MINISTRY OF EDUCATION AND TRAINING

UNIVERSITY OF DA NANG

TRÀ THỊ MỸ DUNG

AN INVESTIGATION IN PARAPHRASING EXPERIENCED BY VIETNAMESE STUDENTS OF ENGLISH IN ACADEMIC WRITING

M.A THESIS IN THE ENGLISH LANGUAGE

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STATEMENT OF AUTHORSHIP

Except where reference is made in the text of the thesis, this thesis contains no material published elsewhere or extracted in whole, or in this part from a thesis by which I have qualified for or been awarded another degree or diploma.

No other person's work has been used without due acknowledgement in the thesis.

This thesis has not been submitted for the award of any degree or diploma in any other tertiary institution.

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Tra Thi My Dung

ABSTRACT

This Master thesis carries out an investigation into paraphrasing experienced by Vietnamese students of English in academic writing. The study is worked out step by step. Firstly, some important features of students' awareness of paraphrasing; students' preference and difficulties of paraphrasing; students' awareness and avoidance of plagiarism; students' improvement of paraphrasing were pointed out. Secondly, the data obtained from an investigation of 100 students of 05 classes (06CNA06, 07, 08, 09, and CNALT01) for the Questionnaire was analyzed. Thirdly, the samples of paraphrasing to be analyzed in the study are collected from the Diagnostic test delivered to 100 students of 05 classes (06CNA06, 07, 08, 09, and CNALT01) and from 15 Graduation papers of 15 graduates. The thesis identifies the most common mistakes appearing in the students' and gradutes' paraphrasing. It also clarifies prevalent difficulties met by Vietnamese students when dealing with paraphrasing skills in academic writing. Towards the end of the thesis, some solutions are suggested to help teachers and students in teaching and learning paraphrasing skills.

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Chapter 1

INTRODUCTION

1.1. RATIONALE

One of the most important techniques in writing skills of English learners is paraphrasing, which means restating other ideas, meaning and information in our own words. Most learners of English try to paraphrase correctly to demonstrate that they have engaged with and understood the ideas from their source materials, whilst still recognizing that the ideas they are discussing are not their own. They will need to develop this technique in order to write effectively. In fact, it is very difficult for them to rewrite the original language, "change" the original sentence structure, and cite the source in the proper form.

From the facts above, our thesis has been researched in ways of paraphrasing in academic writing, in order to bring awareness not only to Vietnamese students of English, but also to teachers of English, about how to teach English and how to paraphrase the original sources effectively. However, due to time limitation and space of the term paper, we hardly carry out a study on this subject on a large scale, but only focus on fourth - year students at the College of Foreign Languages-University of Da Nang. This population was chosen based on the fact that these students had opportunities to become familiar with paraphrasing skills in their fourth semester. Therefore, the researcher could study how they apply theory to practice and what difficulties they often cope with when paraphrasing.

All of the above explains the reason for our choosing to do the research titled "An investigation in paraphrasing experienced by Vietnamese students of English in academic writing". It is our hope that the students, especially the fourth-year students, can get some benefit from our research paper to improve

their paraphrasing skills. It also serves the purpose of finding methods to help students achieve better ways of paraphrasing. This should be done by the investigation in writing classes of the fourth - year students and in the Graduation Paper of graduates in The College of Foreign Languages-University of Da Nang.

1.2. AIMS AND OBJECTIVES

1.2.1. Aims

This study aims to investigate how Vietnamese students of English paraphrase in academic writing, and to suggest solutions to improve paraphrasing skills for fourth-year students in the College of Foreign Languages-University of Da Nang.

1.2.2. Objectives

There are four objectives in the study:

- describe/identify common mistakes of paraphrasing in academic writing.

- predict possible mistakes by students when paraphrasing (at word &phrase, sentence and paragraph levels) in academic writing.

- find out reasons why they perform badly.

