no other place in the original text” (p. 266). Related to the unique links, these four major paraphrase types were classified as follows. (1) Near Copy is “50% or more words contained within unique links.” (2) Minimal Revision is “20-49% words contained within unique links.” (3) Moderate Revision is “1-19% words contained within unique links.” (4) Substantial Revision is “no unique links” (p. 268, TABLE 1, *The Taxonomy of Paraphrase Types*). The paraphrases within the summaries written by L1 learners contained much more Moderate and Substantial revisions than those by L2 learners. In other words, L2 learners used Near Copies and Minimal Revisions within their summaries far more often than L1 learners.

Shi and Dong (2018) compared the summary written in L1 with those written in L2, in terms of paraphrasing. The L1 of the participants was Chinese and their L2 was English. Some of the participants were graduated from university in north America, which meant that they used mainly English. On the other hand, the rest of them were graduated from university in Mainland China. Some had graduated from university, using mainly in English, and others were from those, mainly in Chinese. Their coding of content re-contextualization was (1) selecting certain original information, (2) interpreting source information, and (3) adding or extending ideas. In their L1 Chinese writing, the participants used all (1) selecting, (2) interpreting, and (3) adding or extending in the paraphrases, but on the other hand, 96% of the paraphrases in their L2 English writing contained only (1) and (3) (p. 52, TABLE 5, *Content re-contextualization in Chinese and English paraphrases*). This was affected by their L2 proficiency.

Yoshimura and Adams (2018) revealed insufficient paraphrasing in English summary tasks by Japanese university students. After analyzing the teaching guidelines for primary, middle, and high schools, and Japanese academic writing books for university students, they highlighted that “language borrowing in summaries has rarely been regarded as problematic in the Japanese context” (p. 60). As a result, many Japanese university students did not properly understand the importance of writing a summary in their own words. They tended to run a risk of overborrowing from the original texts and being judged as having plagiarized the original text. The grader checked in summaries at least three consecutive strings of words borrowed from the original text, and “counted the number of words in each copied string and computed the percentage of the number of the copied words out of the total number of words in each summary” (p.63). This “copy rates” showed the degree of overborrowing in summaries (p. 65, TABLE 1, *The numbers of summary samples and the average ratings in different bands of copy rate*).

## Present Study

The present study explores the relationship between comprehensive reading and appropriate expression (Figure 1) in summary writing by Japanese high school students, and how the three summary question types affect the summaries they write. The following two research questions (RQs) are addressed:

RQ1: How do Japanese high school students' reading comprehension and expression affect the output of their summaries?

RQ2: How and to what extent do three summary question types (EJ, JE, and EE) affect the performance of summary writing of Japanese high school students?

## Method

### Participants

The participants were 51 Japanese high school third-grade students aged either 17 or 18 in the same class in a private high school, which introduced English classes by proficiency. All of them aimed to enter university, especially the most prestigious universities, and were studying many subjects including English for the entrance examinations. Moreover, according to the questionnaire mentioned below, about 84% (43/51) of the participants have been taught how to write a summary at least once.

### Materials

The present study consisted of two parts: (1) reading comprehension test, and (2) summary test. The reading comprehension test aimed at measuring participants' understanding of the content of English passages. The goal of the summary test was to estimate participants' expression in English and Japanese. The genre of all test materials was expository, and the texts were selected so that the texts included topics that would be less familiar to Japanese high school students. This was to prohibit participants being able to derive a correct answer only by employing their background knowledge related to the topics. The Flesch-Kincaid Grade Level was adopted as a readability measure and an index of text difficulty and complexity.

### Reading comprehension test

The text used for the reading comprehension test was comprised of three paragraphs and 220 words (see Appendix B). The text was expository, and the topic was the best form of taxation. The Flesch-Kincaid Grade Level of this material was 10.1. The Japanese meaning of five English words in the text (*levy*, *sobriety*, *frugality*, *judiciously*, and *pernicious*) was included as a footnote so that these were not a barrier for reading comprehension. This is because this test measured participants' reading comprehension, and not their vocabulary size.

Of a total of nine multiple choice questions, participants were asked to select three correct choices that best correspond to the summary of each paragraph. The reason why as many as nine choices including three correct answers and six distractors were prepared was to try to prevent participants, most of whom seemed to have excellent skills in terms of achieving good marks in a test, from choosing correct answers by guesswork. The test was conducted in five minutes. The features of the reading comprehension test are presented in TABLE 2.

