

高専における英文要約を使った英語教育実践 —その方法と効果に関する考察—

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English Summary Writing in an NIT Classroom
A Pilot Study: Developing an Alternative Approach to English Summary
Writing and its Effects on the EFL Learning Process

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This article proposes an alternative approach to English summary writing, which the present study calls a ‘discussion approach’, and attempts to capture its effects on the EFL learning process when this approach is implemented. Rather than establishing a formalized procedure to selecting important information in the text, a ‘discussion approach’ features a ‘space’, in which students and the teacher collaboratively explore a structure of the given paragraph to summarize. This pilot study on English summary writing in an EFL classroom suggests that summary writing can be an enjoyable learning experience, even though it may be a new challenge for the learners. It also insists that a ‘discussion approach’ to English summary writing can allow them to perform well cognitively demanding English skills functionally: students learn to look at the text as a structured whole and to select important information, to apply text organization to their own writing tasks, and to use the exact vocabulary to say what they mean clearly. Best of all, a ‘discussion approach’ makes it possible for EFL learners to read accurately and logically, which, after all, will be the prerequisite for successful English summary writing.

Key words: Skill-integrated Tasks, English Summary Writing, a ‘Discussion Approach’

1. Introduction

This article proposes an alternative approach to English summary writing in an EFL classroom at National Institute of Technology (hereafter, NIT) and analyzes the effects of creating English summaries when the approach proposed in the present study is adopted. According to Benesse Educational Research and Development Institute (2015), fostering students’ self-expression in English is most sharply felt by secondary English teachers as one of the most important but difficult activities to implement, and among other things, English summary writing is one of the least frequently practiced language activities both in junior high and in high school English classrooms⁽¹⁾.

However, creating English summaries, as it suggests, does have the potentials for developing such higher psychological processes as deep, intensive reading comprehension and abstract, logical thinking by means of integrating not only reading and writing but also grammar and vocabulary. It is not just about drilling for practical utilities but about helping learners to educate meta-linguistic abilities as well. In fact, English summary writing has come to be utilized as one of the skill-integrated tasks effective to develop communicative competence across school

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levels and in an English for Specific Purposes (hereafter, ESP) course as well as an English for Academic Purposes (hereafter, EAP) course at the university-level, as will

shortly be seen in chapter two.

Precisely because of its demanding nature, implementing English summary writing should require a very careful consideration as to how it can effectively be sustained. The present study is one such attempt at articulating an approach to English summary writing in an EFL classroom and its potential effects on improving EFL students' linguistic abilities.

2. Literature Review and Research Questions

Previous studies on implementing English summary writing in an EFL classroom show two major trends of concerns. One is to investigate what conditions will affect English summary writing and, in turn, to what aspects of English abilities summary writing can contribute. The other is an attempt to establish or formalize the method of instructing English summary writing in an EFL classroom.

2.1 Effects of Summary Writing on the EFL Learning Process

With regards to the former, Ushiro, et al (2009) examined how 'reading perspective' influenced summary writing for Japanese university students of an intermediate level of English proficiency⁽²⁾. Students were asked to summarize in Japanese an English passage of 303 words taken from the Pre-Second Grade *Eiken* Test into a maximum of 250 characters in Experiment 1 and 120 characters in Experiment 2. They found that 'reading perspective' did have a positive impact on their assessment of information importance, but the shorter summary task in Experiment 2 further affected their application of macro-rules such as generalization and construction to condense the passage, and thus concluded that summary length would be another crucial factor to foster a better English summary, in addition to 'reading perspective'.

Yamashiro (2013) attempted to introduce guided summary writing into a Japanese junior high school classroom, with a view to putting grammar teaching in context⁽³⁾. He reported that guided summary writing worked to affect the pupils' use of 'complexity'—an ability to choose to use complex expressions, while knowing that it is not possible to articulate a 100 percent of what they wish to mean—and of 'fluency'—an ability to actually put words on paper, while trying to focus on what they wish to mean, but that it did not affect their use of 'accuracy'—an ability to avoid making any grammatical mistakes, while using complex expressions.

Hosogoshi, et al (2016) investigated effective scaffoldings or advance organizers to foster English summary writing in a university EAP course⁽⁴⁾. A total of 66 Japanese freshmen were asked to watch a lecture video on global issues for 10 minutes and then to write up a summary of the lecture in 20 minutes. They found that the provision of 'lecture organization' to the students in advance helped both high- and low-proficiency groups create English summaries, while 'key words' and 'difficult, less frequent words' did not support them as much, thus concluding that bottom-up scaffoldings—'key words' or 'difficult words'—should be given to high-proficiency students, while a low-proficiency students will benefit better from top-down scaffoldings—'lecture organization'.