- suggest some implications for teaching and learning the problematic paraphrasing skills.

1.3. SCOPE OF THE STUDY

This study will examine paraphrasing experienced by Vietnamese students of English in academic writing. However, due to the limitation of time and resource, the investigation will be restricted to the fourth-year students studying at the College of Foreign Languages-University of Da Nang on paraphrasing of word & phrase, sentence and paragraph levels.

1.4. QUESTIONS OF THE STUDY

With the objectives mentioned above, the answers to the following questions are sought:

1. What are strategies to create a good paraphrase?

2. Which mistakes do students often make when paraphrasing (at word & phrase, sentence and paragraph levels)?

3. What are possible causes of mistakes?

4. What are effective ways and activities that teachers of English at colleges can apply to correct common mistakes and improve students' paraphrasing skill in academic writing?

5. What are paraphrasing techniques that Vietnamese students of English can use to improve their paraphrasing skill in their academic writing?

1.5. ORGANIZATION OF THE STUDY

Aside from the statement of authorship, acknowledgements, abstract and table of contents, our study is designed in five chapters:

Chapter 1, "Introduction", includes the rationale, the justification for the study, the scope of the study, aim and objectives and research questions.

Chapter 2, "Literature Review", will be the introduction about previous studies on paraphrasing. The theoretical knowledge will outline techniques of paraphrasing.

Chapter 3, "Research Design and Methodology", will present the hypotheses, research method and procedure of data collection and analysis.

Chapter 4, "Findings and Discussions", will describe the results of actual paraphrasing in academic writing of the fourth-year students and graduates at the College of Foreign Languages-University of Da Nang. The discussion of the results is compared with the given hypotheses.

Chapter 5, "Conclusions and Recommendation"; the conclusion will be drawn from the study and some ideas offered for practical solutions. There have also been some limitations and unsolved problems.

Chapter 2
LITERATURE REVIEW

2.1. PREVIOUS STUDIES

Learners of English often have difficulties with writing skills, especially paraphrasing in academic writing. To date, there have been extensive researches, as well as books and websites mentioning not only paraphrasing skills in writing, but also in reading, listening and speaking. However, the authors all have their own style and view, whose purposes were different from ours.

According to Jan Frodesen, University of California-Santa Barbara, in his work "a pre-paraphrasing mini-lesson" to develop paraphrasing skills in high school, [38] writers learn how to integrate ideas from sources into their own writing, but they often have difficulty putting these ideas into their own words. Developing paraphrasing skills is especially difficult for non-native speakers of English, who tend to have fewer vocabulary resources and less knowledge of complex grammatical structures than their native English speaking classmates. Of course, one way students learn to paraphrase well is through extensive reading, building general and academic vocabulary and getting a lot of writing practice. However, students can also benefit from guided practice in transforming original texts into their own words.

In addition, in the handout by Matthew Hedstrom, Undergraduate Writing Center, University of Texas at Austin [39] in standard academic writing, paraphrases, just like direct quotations, must be cited. While the words may be your own, the ideas are still borrowed, and this borrowing must be acknowledged.

In their books [14], [18], [21], the authors have given the definition as well as some tips for paraphrasing well. According to them, learners need to cover 5 steps in paraphrasing a sentence:

1. Understand the meaning of the sentence correctly

2. Use the context to understand the sentence correctly

3. Identify a paraphrase that most accurately restates the key information in the original sentence

4. Recognize different sentence structures that keep the meaning of the original sentence

5. Recognize different vocabulary words that keep the meaning of the original sentence.

Moreover, Purdue OWL [40] outlines 6 steps to have effective paraphrases:

1. Reread the original passage until you understand its full meaning.

2. Set the original aside, and write your paraphrase on a note card.

3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.

4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.

5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.

6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

Ahn Michelle [June, 1999], on his research *How Do I Teach My Students to Paraphrase Academic Content in Order to Improve Their Reading Comprehension? d*ecided that teaching his students how to paraphrase their

reading material is the best means by which to accomplish the goal of improving students' reading.