TABLE 2  
*Features of Reading Comprehension Test*

Language (Number of words)	Readability F-K level	Question type	Formation of choices (Total number of choices)
English (220 words)	10.1	Multiple choice	3 correct answers and 6 distractors (9 choices in total)

### Questionnaire on English learning

The pre-questionnaire was researcher-made and consisted of five questions regarding the participants' English learning, especially summary writing (see Appendix A). Through this questionnaire, the author knew their background of English learning. Most participants answered "yes" to the question of whether they had ever studied a summary question. Therefore, this study did not analyze the relationship between the results of this questionnaire and those of the two tests.

## Summary tests

This test included three types: (1) EJ type, (2) JE type, and (3) EE type with a time limit of 15 minutes for each. The topic for all summary questions were the definitions of nationalism and patriotism, and the difference between them. The features of each type of summary test are detailed in TABLE 3. In the EJ type summary test, participants were asked to read English passages and write a summary in Japanese. The English text had 205 words, and the Flesch-Kincaid Grade Level was 13.6. The topic of the text was the definitions of and differences between nationalism and patriotism. The EJ type required participants to summarize the English text in 90 to 110 words in Japanese (see Appendix C).

In the JE type summary test, participants were asked to read Japanese passages and write a summary in English. The Japanese text was just a translation of the EJ type summary test, and the topic was the same as the EJ type. Participants were required to summarize the Japanese text in 70 to 90 words in English.

Finally, in the EE type summary test, participants were asked to read a passage in English and write a summary in English. The reading material was the same as that of the EJ type test, and the topic and Flesch-Kincaid Grade Level were therefore also the same. Participants were required to summarize the English text in 70 to 90 words in English.

TABLE 3  
*Features of Summary Tests*

Test type	Reading text (Number of words)	Readability (F-K level)	Language of a summary (Number of words)	Remarks
EJ	English* (205 words)	13.6	Japanese (90 to 110 words)	*EJ and EE used the same English text.
JE	Japanese** (573 words)	n. a.	English (70 to 90 words)	**Japanese translation of EJ and EE text.
EE	English* (205 words)	13.6	English (70 to 90 words)	*EJ and EE used the same English text.

As indicated in TABLE 3, the materials of all three test types had the same content, whether in English or Japanese. Therefore, the main idea of the materials was the same, and it was that “the two ideologies, nationalism and patriotism, look similar, but they are in fact quite different.” This was the key point in the texts, and participants needed to express it in their summaries in any kind of way (See 2.4 Grading).

## Procedure

Participants were first divided randomly into three groups of 17 students each, Groups A, B, and C. All participants then took a reading comprehension test in five minutes. As previously mentioned, this test utilized multiple choice questions. The English text consisted of three paragraphs and nine choices written in English. Within five minutes, participants had to read these paragraphs and select three correct choices that best represented the summary of each paragraph. The perfect score of this reading comprehension test was three.

After this test, participants answered a questionnaire about their English learning and summary writing in two minutes. The completed answer sheets of the reading comprehension test and a questionnaire were then collected.

Next, the students in Groups A, B, and C took EJ, JE, and EE type summary tests, respectively. The time limit of all three tests was 15 minutes. When the time was up, all the answer sheets were collected regardless of whether the participants had finished. The author marked all the tests. This procedure is detailed in Table 4. As mentioned in 2.2.2, reading texts in EJ and EE type were the same English passage.

TABLE 4  
*Procedure of Experiment*

Test etc.	Group A	Group B	Group C
(1) Reading Comprehension	Reading comprehension test (multiple choice)		
PS: 3 points	Text: 220 words FKGL: 10.1		
TL: 5 minutes	9 choices in English (3 correct answers, 6 distractors)		
(2) Questionnaire	5 questions in Japanese (multiple choice)		
TL: 2 minutes			
(3) Summary Question	EJ type	JE type	EE type
PS: 10 points	English text: 205 words	Japanese text: 573 words	English text: 205 words
TL: 15 minutes	FKGL: 13.6	(Translation of EJ or EE)	FKGL: 13.6
	Answer in 90 to 110	Answer in 70 to 90	Answer in 70 to 90
	Japanese words	English words	English words

Note. PS and TL mean “Perfect Score” and “Time Limit” respectively.

## Grading

Both reading comprehension test and summary tests were collected and scored by the author. The reading comprehension test was multiple choice, and so a correct answer was given one point, and an incorrect answer a score of zero. If a participant selected all correct answers, they would achieve the perfect score, three points.