Fukuda-Ito, et al (2018)'s case study on English summary writing was conducted in a university ESP context, with relatively low-proficiency engineering students⁽⁵⁾. The 21 participants read articles on a science and technology-related topic both in Japanese and in English of more than 400 words and then worked on writing a summary in English in more than 150 words, which took place seven times in total for the duration of 15 weeks.

They pointed out that overall, English summary writing had a positive impact on their improvement in writing skills, probably because the participants were not allowed to use any expressions from the original text, while it was a limited knowledge of vocabulary that hindered the performance of their summary writing. In this study, no explicit instruction was given on essay organization.

From the overview of the previous studies above, it is suggested that English summary writing helps a wide range of EFL learners of different proficiency groups to become better writers—to learn to condense the text by selecting important sentences, generalizing examples, and constructing a summary with a grammatical manipulation, and to acquire complexity and fluency in writing, while ensuring grammatical accuracy still remains to be an issue.

2. 2 Exploring Approaches to English Summary Writing

The awareness of ‘reading perspective’ and the restriction on summary length in Ushiro, et al (2009)’s experiment, and the provision of ‘lecture organization’ as an advance organizer in Hosogoshi, et al (2016)’s investigation suggest that a more stable and objective approach be necessary for the abovementioned effects to take place in an EFL classroom. One such exploration was done in Yamaoka (2010), which discussed the possibility to establish a formal procedure to teach secondary students to write an English summary⁽⁶⁾. While he acknowledged that a set of procedures for summary writing have already been in place in a high school English textbook—, in which the learner is (1) to find the most important information of the paragraph, (2) to pick the second most important one, (3) to make a story based on those important pieces of information, (4) to write out a summary according to the story, (5) to provide connective expressions where necessary, and (6) check the summary for refinement—, Yamaoka pointed out that such attempts have still not been able to articulate any objective procedures to discern that important information or the main points of a paragraph. As a result, he surveyed several sources from related fields including Japanese language teaching and attempted to apply his findings to English language teaching, and yet he concluded that any objective approach would still require ample practical applications for EFL learners to benefit from it when writing English summaries.

Likewise, Lewis (2017), who taught EAP at a national university, pointed out the lack of approaches for specifying the main points of a paragraph, but he went further to say that a format for summary writing has still not been established either since Johns (1988)’s proposal⁽⁷⁾. Thus, he discussed Johns’ concept of ‘text-type’ as a useful category to identifying important information of a paragraph, from which a ‘text-structure’ could be derived as a format of a summary. For example, if the text is a problem-solving type, its underlying ‘text-type’ will contain categories such as ‘situation’, ‘problem’, ‘responses or solutions’, and ‘evaluation’, and finding answers to these categories will constitute the main points and the inner structure of the paragraph. The teacher will then orient students to these categories within the text by asking them, say, ‘What’s the main problem?’ ‘Why is it a problem?’ ‘Are any solutions suggested?’ and the like.

Only a few proposals as to how better to teach English summary writing have been made so far, and the above examples appear to be fairly rigid attempts at establishing teaching procedures with the major focuses on how to pick the main points of a paragraph, and what and in what order to include in a summary.

2. 3 Focuses of the Present Study

The present case study addresses the two major areas of concerns: to propose an alternative approach to

English summary writing in an EFL classroom, and to identify the effects on the EFL learning process when this approach is adopted. Namely, the focuses of this study can be presented as follows:

- (1) How can important information be selected from the original text?
- (2) How will that important information be structured into an English summary with a logical unity?
- (3) In what aspects of linguistic abilities can be fostered by the approach proposed in this study?
- (4) What follow-up activities may be provided to ensure grammatical accuracy in an English summary?

3. Class and Participants

The author of this study has been implementing English summary writing for three years now, with third and fourth graders of business majors at NIT, Toyama College. This particular article introduces one of the attempts with the class of 37 third graders in the 2018 school year. 15 classes were held once a week for 90 minutes in the first and in the second semester respectively. 30 out of the 37 had obtained the Pre-Second Grade *Eiken* certificate by the end of their first year at NIT, 19 of whom succeeded in obtaining the Second Grade certificate after that.