He began by teaching students a six-step approach to paraphrasing which was provided to him by the school reading specialist.

Step 1: Read the passage to be paraphrased twice.

Step 2: Circle any words or phrases you do not understand.

Step 3: Use the dictionary or glossary for the definition of the word or phrase.

Step 4: Read the passage again placing your definition of the unfamiliar words in the phrase.

Step 5: Read the passage. Translate the phrases into your own words.

Step 6: Review your paraphrase, looking for errors and completeness.

According to Tran Thi Thuy Nghia from Da Nang Department of Environment and Resources in her discussion [37], there are 6 steps to have an effective paraphrase as per OWL [40]. She posits that paraphrasing is a valuable skill for three reasons:

1) it is better than quoting information from an undistinguished passage.

2) it helps you control the temptation to quote too much.

3) the mental process required for successful paraphrasing helps you to grasp the full meaning of the original.

However, these research studies focus generally on the paraphrasing skills of English learners; no one has mentioned common problems experienced by Vietnamese university students in paraphrasing, nor have they given ways to improve this situation. Therefore, this paper is an attempt to state the common problems in paraphrasing of Vietnamese fourth-year students at the College of Foreign Languages-Da Nang University and to suggest some solutions to improve this skill.

2.2. THEORETICAL BACKGROUND

2.2.1. Definition of Paraphrase

Paraphrasing is a writing skill in which you "rephrase" (rewrite) information from an outside source in your own words without changing its meaning. Because you include in your rewriting all, or nearly all, of the content of the original passage, a paraphrase is almost as long. [13]

2.2.2. Kinds of Paraphrase

According to Jackie Pieterick, The University of Wolverhampton [40], in this study, to help readers more easily understand how to paraphrase, paraphrasing is divided into three groups: changing structure and grammar paraphrase (syntactic paraphrase), changing word paraphrase (semantic paraphrase) and changing structure (organization) of ideas.

2.2.2.1. Changing Structure and Grammar

You can make a paraphrase by changing the word order of the sentence or the passage by starting at a different place: in the middle or from the end of the original.

(1) **Original:** "Australia is the world's smallest continent, but it is one of the most fascinating." [21, p. 33]

Paraphrase: *One of the most fascinating, Australia is also the world's smallest continent.*

Moreover, you can change grammar and syntax from **active into passive** or **negative to positive** and vice versa. Besides, you might also **break up long sentences, combine short ones, expand phrases for clarity, or shorten them** for conciseness [43].

 a) **Active versus passive**

(2) **Original:** "People who really need to drink have a high level of intake but a lower level of satisfaction than people who can take it or leave it."[51]

Paraphrase: *A person who is addicted to alcohol consumes more but gets less pleasure than a person who drinks just to be sociable.*

b) Positive versus negative

(3) **Original:** "Americans consider someone who looks them in the eye to be honest. A person who looks down or looks away, in contrast, is suspected of being dishonest." [51]

Paraphrase: *For people from the US, not looking someone in the eye is an indication of not telling the truth, while meeting a person's eyes is a sign that they are telling the truth.*

c) Long sentence to short sentences

(4) **Original:** "Although our human ability to communicate is genetically determined and hence is a part of our biological nature, speech development is importantly affected by the environment." [46]

Paraphrase:

1) The ability for human communication is biologically based.

2) The ability for human communication is transmitted through genes.