The perfect score for all types of summary questions was 10 points. As mentioned in 2.2.2, the main idea of the texts must be clearly included in their summaries. If participants failed to include this in their summary, from four to six points was deducted. If not including this information, participants may have failed to employ the Generalization and Construction macrorules (Kintsch & van Dijk, 1978). In the present study, this correction point is referred to as Main Idea.

Next, when the definition of nationalism or patriotism was insufficiently or excessively expressed, from one to five points was deducted, according to their degree of inaccuracy. The participants who wrote these kinds of summaries were considered to have failed to employ the following rules: “Delete unimportant information,” “Delete redundant information,” and “Selection” rules (Day 1986). We refer to this correction point as Accuracy.

Third, when the rater found spelling errors of words or phrases and grammatical mistakes, one point was subtracted for mistake. We call this criterion Rhetoric.

Finally, when the summaries did not follow the instructions of the question such as the word limit, the answer was graded as zero. We refer to this as No Score. The standard of grading is presented in TABLE 5.

TABLE 5  
*Standard of Grading*

Test	Viewpoint	Scoring
Reading Comprehension	Correct	+1 point
	Incorrect	0 point
Summary Questions	Main Idea	From - 4 to - 6 points
	Accuracy	From - 1 to - 5 points
	Rhetoric	-1 point for each
	No Score	0 point

To create a more effective scoring rubric for Japanese learners, it was desirable for more than one rater to give a grading (Yamanishi et al., 2019), especially for Japanese high school students, and to check and

inspect the interrater reliability. However, the author was unable to recruit another appropriate rater. Therefore, all grading was conducted only by the author, which is one of the limitations of the present study.

## Data Analysis

Data analysis was conducted by using R version 4.2.1. Analysis of variance (ANOVA) was employed, and F-values were calculated to compare the variation within and between the groups (A, B, C). Tukey's test was conducted for multiple comparison when the data are statistically significant.

## Results

### Reading Comprehension Test

The results of the reading comprehension test were very high. As shown in Table 6, the average score was 2.69 out of 3, and the standard deviation (SD) was 0.66. We may assume that all 51 participants generally had a good level of reading comprehension. Regarding RQ1, there was no significant difference among participants, and the quality of summaries therefore depended on their levels of expression.

TABLE 6  
*Results of Tests*

Test (Perfect Score)	Average Points (Standard Deviation)	Scoring Rate	95 Confidence Intervals Lower Bound/Upper Bound
Reading Comprehension (3 points)	2.69 (0.66)	89.69 %	2.51 / 3.55
EJ type Summary (10 points)	4.65 (2.22)	46.47 %	3.64 / 5.66
JE type Summary (10 points)	4.00 (2.87)	40.00 %	2.52 / 5.48
EE type Summary (10 points)	2.00 (2.69)	20.00 %	0.72 / 3.28

### Questionnaire

According to the questionnaire, 48 out of 51 participants answered yes to the question, "Do you like English as a subject?" Moreover, most the participants had the experience of a summary writing question in school (self-study, cram schools, or preparatory schools). However, eight participants had no previous instruction on how to write a summary. In addition, summary writing was EJ type (reading English texts and writing a Japanese summary). This may be connected to the fact that the entrance English examination of University of Tokyo includes an EJ type summary and some of the participants are aiming for this university.

### Summary Questions

It is very important to note how different the results were depending on the types of summary question. As reported in Table 6, both average points and scoring rate of EJ type question were the highest, and those of EE type were the lowest. Although the scoring rate of EJ and JE types was 46.47 % and 40.00%, respectively, that of EE type was 20.00%. One-way ANOVA was conducted on the relationships between three summary question types (EJ, JE, and EE). The results of ANOVA and the boxplots of three summary question types are presented in FIGURE 2 and TABLE 7, respectively ( $F(2,48)=4.572$ , and  $p < 0.05$ ).



As the data were statistically significant, multiple comparison was conducted via Tukey’s honest significant difference (HSD) test. According to the p-values in Table 8, the difference between EJ and JE or between JE and EE did not reach statistical significance. However, there was a statistically significant difference between EJ and EE ( $\alpha = 0.05$ ).

