

論文内容の要旨

専攻名 (課程名)	多文化社会学専攻 (博士前期課程)	氏名	Olena Luhovyk
題名	Integrated Listen-to-summarize Tasks: Analysis of Test-Takers Eye Gaze, Writing and Note-Taking Behaviours		
<p>Learners of English as a Second Language (L2) need to develop their ability to incorporate ideas from different sources to support their arguments to be successful in higher education. Recently, there has been a growing trend towards assessing test-takers’ ability to summarize different sources. While integrated tasks are often centred around read-to-summarise tasks, there is an increasing interest in listen-to-summarise tasks to test summarization skills. This study aimed to deepen our understanding of how listening proficiency affects performance on summarization tasks. In this mixed-methods study, an eye-tracking device was used to monitor test-takers’ eye movements across different areas (n = 17) and participants were tested twice using tasks with varying levels of difficulty. This was followed by the collection and analysis of qualitative data from the survey, essays and notes produced by test takers to compare the different strategies they applied to the two listening tests. The eye-tracking findings revealed that a more challenging listening task required significant cognitive effort to recall input from memory for summary production, causing the participant to pause longer on the screen. Additionally, successful participants had longer fixations on their notes during both listening and writing stages, while unsuccessful participants looked mostly at the</p>			

keyboard. The Chi-square test showed that the summarization task with an easier listening material did not predict the essay summaries score, while the more challenging task did. Analysis of notes taken by the participants showed that high-quality notes are distinguished by their clear organisation that represents the structure of the listening material, the presence of information regarding main topical ideas from the listening. High quality notes were also generative in nature and often included symbols to represent cause-and-effect relationships between information. Taken together, these findings suggest that high quality note-taking is a signifier of higher listening proficiency and higher scoring essay summaries. Additionally, listeners rely on different strategies depending on the task difficulty. Such empirical findings offer important implications for understanding the behaviours that distinguish successful and unsuccessful test-takers in listen-to-summarize task format.

**Keywords:** listen-to-summarize, integrated task, note-taking, eye-tracking, Japanese EFL learners