3) Environment also influences how human communication develops.

d) Expand phrases for clarity

(5) **Original:** "A college student usually has homework to do." [46]

Paraphrase: *A person going to college typically has to study at home.*

e) Shorten phrases for conciseness

(6) **Original:** "In 1610, Galileo published a small book describing astronomical observations that he had made of the skies above Padua. His homemade telescopes had less magnifying and resolving power than most beginners' telescopes sold today,**(1)** yet with them he made astonishing discoveries **(2)** that the moon has mountains and other topographical features; that Jupiter is orbited by satellites, which he called planets; and that the Milky Way is made up of individual stars **(3).**" [The New Yorker 20 August, 2007]

Paraphrase: *Galileo was able to make some amazing discoveries with his telescope (2). He made discoveries about the moon, about Jupiter, and about the Milky Way (3). He was able to do this with a telescope that was less powerful than even today's most basic telescopes (1).*

In addition to changing the wording, sentence structure and the order of ideas (2nd, 3rd, 1st), it also shortens the original passage but, this paraphrase includes all points and retains the meaning of the original one. To see the change clearly, let us first identify the important ideas in the original passage:

1st In 1610, Galileo published a small book describing astronomical observations that he had made of the skies above Padua. His homemade telescopes had less magnifying and resolving power than most beginners' telescopes sold today → **3rd** *He was able to do this with a telescope that was less powerful than even today's most basic telescopes.*

2nd *yet with them he made astonishing discoveries* → **1st** *Galileo was able to make some amazing discoveries with his telescope*

 3rd *that the moon has mountains and other topographical features; that Jupiter is orbited by satellites, which he called planets; and that the Milky Way is made up of individual stars.* → **2nd** *He made discoveries about the moon, about Jupiter, and about the Milky Way.*

2.2.2.2. Changing Word

a) Changing Word Order

One way you can change a sentence for paraphrasing is to change the word order.

(7) **Original:** "Because I slept too late, I missed my first class."

Paraphrase: *I missed my first class because I slept too late.*

It is sometimes necessary to change the wording of the parts of the sentences.

(8) **Original:** "Terry wanted more books, but he couldn't afford them."

Paraphrase: *Terry couldn't afford more books, even though he wanted them.*

b) Changing Parts of Speech

You can also change parts of speech. If the sentence uses a noun, you can rewrite the sentence to use the verb or adjective form of the word, for example.

(9) **Original:** "Fifty-four men signed the Declaration of Independence."

Paraphrase: *Fifty-four men put their signatures on the Declaration of Independence* [51].

Also, to paraphrase we can change some of the words to their **definitions,** to **synonyms** or to **antonyms**. Using definitions, synonyms and antonyms help you avoid unnecessary repetition of the same words.

1) Paraphrase using synonyms

(10) **Original:** "The U.S. government has an enormous debt." [46]

Paraphrase: *The federal government has an extremely large debt.*

2) Paraphrase using definitions

(11) **Original:** "A college student usually has homework to do." [46]

Paraphrase: *People taking college courses usually have assignments to do.*

3) Paraphrasing using antonyms

(12) **Original:** "Shaun was disappointed, because the movie wasn't very good." [50]

Paraphrase: *Shaun wasn't satisfied, because the movie wasn't very good.*

2.2.2.3. Changing Structure of Ideas

(13) **Original:** "Statements that seem complimentary can go in one context may be inappropriate in another **(1)**. For example, women in business are usually uncomfortable if male colleagues or superiors compliment them on their appearance **(2)**: the comments suggest that the women are being treated as visual decoration rather than as contributing workers **(3)**." [10, p. 323]

Paraphrase: *Women may feel uneasy upon receiving ordinarily positive comments on their appearance from male coworkers or supervisors (2). To*

these women, the remarks carry an implied meaning: instead of being thought of as productive employees, they are actually being viewed as just a pretty part of the atmosphere (3). Depending on the situation, words or expressions which appear favorable may actually be unsuitable in a conversation (1).