The author had not taught the 37 students who participated in this case study when the course began in April 2018. This gave some fumbles to them about the way the author would conduct the class and, probably more importantly, how they would be evaluated, and to me about how they would react to my English summary writing class, since I had assumed that it would be totally a new experience for them. Therefore, I decided to introduce the ‘giving a title’ activity in the first semester, rather than quickly jump into the ‘main course’. In the ‘giving a title’ activity, the students were asked to give their own original title to a paragraph after reading it. This activity was regarded to foster intensive reading, just like summary writing would do, but it wouldn’t impose as much cognitive burden on the students as summary writing would, because giving a title would not require them to construct a sentence. Thus, the author of this study judged that giving a title would be a better start towards cognitively more demanding summary writing. After all, they ended up doing this 10 times before they took on English summary writing in the second semester.

4. An Alternative Approach: Designing an English Classroom for Sustaining Students’ Summary Writing

The features of the English summary writing activities in the present study consisted in dictation activities, to start with, followed by a ‘discussion approach’ to explore an outline of a paragraph, and finally, creating English summaries.

4. 1 Familiarizing Students with the Text—Dictation Activities—

The class opened up with a dictation activity. The whole or part of a paragraph was chosen for dictation from a chapter in the textbook *What in the World* by Jim Knudsen (2018), which dealt with a variety of contemporary global topics. In addition, the text was read aloud three times: the students were to listen for comprehension for the first time, to write it down the second time and to check it the third. After all this, they were given five minutes or so to double-check it by looking at the text for self-correction. Figure 1 shows a dictation sheet prepared by the author.

all the eight attempts was 127 words) (see Figure 2). The five students were to write their name next to the line number where they each decided the paragraph should be divided. For example, Student A made the decision that he would divide the paragraph at line 21 ('Why?') and at line 27 ('The Aka ...'), whereas Student B held that it should be cut into two parts at line 24 ('While the women ...') and at line 27, and all of them agreed that the line 27 indicated an important division.

After the class had made sure about the five students' divisions, a discussion started by the author's asking them, 'What's your reason for that decision? What does each part talk about?' 'How are those parts related to each other?' To these, Student A explained, 'The lines 20 and 21 introduce the sentence that connects with the previous paragraph, where some of the Texas parents appeared as bad parents; on the other hand, the lines after line 27 show a concluding part. In between is the story about the African Aka's parenting as good examples.' Student B's justifications seemed to sound more convincing to more students in class, who explained, 'The lines from 20 to 24 introduce the characteristic features of the Aka tribe's flexible parental role switching, while the lines from 24 to 27 show concrete examples of those features, and the rest of the paragraph forms a concluding portion of it'. Listening to these interactions, two of the other three modified their original decisions to agree to Student B's 'lines 24 and 27' idea, while struggling to justify the change of minds in their own explanations.

Another important thing that was happening during this 'outline identification' activity by a 'discussion approach' was that key words and phrases could quite naturally be captured by the students and picked up by the author from among their spontaneous utterances. Some of such key expressions in this case included, 'interchangeable', 'flexible', 'without a second thought', 'examples', 'look after', 'conclusion', 'Texas parents', 'attributes', 'responsive' and 'emulate.' The author wrote them down on the board to help the students form clear concepts by encouraging them to use these key words later when they moved onto English summary writing.

In the end, the class collaboratively reached a conclusion to divide the paragraph into three parts at lines 24 and 27. This was an interesting case, since in many of the previous discussions, the paragraphs had been divided into only two parts, and there had only sometimes been cases where the students' judgements for at what line it might be divided conflicted with one another. In fact, I was not ready for the 'line 24 and 27' idea myself (my judgment was line 24 only), so I had to hastily add one more sentence to my English summary IN CLASS! No one knows what happens in practice.

4. 3 Connecting Text Organization to Creating English Summaries—A Format for Summary Writing—

Now, the class was ready for English summary writing. In this main stage, it is pedagogically effective to guide the students to writing an English summary in a rigid way. That is, the author limits summary length according to the number of the divisions of a paragraph. In this particular case, that the class agreed that the paragraph could be divided into three parts meant that the paragraph was to be condensed into four sentences. That is, each part was to be summarized in one sentence only; in addition to these, a topic sentence was to be created and put in the initial position of their summary, introducing a theme of the whole paragraph or a conclusion, which must begin with such formulaic expressions as 'This paragraph talks about / explains / describes / introduces ...' and the like. This way, the students were to condense the paragraph into four sentences all together, in this particular case.

Another format that the author assigned the students was to use the appropriate conjunctive expressions to connect the parts logically and to integrate them into an organized whole. This process was intended to enable them

to create their summary in ways in which the gist of all the parts of the paragraph was to be included in their summary, while avoiding simply singling out and put together two or three important sentences. After all, giving a rigid format for summary writing as such was intended to ease the students' formal burden—'how to write it'—and, instead, to allow them to focus on logical thinking and writing out the logic in English—'what to write'—.