TABLE 7  
Results of ANOVA

	Degree of Freedom	Sum of Squares	Mean Squares	F-value	P-value (>F)
Between Types	2	64.7	32.37	4.572	0.015
Within Types	48	339.9	7.08		
Sum	50				

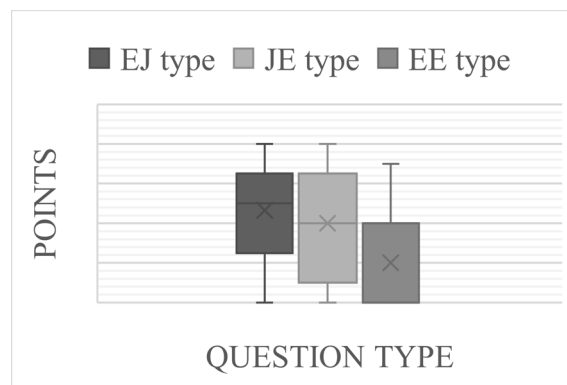


Figure 2. Boxplots of 3 question types.

TABLE 8  
Results of Tukey’s HSD Test

Test Types	Mean Difference	Lower Bound	Upper Bound	P-value
EJ & JE	-0.647	-2.854	1.560	0.759
EJ & EE	-2.647	-4.854	-0.440	0.015
JE & EE	-2.000	-4.207	0.207	0.083

## Discussion

### Summary of Findings

This study assumed a model of summary writing as illustrated in Figure 1. To write a proper summary, two subprocesses, reading comprehension and appropriate expression, are necessary. RQ1 explores the relationship between these subprocesses. In the reading comprehension test, the average score was 2.69 out of 3, and the scoring rate of 89.69% was very high. Almost all of the 51 participants had a good level of reading comprehension of English. Therefore, we can say that the quality of a summary would depend on their expression skill in Japanese (for EJ type question), or English (for JE and EE type questions). There was a statistically significant difference between the results of EJ type and those of EE type summary questions. Groups A and C read the same English text, and the difference was whether they wrote a summary in Japanese (EJ type) or English (EE type). It follows that their expression in Japanese or English was the critical factor in the quality of their summary. Regarding RQ1, learners’ expression is critical in summary writing, even when they have a good level of reading comprehension. In other words, only good

reading comprehension is insufficient for summary writing. Learners' expression in English greatly affects the quality of their summaries.

In Table 6, the SD of the JE type summary question was 2.87, the largest of the three. This means that the dispersion of the results of JE type was greater than the other two, and this is visually confirmed by the boxplot in Figure 2. Therefore, it can be considered that JE type summary questions require more prudent design in test development because it is more difficult for this type of question to reflect learners' linguistic achievement. We may assume that, as in Table 1, this is part of the reason fewer universities set JE type summary questions. In JE type, some participants simply wrote an English translation of parts of the Japanese text. Regarding RQ2, EJ type is easier for a learner to tackle than the others. In EE type, summary writing is greatly affected by a learner's expression of English. For example, among the participants whose scores of the reading comprehension test were the same, a participant who seemed to have a higher proficiency of writing English started her summary, " 'Nationalism' refers to classifying people and labelling them as 'good' or 'bad'." On the other hand, another participant whose proficiency of writing English was lower began writing his summary, "Nationalism means classifying people." The qualitative differences of their summary seemed to come from their proficiency of writing English. Finally, JE type needs to be carefully developed and designed. If not, the test results will be so varied that it may be difficult for an examiner to grasp what to measure in the test.

Yu (2008) compared L1 (Chinese) with L2 (English) summarization tasks. He pointed out that "When a first language is used for writing a summary of a foreign language source text, further complications may arise from the possible confounding effects of the summarizers' first language abilities as well as the effects of test methods on test performance" (p.523). In this study, however, it seemed that further complications were not observed in the result of EJ type summary test because the scoring rate of the test was higher than that of EE summary test (see TABLE 6). Marzec-Stawiarska (2016) concluded that "no association was found between development of students' reading and the quality of their summaries (p.97). The result of JE test in the present study can support her conclusion because its SD was largest of the three test types (EJ, JE, and EE).

## **Pedagogical Implication**

In the case of Japanese high school students, there are fewer reference books available than other English learning fields such as grammar, reading, listening, composition, and so on, and most cover how to tackle EJ type summary questions. The author accessed Amazon Japan (<https://www.amazon.co.jp>) and found there are only five reference books for high school students about summary writing and all mentioned only EJ type summary questions (Ito, 1987/2019; Minemura et al., 1988/2019; Takahashi, 2001/2004; Fuji, 2018; Takeoka, 2021). No reference books mentioned other types of summary questions such as JE or EE type. Moreover, in the educational guidelines of English for high school, there was little mention of summary, or summary writing. MEXT (2019) just mentioned that students should be able "to properly grasp ... the summary or gist of information or ideas when they read or listen to English passages" (p. 40). All these mean that teachers have little resource for instruction of summary writings, especially JE or EE type.