In addition to changing both the wording and sentence structure, this paraphrase includes all points and retains the meaning of the original passage. It also **changes the order of ideas**. To see the change clearly, let's first identify the important ideas in the original passage:

1st. Appropriateness of statements is situational. *(Statements that seem complimentary can go in one context may be inappropriate in another)*

2nd. Example is that working women may view compliments about appearance as offensive. *(For example, women in business are usually uncomfortable if male colleagues or superiors compliment them on their appearance)*

3rd. These compliments can be offensive because they may imply women are "decoration." *(the comments suggest that the women are being treated as visual decoration rather than as contributing workers)*

In the paraphrased passage, the order of the three main ideas is changed to **2nd, 3rd, 1st** but, the paraphrase is identical in meaning to the original passage.

2.2.3. Paraphrase Paragraphs

According to Peter Horban, Department of Philosophy, Simon Fraser University [47], it is necessary to develop the skills of paraphrasing if you want to excel at essay writing. Without this skill you are likely to end up producing pages that are merely strings of quotations which, even if they are properly referenced, cannot constitute an essay of yours.

Let's suppose that you have decided to paraphrase a paragraph from another writer. Maybe your own thinking has been influenced by what you

have read in the paragraph. Perhaps you find yourself in agreement with the author and, if you are honest, you have to acknowledge that your reasoning at this point would be quite different from what you had read in that material. Perhaps the paragraph contains an example or an analogy that you cannot improve upon. How do you proceed?

First, remember that you need to provide a reference for your paraphrase. It is just as important that you provide citations for paraphrases as for quotations. Second, remember that the paraphrase must be expressed entirely in your own words. It must represent your writing. In fact, the reader should not be able to detect any stylistic shift between the bulk of the essay that is your own original work and any portions that are paraphrased from the work of others. There is a marked difference between paraphrasing and simply replacing several words or phrases in a passage. When you paraphrase, even the sentence structure must be your own.

Also, he gives some tips to help students paraphrase:

1. Begin working on your essay the day that it is assigned. This is good advice to follow even if your essay doesn't involve any paraphrasing. But if you are writing your paper the night before it is due, the pressure to pass off a slightly altered quotation as a paraphrase may be too great to resist. Succumbing to such pressure amounts to plagiarism - even if you have supplied a reference to the original source.

2. If you know that you will be making use of outside sources, start reading them as soon as possible. As you are reading and thinking about your topic, you will likely come across some passages that you realize you may well want to make use of in your paper. At this point you should begin making notes for your first draft. Take note of the author, the book or article, the publisher, and the page(s) the passage appears on. One reason for doing this now is so that you can return to this material later.

3. Do not write out the passage. Instead, simply jot down the main ideas in point-form. Avoid the use of sentences now so that you can supply your own sentence structure later. Even as you are making these point-form notes you should begin the process of expressing yourself in your own words. Avoid using the same words or phrases that the author uses.

4. After a day or two, return to your notes. Try to turn them into complete sentences of your own. If you avoided using the author's words when you first made your notes, it will now be easier for you to express the author's ideas in your words. Deliberately avoid checking the original source at this point.

5. Now you've got some material (along with the author's name and the page number so you can supply a proper reference later) that you can incorporate into your essay.

6. Next you should begin writing your first draft.

7. After your first draft is finished, go back to the source material. Check to ensure that your paraphrase accurately reflects what the author said and that you really have expressed things in your own words.

He gives two examples (one unacceptable, the other legitimate) of paraphrasing. The original passage is from C.D. Broad, *The Mind and Its Place in Nature* [London: *Routledge and Kegan Paul*, 1925, p. 110].