In writing a summary, the students basically worked on it individually, using the dictionary, looking back on their previous works to remember something, and the like. The author allowed them 10 to 15 minutes to write up their English summary, while circulating the classroom to find two contributors to share their summaries with the class on the board.

<Student C's work>	<Student E's work>	<The author's example>
<p>(1) This paragraph talks about the Aka fathers are best fathers in the world. (2) Because, the Aka male and female roles are completely interchangeable. (3) For example, while the women are away, the fathers even allow babies to such on their nipples. (4) They show that father can substitute for mother. [original]</p> <p>(1) This paragraph talks about <i>why</i> the Aka fathers <i>are called</i> the best fathers in the world. (2) <i>This is because</i> the Aka male and female roles are completely interchangeable. (3) For example, while the women are away, the fathers even allow babies to such on their nipples. (4) They show that <i>fathers</i> can substitute for <i>their mothers</i>. [corrected]</p>	<p>(1) This paragraph tells the charms of the Aka's child raising. (2) The Aka is that male and female roles are completely interchanging. (3) For instance, while the women hunt, the men look after the children, and vice versa. (4) For these actions, Aka's fathers give their children responsive to their children's needs, loving and caring as women. [original]</p> <p>(1) This paragraph tells <i>us</i> the <i>charm</i> of the Aka's child care. (2) The Aka's <i>parental attribute</i> is that male and female roles are completely <i>interchangeable</i>. (3) For instance, while the women hunt, the men look after the children, and vice versa. (4) For these <i>reasons</i>, the Aka's fathers <i>are loving, caring, and responsive to their children's needs</i>. [corrected]</p>	<p>(1) This paragraph discusses how flexibly the fathers of the African Aka tribe play a parental role. (2) Namely, the Aka fathers easily become "mothers" when it is necessary. (3) For example, not only do they look after the children when the mothers hunt, but also they even let babies suck on their nipples! (4) This way, the Aka fathers are responsively loving and caring.</p>

Figure 4: English Summaries Shared on the White Board

Note: The original and corrected works are shown for Student C's and Student E's English summaries.

Figure 4 shows samples of two students' sixth attempt at English summary writing from Lesson 22, mentioned above. The author picked them not necessarily because theirs were good ones but rather because they represented a variation and originality in their summaries. The author himself presented his own summary example, in the hope that a more variation and diversity might foster and develop the students' flexibility in expressive power and their awareness for a little bit of refinedness or sophistication. At this stage, the students' examples were not only to be corrected grammatically and revised in terms of cohesion and coherence but to be given positive remarks by the author as well. Finally, the author asked the two contributors for reflection, 'What do you like the best about your summary?', and 'What was your difficulty in writing this summary?' Every student, more or less, had a certain degree of difficulty in creating his or her original English summary, but since the product was always an original one, they also felt a sense of achievement to a certain degree, which might bring about the motivation to improve writing power and to learn from their classmates' works.

4. 4 Reflection on their Learning at the end of class

In the final stage of the class activities, the students were to write a reflective account of what had happened in class (see the box at the bottom in Figure 1). Writing a reflective journal, of course, was not as easy as it seemed: here again, they were expected to write several English sentences to reflect on their learning process. As a result, some wrote only a couple of short sentences in simple, plain English, but some did know how to reflect by comparing one summary with others written several weeks before.

The students' typical reflective accounts included (1) an evaluation of their own performance on summary

writing (and on dictation), (2) reasons for why they felt the difficulties, (3) what they could potentially do to improve, (4) a sense of growth and joy of learning new things, or (5) giving personal opinions on the topic in the chapter.

4. 5 A Teacher's Corrective Feedback and Students' Revision to Promote Grammatical Accuracy

At the end of class, the students' summary sheets were collected by the author and returned to them with his corrective feedback. This means that in the next class, when they received their summary sheet back from the author, they were to rewrite their summary on the other side of a new summary sheet (see Figure 5), based on the author's corrections and comments, so that the students' revised summary would finally be a cohesive and coherent piece of work with no grammatical or spelling errors. Students need to be exposed to a perfected piece in the end, in order to acquire a sense of good writing, as well as, of course, to feel good about themselves.

Class K3	Your number: __	Your name: _____
Lesson ____	Paragraph ____	
Revised Summary		

Figure 5: Revising a Summary

5. Results from the Questionnaire Survey and its Analyses—Effects on the EFL Learning Process—

The questionnaire survey asked the students the following four questions:

1. *Had you had any English summary writing classes before you took this course?*
2. *How did you feel about the English summary writing activities in class?*
3. *Which English skills of yours have improved the most? Rate the following six types of skills.*
4. *Describe your improvement on the first and second ranks.*

Table 1 summarizes the students' previous experience with summary writing. It shows that almost all of them

Table 1. "1. Had you ever had any English summary writing classes before you took this course?"