The findings reveal the following implications about the summary question types. First, reading comprehension is necessary in summary writing. If learners do not understand an English passage sufficiently, summary writing questions, especially EJ and EE types, will not be so educationally effective. When learners have reading comprehension skills, they need to improve their expression. Next, the quality of their summaries tends to depend upon their expression of the language. Most Japanese learners generally have a better command of Japanese than that of English, and it may be desirable for Japanese learners to start to tackle EJ type summary questions (reading English text and writing a summary in Japanese). In addition to EJ type questions, as their English expression develops, EE type summary questions will be introduced. The number of words for a summary in English will be very important; generally speaking, the longer an English summary is, the higher the level of English writing skills is necessary. Therefore, according to learners' proficiency, they are asked to write a longer English summary. Finally, from the

pedagogical viewpoint, JE type summary questions have less teaching effectiveness than EJ and EE types. Japanese learners can understand Japanese texts, but some tend just to translate parts of the passage into English, and not to summarize the content.

## Limitations and Future Directions

This study has three limitations. First, most participants achieved the maximum score in the reading comprehension test; therefore, we could not sufficiently explore the relationship between reading comprehension and summary writing. In future research, we need to conduct experiments involving participants with a greater variety of reading proficiency.

Second, this study failed to employ the results of the questionnaire effectively. A questionnaire is a good tool to obtain information on the learning history and activity of participants. In future research, it is recommended that participants' backgrounds in relation to their summary writing are examined from various aspects.

The third and most significant limitation of this research was grading. We should have conducted more "objective" grading of participants' summaries. Ideally, at least two reliable raters should grade participants' summaries according to a theory-based correction rubric. In future research, summaries must be graded by at least two raters according to the aforementioned rubric.

## Concluding Remarks

The present study supposed a hypothetical model of summary writing process in Figure 1. The model consisted of two subprocesses, (1) comprehensive reading, and (2) appropriate expression. Before writing a summary, all the participants took a multiple-choice reading comprehension test. The results revealed that almost all the participants had a good level of reading comprehension.

The second test comprised one of three kinds of summary writing tests, (1) reading English text and writing Japanese summary, (2) reading Japanese text (Japanese translation of the English text) and writing English summary, and (3) reading English text (the same English text as (1)) and writing English summary (EJ type, JE type, and EE type, respectively).

This study revealed that, if learners had a high level of reading proficiency, the quality of summary output depended on the types of question. In other words, the language of summary writing, Japanese or English, decided the quality of the outputs. This was evident from the results of EJ and EE type summary questions. We can infer that their L2 language, English, impeded their expressions. The boxplots in Figure 2 suggest that without appropriate and adequate instruction, EE type tests may lead to low self-efficacy of learners whose writing proficiency is not so high. Therefore, successive instruction and learning are necessary to improve summary writing skills. In this sense, reports and analyses of pedagogical practice of summary writing are valuable (e.g., Chen & Su, 2012). Regarding JE type, based on the results of the test, we can assume that the educational effects of JE type will not be so high. This is because the score distribution was much wider than the other two types (see Figure 2). When the JE type summary question is employed, an examiner should consider the effects of the test.

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## The Author

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[2] In contrast, taxes levied directly upon properties such as land, houses, and so on, are called property taxes. Compared with others, these taxes are levied with much less expense, but nevertheless despite the merit, they possess every other disadvantage. Most states, however, are obliged to have recourse to them to supply the deficiencies of the other.

[3] But the most pernicious\* and harmful of all taxes are the arbitrary. They are commonly converted, by their management, into punishments on industry, and furthermore, by their unavoidable inequality, are more grievous than by the genuine burden they impose. In other words, they can reduce incentives to work hard. It is surprising, therefore, to see them have place among any civilized countries.

(注)

levy : 徴収する / ～に課する,

judiciously : 賢明に,

sobriety : しらふの (sober の名詞形) ,

frugality : 儉約,

pernicious : 有害な

Questions : Choose the most appropriate option from the following options (a)-(i) to complete the following sentences about paragraphs [1] to [3].

( 1 ) In Paragraph [1], the author ( ア ) .