(14) **Original:** "It is admitted that the mind has nothing to do with causation of purely reflex actions. But the nervous structure and the nervous processes involved in deliberate action do not differ in kind from those involved in reflex action; they differ only in degree of complexity. The variability which characterizes deliberate action is fully explained by the variety of alternative paths and the variable resistances of the synapses. So it is unreasonable to suppose that the mind has any more to do with causing deliberate actions than it has to do with causing reflex actions."[47]

Paraphrase: 1. *It must be granted that the mind is no part of the cause of purely reflex actions. But the neural structures and processes involved in deliberate actions are not of a different kind than those involved in reflex actions. They only differ in their degree of complexity. The variability of deliberate action is completely explained by the variety of alternative paths and the variable resistances of the synapses. Therefore, it is not reasonable to think that the mind is any more involved in causing deliberate actions than reflex actions.*

According to Perter Horban, Example 1 is an unacceptable paraphrase of the original passage. In fact, despite the inclusion of the reference to Broad, example 1 constitutes plagiarism. It is easy to see that most of the sentences are modified only by the substitution of a few words or phrases. Furthermore, the citation at the end of example 1 does not allow the reader to determine whether the writer is indebted to Broad for the last sentence alone or for the ones that precede it as well. Whenever quoting or paraphrasing, always acknowledge the nature and extent of your indebtedness, whether it is for specific words, general ideas, or a particular line of argument.

Paraphrase: 2. *In The Mind and Its Place in Nature, the dualistic interactionist, C.D. Broad, considers an argument that might be advanced for the claim that the mind has no influence upon human actions. The argument is based upon the well established fact that reflex actions are mind independent. No decisions or deliberations are causally connected to reflexes; instead they are accounted for solely in terms of the structure of the nervous system and various neural processes. When we turn our attention to deliberate actions, we discover that the neural structures and processes involved, rather than being of a radically different sort, are instead merely much more complex than those associated with reflex actions. It is this greater complexity, manifested in a wider range of signal paths and synapse*

resistances, that accounts for the fact that deliberate actions display a much greater variety than do reflex responses. As a result, it is no more reasonable to resort to the mind to account for deliberate actions than it is to account for reflex actions.

Peter Horban affirms that Example 2 is an acceptable paraphrase. Notice that this example makes it clear at the outset that the entire argument of this paragraph is from Broad. Furthermore, example 2 begins in such a way that the reader is not misled into thinking that this argument is one that Broad endorses. This is another way in which example 2 is superior to example 1. (Encountering example 1 in a student's paper might understandably lead an instructor to charge the student with misrepresenting Broad's overall position.) In this example, the writer has demonstrated an understanding of the context of the original passage and managed to incorporate that understanding into the paraphrase. In this way, the paraphrase is more naturally woven into the rest of the student's work [47].

2.2.4. Reasons for Paraphrasing

2.2.4.1. Differences between Quoting, Paraphrasing and Summarizing

As opposed to **quotations**, which should be used sparingly, paraphrases and summaries will be used frequently in your academic writing to support your ideas. A **paraphrase** is a writing skill in which you "rephrase" (rewrite) information from an outside source in your own words without changing its meaning. Because you include in your rewriting all, or nearly all, of the content of the original passage, a paraphrase is almost as long. A summary, by contrast, is much shorter than the original. A summary includes only the main ideas of someone else's writing, restated in your own words. In summarizing and paraphrasing, however, you must not change the meaning of the original [13].

(15) **Original:** "Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries."[13]

Quotation: *"Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries"*[13]

Paraphrase: *Humans communicate through language. However, because there are so many languages in the world, language is an obstacle rather than an aid to communication. For a long time, people have wished for an international language that speakers all over the world could understand. A universal language would certainly build cultural and economic bonds. It would also create better feelings among countries.*[13]

In this paraphrase passage, synonyms are used to replace original words (underlined) and sentence structures have been changed:

"Language is the main means of communication between peoples"

→ *Humans communicate through language.*

"But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples".

→ *However, because there are so many languages in the world, language is an <u>obstacle</u> rather than an aid to communication.*

"<u>For many years</u>, people <u>have dreamed</u> of setting up an international, universal language which <u>all people</u> could speak and understand".

→ *For a long time, people <u>have wished</u> for an international language that <u>speakers all over the world</u> could understand..*

"If <u>all peoples spoke the same tongue</u>, cultural and economic ties might be much closer, and <u>good will </u>might increase <u>between </u>countries"

→ A <u>universal language</u> would certainly build cultural and economic <u>bonds</u>. It would also create <u>better feelings</u> <u>among</u> countries.