(1) Yes, I'd had an intensive experience with it.	1 (3%)
(2) Yes, but I'd had only a limited experience with it.	12 (33%)
(3) No, I'd had almost none.	23 (64%)

had had only a limited experience with it, which verifies the results of Benesse Educational Research and Development Institute (2015). The second question asked them how they felt about working on English summary writing intensively in an EFL classroom (Table 2).

Table 2. "2. How did you feel about the English summary writing activities in class?"

(1) It was hard, so it wasn't fun.	12 (33%)
(2) It was hard, but it was fun.	21 (58%)
(3) It was easy, but it wasn't fun.	2 (6%)
(4) It was easy, so it was fun.	1 (3%)

More than 90 % of them answered that 'it was hard'; however, 64 % (21 out of the 33) judged that after all 'it was fun'. All this suggests that English summary writing can be an enjoyable learning experience for EFL learners of high school ages despite the fact that it is a

Table 3. "3. Which English skills of yours have improved the most?"

Skills \ Rating	Rating						Total
	First	Second	Third	Fourth	Fifth	Sixth	
(1) Vocabulary	3	8	4	9	2	2	28
(2) Grammar	6	6	12	4	1	1	30
(3) Listening	2	2		1	6	14	25
(4) Spelling		4	1	4	12	4	25
(5) Reading	13	7	7	4	1		32
(6) Writing	12	7	7	4	2	1	33

new challenge.

What made them respond so positively then? In other words, what English skills did they perceive had improved? The third question asked them to rate the six different language skills (Table 3). From Table 3, several points can be noted in terms of potential effects of English summary writing on the EFL learning process. Firstly, English summary writing may help reading skills, not to mention writing skills, to improve greatly. Second, EFL learners' awareness for the necessity of vocabulary knowledge can be raised. Third, the improvement of grammatical knowledge may be strongly felt by means of intensive English summary writing. Finally, the need for accuracy in spelling appears to be fostered but only weakly felt by the students. To add, the improvement of listening is also mentioned, most probably because of the dictation activities preceding the English summary writing activities.

What is remarkable about the results of Table 3 is that, in fact, multiple language skills seem to have been affected by a 'discussion approach', in which the students did read the text deeply and analytically and write summaries logically, but they were not taught grammar or vocabulary in any explicit manner. What was explicit instead was their sense of purpose to read accurately and write clearly. Hence, it was a functional approach to learning English as a foreign language as such that made this skill-integrated task possible.

Finally, the fourth question asked them to elaborate on their sense of achievement about their first and second ratings in order to learn about what their improvement actually meant (see Appendices 2 and 3 for the students' elaborations). It can be noted that the students described their improvement in several characteristic ways. Firstly, with regards to the improvement in 'Reading', many of the students reported that through writing English summaries, their reading skills had improved, since, they explained, in order to write summaries, they had to comprehend the text clearly in the first place. Second, they had learned to read a paragraph as a unit and the text as a whole, other than translating it sentence by sentence. Third, they had learned to pay attention to the key words in the text. A similar observation as this was made by still other students, who explained that they had learned to distinguish what was important from what was not. As Ushiro, et al (2009) suggested, the English summary writing in this study does seem to have fostered students' evaluation of information importance, as well.

As for the improvement in 'Writing', the most noticeable evidence in the students' attitude towards writing was that through writing a summary in a structured way, they had learned to express what they wished to mean in their own words. It is quite interesting to note that some were picking up words and expressions from the original text as a model and using them in their own summary. Expressive power came not only from the inside—students' previous knowledge—but also from the outside—the text of the writer—. Second, they had learned about text organization and learned to use that knowledge in their own writing tasks, as was seen in the following student's comment, 'Through writing English summaries in every class, I have learned to write a paragraph with a logical flow on the term examinations, as well'⁽⁹⁾.

Concerning the improvement in 'Vocabulary', comprehending the text clearly and writing summaries intensively naturally raised the students' awareness for necessitating vocabulary knowledge. First, this awareness encouraged them to use the dictionary more frequently. Second, it also encouraged them to learn not only the usage of a word but also the slight differences in meaning between similar words. All this revealed that summary writing engaged them in searching for the exact word in order to say what they had to mean clearly.