( 2 ) In Paragraph [2], the author ( イ ) .

( 3 ) In Paragraph [3], the author ( ウ ) .

- (a) doesn't necessarily mean that consumption taxes are best of all.
- (b) explains the reason why the worst tax is the arbitrary.
- (c) thinks that property taxes are much better than consumption taxes.
- (d) suggests that the consumption of luxurious goods be levied.
- (e) believes that sobriety and frugality are most important for society.
- (f) implies that the arbitrary taxes remain only among uncivilized people.
- (g) insists that consumption taxes are the best because of feeling the least burden of taxation.
- (h) finds it difficult for states to levy property taxes without expense, like consumption taxes.
- (i) points out that most countries are forced to depend upon property taxes.

## Appendix C

### Summary Test

#### (1) EJ type

以下の英文を読み、「ナショナリズム」と「愛国心」についてその要旨を90~110字の日本語にまとめよ。

Read the following English passage and write a summary on 'nationalism' and 'patriotism' from 90 to 110 words in Japanese.

By 'nationalism' I mean first of all the habit of assuming that human beings can be classified like insects and that whole blocks of millions or tens of millions of people can be confidently labelled 'good' or 'bad'. But secondly—and this is much more important—I mean the habit of identifying oneself with a single nation or other unit, placing it beyond good and evil and recognizing no other duty than that of advancing its interests. Nationalism is not to be confused with patriotism. Both words are normally used in so vague a way that any definition is liable to be challenged, but one must draw a distinction between them, since two different and even opposing ideas are involved. By 'patriotism' I mean devotion to a particular place and a particular way of life, which one believes to be the best in the world but has no wish to force upon other people. Patriotism is of its nature defensive, both militarily and culturally. Nationalism, on the other hand, is inseparable from the desire for power. The abiding purpose of every nationalist is to secure more power and more prestige, not for himself but for the nation or other unit in which he has chosen to sink his own individuality.

#### (2) JE type

以下の日本語を読み、「ナショナリズム nationalism」と「愛国心 patriotism」について70~90語の英語で要約しなさい。

Read the following Japanese passage and write a summary on 'nationalism' and 'patriotism' from 80 to 100 words in English.

「ナショナリズム」で意図するのは、第一に、人類は昆虫のように分類できて、何百万、何千万という人々の集合体に自信を持って「善」と「悪」のラベルを貼ることができると思込む傾向全てである。しかし第二に（そして、こちらの方がずっと重要なのだが）、この語で意図していることは、自身を単一の国家もしくはその他の団体と同一視し、その集団を、善悪を超越したところに置き、その利益を増大すること以外の義務を認識しない傾向である。ナショナ



リズムを愛国心と混同すべきではない。この二つの言葉は通常、あまりにも曖昧に使われているので、どの定義も移ろいやすい傾向にある。しかし、この二つの言葉にはきちんとした境界線を引かなければならない。というのも、二つの異なる、場合によっては真逆の概念を内包するからである。「愛国心」で私が意図することは、特定の場所と特定の生活様式への深い愛である。人はそれを世界一であると信じてはいるが、他者へ押し付けようとは思わない。愛国心とはその性質上、軍事的にも文化的にも、受動的なものなのである。かたや、ナショナリズムはパワーへの渴望と不可分である。ナショナリストなら誰しも抱き続ける目的は、自身のためではなく、自身の個人的人格を埋没させることを選択した国家もしくは他の団体のために、より多くのパワーと威信を確保し続けようとする事なのだ。

### (3) EE type

Read the following passage and write a summary from 70 to 90 words in English without just copying the sentences.

By 'nationalism' I mean first of all the habit of assuming that human beings can be classified like insects and that whole blocks of millions or tens of millions of people can be confidently labelled 'good' or 'bad'. But secondly—and this is much more important—I mean the habit of identifying oneself with a single nation or other unit, placing it beyond good and evil and recognizing no other duty than that of advancing its interests. Nationalism is not to be confused with patriotism. Both words are normally used in so vague a way that any definition is liable to be challenged, but one must draw a distinction between them, since two different and even opposing ideas are involved. By 'patriotism' I mean devotion to a particular place and a particular way of life, which one believes to be the best in the world but has no wish to force upon other people. Patriotism is of its nature defensive, both militarily and culturally. Nationalism, on the other hand, is inseparable from the desire for power. The abiding purpose of every nationalist is to secure more power and more prestige, not for himself but for the nation or other unit in which he has chosen to sink his own individuality.