Summary: *People communicate mainly through language; however, having so many different languages creates communication barriers. Some think that one universal language could bring countries together culturally and economically and also increase good feelings among them.*

Compare the summary with the paraphrase, we can see that some details are omitted from the summary that are included in the paraphrase: *that people have dreamed of setting up an international, universal language, the arguments are simple and obvious*. However, the meaning of the original has not been changed.

2.2.4.2. Reasons for Paraphrasing

Paraphrasing is a valuable skill for a number of reasons. Firstly, it is better than quoting information from an undistinguished passage. Secondly, it helps you control the temptation to quote too much. Thirdly, the mental process required for successful paraphrasing helps you to grasp the full meaning of the original. Fourthly, paraphrasing is thought to be a valuable skill in comparison with the other two ways of incorporating other writers' work or speech into your own because paraphrase focuses on the ideas, not the writers' style: when you paraphrase, it means you restate others' ideas,

meaning and information in your own words. In these cases, you will use the ideas to support your writing or speech and it is necessary to apply paraphrase theory. You could rewrite the original text in another way or style by changing the words, the sentence structure or the order of ideas to help your readers or listeners understand the original more easily.

2.2.5. Mistakes in Paraphrasing

2.2.5.1. Mistakes in Changing Words

According to the article provided by Higher Score, Canada's number one test preparation centre [47], using **Different Vocabulary with the Same Meaning** is the first method most students try to use, but actually it can be difficult to use. The reason is that although English has many synonyms such as 'large' or 'big', it is unusual for these words to have exactly the same meaning. So, if you try to use a lot of synonyms when you paraphrase, you might produce sentences that are not natural English. Unnatural sentences are likely to reduce your score more than small mistakes because the reader may not understand what you are trying to say.

(16) **Original:** "It can be difficult to choose a suitable place to study English."

Paraphrase:

1. It is often a challenge to pick up (x) a relevant (x) school to learn English.

2. It is sometimes hard to select an appropriate place to learn English.

For non-native speakers, these three sentences might look like they have the same meaning. For native speakers, however, sentence 1 is unnatural. The first problem is "pick up". This expression does NOT have the same meaning as "choose", so this part of the paraphrased sentence is actually wrong. The second problem is the word "relevant". In some cases, "relevant" and "suitable" are good synonyms but in this example they are not.

In conclusion, choose your words carefully when you write. Develop the habit of selecting words that are precise and appropriate for your purpose.

2.2.5.2. Mistakes in Changing Word Order

Changing the Order of Words is the second method most students try to use [47]. Changing the word order of a phrase or sentence is usually safer than using synonyms because the words are the same, so the meaning must be the same. However, it is not always easy to decide which words to move or to decide to which position the words should be moved. Also, when you move a word you might need to change some other words, add some other words or cut some other words to ensure that the new sentence is grammatically correct.

(17) **Original: "**To move the object, the effort must be greater than the resistance."

Paraphrase:

1) The force applied to the object is always greater than the resistance.

2) The applied force must be greater than the resisting <u>force</u> <u>in order to</u> move an object.

In sentence 1), the orders of words are changed, but the information in the original is lost (*to move the object*), so it makes the first sentence an unsuccessful paraphrasing. In the sentence 2), the orders of words are changed; part of speech of "resistance" is changed to "resisting"; some words are added (<u>*underlined words*</u>) but the ideas of the original are retained.

Here are two suggestions for how to change the word order without making errors:

a. If the original sentence has **two or more clauses**, change the **order of the clauses.**

(18) **Original:** "If they have some help, most people can paraphrase effectively. However, practice is important because paraphrasing is difficult."