Finally, concerning 'Grammar', it was evident that English summary writing continued to call for the students' accurate working knowledge. It was not very clear that they had improved grammatical accuracy; however, it seemed

true that they were struggling with English syntactical rules throughout the semester. The corrective feedback on their summaries every week to revise them for a completed work appeared to be an important opportunity for them to pay attention to grammatical accuracy and paragraph organization.

6. Conclusion

This article has discussed an alternative approach to English summary writing in an NIT classroom and its effects on the EFL learning process when the approach suggested in the present case study is implemented. The following is an attempt to answer the four research questions presented in chapter two.

(1) How can important information be selected from the original text?

The present study shares the importance of information selection with Yamaoka (2010) and Murray (2017). However, what this study calls a ‘discussion approach’ to summary writing is a more open process than their proposals. Yamaoka attempted to establish a predetermined procedure to teach how to select the main points of a paragraph objectively but seemed to be unsuccessful. Murray introduced Johns (1988)’s concept of ‘text-type’ in selecting important information to be included in a summary. Johns’ and Murray’s proposals are more structured and straightforward than a ‘discussion approach’, since the latter is not based on anything like ‘text-type’ *a priori*.

In a ‘discussion approach’ of this case study, in which students are asked to divide the paragraph and to articulate their reasons for that decision, the goal in doing all this consists in helping them understand the text clearly, capturing the writer’s outline, and developing their reading skills. To these ends, a question-and-answer technique between the teacher and all students in the classroom evolves until they reach a comfortably clear identification of the outline. In this process, no predetermined routes to reaching the destination as such are apparent, and it requires both parties of a vulnerable but an independent judgement.

(2) How will that important information be structured into an English summary with a logical unity?

Murray (2017) takes up this issue by proposing Johns (1988)’s concept of ‘text-type’ to search for important information in the text and to determine ‘text-structure’ in a summary—contents and a sequence—.

In contrast, in a ‘discussion approach’, a fairly rigid format for constituting English summaries is presented to students. The focus is not on content—unlike Murray (2017)’s proposal—but such formal features as summary length and the mandatory use of conjunctive expressions. These restrictions foster students’ application of generalization and construction and give a summary a logical unity. Form does not necessarily limit but rather can help students to focus on expression.

(3) In what aspects of linguistic abilities can be fostered by the approach proposed in this study?

The potential effects of English summary writing by a ‘discussion approach’ on multiple language skills have been identified in chapter five. Among other things, it cannot be too emphasized that English summary writing can affect students’ reading skills to a great degree. Understanding the text clearly is a powerful prerequisite for subsequent successful summary writing. Even if the latter should turn out to be unsuccessful, students can still improve reading skills. In a ‘discussion approach,’ paragraph organization is openly discussed and made clear by the

whole class. In other words, this is the very opportunity for EFL learners to develop reading skills. What this suggests as to designing educational practice is that a cognitively more demanding task can achieve the goal of a less demanding one functionally. In this case, more demanding English summary writing has done just the job of fostering reading skills.

On the other hand, a weakness in instructing summary writing has become clear as well. Not a few students reported that they had learned to condense the text. However, no one mentioned exactly what they had done to make it shorter. In this very respect, Ushiro, et al (2009)'s attention to teaching macro-rules—generalization and construction—can be helpful when conscious instruction about how the text can be shortened is needed.

(4) What follow-up activities may be provided to ensure grammatical accuracy in an English summary?

The present study on English summary writing has shown that grammar, vocabulary, and expressions were all treated implicitly and functionally. What was explicit to the students was their intention to produce a good piece of summary writing. It naturally followed that they should revise their English summary until they were completely finished products. The author decided to give them corrective feedback on their summaries to eliminate all the grammatical and spelling errors, and to check on the cohesion and coherence of the summary. It might have been a good opportunity for EFL teachers to teach grammar functionally rather than deductively.

Lastly, some practical issues to be considered include avoiding too much burden on the teacher, say, from corrective feedback on students' English summaries every week. The author of this study continued to feel stress from conducting two different English summary writing classes in the same semester, which gave the author the task of correcting 90 summary sheets every week. Limiting the challenge to just one English class would have been a cleverer option to take. Second, the importance of an appropriate textbook should be considered. The appropriateness means an appropriate paragraph length in a lesson, a clear text organization, and intriguing topics in the textbook. The textbook used for this case study was a satisfactory one in these terms.

English summary writing can be applied to a wider range of proficiency groups if text length is limited to an appropriate degree and text organization can be understood and shared by students. A combination of dictation and a 'discussion approach' is one of the ways in which comprehending the text is powerfully promoted. Grammar and vocabulary may not explicitly be taught in this English summary writing class, but students' awareness for these skills and knowledge is constantly made explicit and thus is raised while writing English summaries. A teacher's corrective feedback on the grammatical and organizational aspects of a summary can be a desirable method to make use of students' activated awareness for accuracy in language use.

