

On Practicality and Dependability of Analytic Rubric for EFL Learners' Summary Writing: Using Multivariate Generalizability Theory

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English teachers in secondary education have been required to instruct summary writing since the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) in Japan emphasizes the teaching of integrated language tasks such as English summary writing (MEXT, 2018; Yamanishi et al., 2019). Also, in tertiary education, university students are often asked to synthesize different types of information from various materials, such as lecture notes and reading assignments in their expertise classes. Because of that, English teachers, especially those who are teaching summary writing to students with relatively lower proficiency of English face difficulty not only in teaching summary writing but also in assessing their students' summary performances. In the classroom context, though time and labor constraints are in problem, it is believed that an analytic rubric is pedagogically more helpful than a holistic rubric because the teacher can confirm the strength and weakness of their students' summary performances and the students can receive the feedback (Yamanishi et al, 2019). Several scholars (e.g., Li, 2014a; 2014b; Rivard, 2001; Sawaki, 2003; 2020; Yamanishi et al, 2019; Yu, 2008) have developed an analytic rubric for summary writing so far, but it is still in progress. This study examined the practicality of the analytic rubric which consisted of four rating scales including language use by investigating seven in-service English teachers' real voices on assessing 160 summaries of Japanese private university students who have lower-intermediate proficiency of English. Also, this study examined the dependability of the analytic rubric using multivariate generalizability theory (MG theory, Brennan, 2001). The results showed that assessing language use and judging summaries that were copied to a lesser or greater extent from the source text was difficult because of diverse linguistic errors and the use of paraphrasing was lacking. Therefore, the study concluded that it is necessary to define the gravity of language errors and that of copying in more detail to develop a rubric that suits to assess the summaries written by EFL summarizers with the lower-intermediate level of English.