7. Appendices

Appendix 1: Lesson 22: *The Best Fathers in the World?*

There's a lot of talk these days about how to raise smarter, kinder kids. The words "grit" and "gratitude" are often bandied about. These are mentioned as personality traits that parents need to instill in their sons and daughters to make sure the kids grow up to be happy, successful, decent adults. According to CNN, however, some parents in Texas have been falling down on the job. They are doing something that almost guarantees that their children will grow up feeling neglected, unwanted, unworthy. Here is what happened. Recently, when parents arrived at a daycare center to pick up their sons and daughters, this sign confronted them at the front door:

You are picking up your child. GET OFF YOUR PHONE!!!!
Your child is happy to see you. Are you happy to see your child?
We have seen children trying to hand their parents work that they have completed and the parent is on the phone. We have heard a child say "Mommy, Mommy, Mommy ..." and the parent is paying more attention to her phone than to her own child.
It is appalling. GET OFF YOUR PHONE!!!

This sad scene is quite a contrast to the men of the African Aka tribe, "the best fathers in the world," according to the *Guardian*. Why? What's especially fascinating about the Aka is that male and female roles are completely interchangeable. Aka fathers slip into "female" roles "without a second thought or any loss of status." While the women hunt, the men look after the children. While the men cook, the women decide where to set up the next camp. And vice versa. And while the women are away, the fathers even allow babies to suck on their nipples! The Aka, says the *Guardian*, show that men, given the chance, can be every bit as responsive to their children's needs---every bit as loving and caring---as women. Attributes that those Texas parents surely need to emulate.

Appendix 2: "4. Describe your improvement on the first and second ratings." (The author's English translation)

Rating Skills	First
(1) Vocabulary	<ul style="list-style-type: none"> • I need to improve vocabulary by using materials such as the TOEIC and the <i>Eiken</i> second grade text. • The text had a lot of new words, and I was using my dictionary all the time. • I had to look for a lot of new words in order to condense the text, which has helped me learn new words.
(2) Grammar	<ul style="list-style-type: none"> • Grammar doesn't matter as much in reading, but in writing summaries, I often noticed that my basic grammatical knowledge was quite vague, such as 'a base form after an auxiliary verb', which turned out to be the chance to learn grammar. • My grammar has improved because while paraphrasing the original text, I had to pay full attention to grammatical constructions. • Summary writing required me to connect words grammatically and sentences logically, and this has helped my grammar improve. • In reading the original text deeply, I was able to pick up such new grammars as emphatic forms and examples. • The teacher's correction on grammatical mistakes and expressions in my summaries has helped me with my English skills.
(3) Listening	<ul style="list-style-type: none"> • I often found myself not being able to spell even when I caught the sound clearly. • My listening skills have improved through dictation activities in every class.
(4) Spelling	None
(5) Reading	<ul style="list-style-type: none"> • Writing English summaries required me to comprehend the text clearly in the first place, which has improved my reading skills. • In writing English summaries, I needed to understand the text accurately and to digest it deeply inside before starting to write. This way, my reading skills have improved the most of all. • I wasn't confident in reading English myself. However, through practicing summary writing, I have learned to recognize the gist and the keywords in the original text. • A clear understanding of the text was the prerequisite for writing English summaries. This has helped me with my reading skills. • I didn't know how to comprehend long texts. Through the classes, however, I have learned to do it better. • We were asked to read the text paragraph by paragraph, and naturally this has helped me to improve my reading skills. • I have become used to reading longer texts and gotten a positive attitude towards it. • Writing summaries required us to comprehend the text clearly at first, and this has resulted in improving my reading skills. • Writing summaries required us to comprehend the text as a unit and to accurately figure out where the important information was in the text. I have learned to do it better than before. • Understanding the whole text was necessary for English summary writing. I have become confident in reading English passages. • I feel that I have learned to find important information in the text. • I had usually tended to read English vaguely while purposelessly answering the questions. Through the classes, however, I have learned to intentionally catch the true meaning of, say, a referential pronoun 'that', a particular noun in which the intention of the writer was embedded, and so on.
(6) Writing	<ul style="list-style-type: none"> • It was an intriguing and valuable experience to learn to write English summaries in <i>English Workshop II</i>. I have learned to use a topic and supporting sentence intentionally. Particularly, I gave many thoughts to condensing the whole text in a balanced manner. • Through writing English summaries in every class, I've noticed that I have learned to write a paragraph with a logical flow in my free composition on the term examinations, as well. • I have learned to give a structure to a summary paragraph more quickly. • Creating summaries based on the text in this class was a new experience to learn a lot of alternative expressions from the writer of the text, while raising an awareness for a sense of good writing. • I have learned to express my meaning in my own words. Particularly, when I do not have the exact word I need. • Summary writing has taught me to compose and create the sentences that I want to write. • I wasn't as confident in composing English paragraphs, but I have learned to do so with a structure in mind. • I had had only a few opportunities to write in English. (In this class) I have learned to express my opinions in a compact manner. • I have learned to condense a long paragraph into a few sentences. • I have learned to summarize the main points and to express my opinions and thus, to organize a paragraph.

Appendix 3: “4. Describe your improvement on the first and second ratings.” (The author’s English translation)

Rating Skills	Second
(1) Vocabulary	• I encountered a lot of new words in context, and I have learned how to use them.
	• I have learned to pay attention to learning vocabulary accurately. It was a valuable opportunity to learn that a slight difference between words does matter.
	• I have learned such conjunctive expressions as ‘in the first place’ and ‘on the other hand’.
	• There were many opportunities to have to find the exact words that I wanted, which I feel has expanded my vocabulary.
	• I have made the custom of looking up new words in the dictionary because unknown words prevented me from writing an English summary.
(2) Grammar	• The more vocabulary I have, the better. I think that vocabulary power supplements inadequate grammatical knowledge.
	• Through writing a summary, I have learned to look at not only the meaning of a word but also how to use it and to try using it in my own context.
	• I have learned that it is important to analyze the sentence syntactically after I comprehend it.
	• My grammatical competence had lowered after I entered <i>Kosen</i> . Through writing an English summary, however, I have been able to regain my grammatical competence.
	• In order to summarize a text well, I needed to make the best use of my grammatical knowledge. This has improved my grammatical competence.
(3) Listening	• I have learned how to use ‘that’ and ‘,’ (commas), which I only vaguely knew how to use, through writing English summaries.
	• I have learned how to use conjunctions to condense the text.
(4) Spelling	• Dictation has helped me to improve my listening.
	• My listening has improved due to the dictation activities every week.
(5) Reading	• A lot of unknown words in the text gave me opportunities to use my dictionary all the time and to remember the correct spellings. In addition, the teacher’s correction on my summaries has helped me to find my spelling errors and improve my spelling.
	• I found my spelling accuracy was lower than I’d thought through writing English summaries and reflections.
	• I have learned to recognize my errors and correct them myself.
	• I have learned to spell even unknown words based on their sounds. Thus, my spelling ability has improved.
(6) Writing	• Writing summaries required me to comprehend the English text clearly. Therefore, I feel that the more I read, the better my reading skills became.
	• In summary writing, I had to judge the important parts from the unimportant parts, and this has helped my reading skills improve.
	• I have learned to read the text, looking for the writer’s opinions.
	• In order to write an English summary, I needed to comprehend even the details of the text, so I have learned to make the meaning of every word clear by looking up in the dictionary.
	• My reading skills have naturally improved because summary writing required us to understand the text.
(6) Writing	• I have learned to read a bit faster.
	• It is always a difficult task to give an appropriate structure to my paragraph both in Japanese and in English.
	• By sharing my paragraph with other classmates’ and the teacher’s in the classroom, I have learned new expressions. In addition, the teacher corrected our paragraphs every week, which has helped me to write accurately with the appropriate paragraph structure.
	• Because summary writing was based on the well-organized original text, I made good use of the expressions in that text. In fact, I was creating my own text based on the good sample text, which has helped my writing skills to improve.
	• I struggled to choose the main points of the text and to come up with the appropriate conjunctions, and the like. That is why I feel my writing skills have improved.
	• In summary writing, I had to express my understanding of the text in my own words, and my ability to construct sentences has improved.
	• I have learned to write in a more sophisticated way. I have learned how to use conjunctions, commas, and how to structure a paragraph.
• It was hard for me to condense and paraphrase the text, but this has helped my writing skills improve.	

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⁽⁸⁾ The original idea of a 'discussion approach' has come from the following source: Inagaki, T. & Sugimoto, M., *Nippongo wo Manabinaosu (Relearning Japanese)*, Hyōronsha, 255-272 (2004)

⁽⁹⁾ The term-examinations for this course consisted of (1) a paragraph dictation, (2) English summary writing, and (3) a free composition of more than five sentences that starts with a topic sentence, followed by a body and a concluding sentence. The author regarded this free composition to be an opportunity for the students to apply text organization learned in the English summary writing activities.