Paraphrase: *Most people can paraphrase effectively, if they have some help. Paraphrasing is difficult, however, so practice is important.*

b. If the original sentence has an **adjective and noun**, **change** the **adjective into a relative clause.**

(19) **Original:** "Writing essays can be a challenging task.

Paraphrase: *Writing essays can be a task which is challenging.*

In short, there are two ways we can use to change the order of words in a paraphrased text, they are changing the order of clauses and changing part of speech of words.

2.2.5.3. Mistakes in Changing Grammar or Structure

Using Different Grammar is the third method most students try to use [47]. It sounds very difficult to use different grammar, but actually it is easier than changing vocabulary. If you change the grammar and make an error, usually the reader will understand what you mean. However, if you change the vocabulary and make an error, often the reader will not understand what you mean.

(20) **Original: "**Somewhere on every good map, there is a legend."

Paraphrase:

1) If a map was made well, there was a legend on it.

2) If a map is made well, you can find a legend on it.

Although the sentence 1) has mistake with the tense (*passive in simple past*), but we still understand what the author means. Meanwhile, the sentence 2) is a good one, in both grammar and vocabulary.

So although changing the grammar has some advantages, it is still not easy and you should practice it as often as possible.

Here are two suggestions for how to change the grammar without making errors:

a. Change **some of the words** in the original sentence into **different parts of speech** (you will often need to change the word order and some other words, too).

(21) **Original:** "The most effective way to build your English skill is to study regularly."

Paraphrase: *The most effective way of building your English skill is to do studying on a regular basis.*

b. If the original sentence is in the **active voice**, change it to **passive or vice versa.**

(22) **Original:** "To improve English, you should learn new vocabulary on a daily basis."

Paraphrase: *To improve English, new vocabulary should be learned on a daily basis.*

In conclusion, there are two ways to change grammar: change parts of speech of words and change the voice of the original sentence.

2.2.5.4. Mistakes in Changing Order of Ideas

In paraphrasing, students may have to change the **organization of ideas** in the source material, (in order) to emphasize the points that are most related to their paper. But, they may make mistakes by keeping the same words or structure and as a result, they lapse into plagiarism.

(23) **Original:** "Because the intracellular concentration of potassium ions is relatively high, potassium ions tend to diffuse out of the cell. (**1**) This movement is driven by the concentration gradient for potassium ions. Similarly, the concentration gradient for sodium ions tends to promote their movement into the cell. (**2**) However, the cell membrane is significantly more permeable to potassium ions than to sodium ions. As a result, potassium ions diffuse out of the cell faster than sodium ions enter the cytoplasm. The cell therefore experiences a net loss of positive charges, and as a result the interior of the cell membrane contains an excess of negative charges, primarily from negatively charged proteins." [48]

Paraphrase: *The concentration gradient for sodium (Na) ions tends to promote their movement into the cell. (2) Similarly, the high intracellular concentration of potassium (K) ions is relatively high resulting in K's tendency to diffuse out of the cell.(1) Because the cell membrane is significantly more permeable to K than to Na, K diffuses out of the cell faster than Na enters the cytoplasm. The cell therefore experiences a net loss of positive charges and, as a result the interior of the cell membrane now has an excess of negative charges, primarily from negatively charged proteins.*

To see the change clearly, let us first identify the change of each important idea:

Because the intracellular concentration of potassium ions is relatively high, potassium ions tend to diffuse out of the cell. **(1)**

→ *Similarly, the high intracellular concentration of potassium (K) ions is relatively high resulting in K's tendency to diffuse out of the cell.***(2)**

 Similarly, the concentration gradient for sodium ions tends to promote their movement into the cell. **(2)**

→ *The concentration gradient for sodium (Na) ions tends to promote their movement into the cell.* **(1)**

However, the cell membrane is significantly more permeable to potassium ions than to sodium ions.

→ *Because the cell membrane is significantly more permeable to K than to Na,*

As a result, potassium ions diffuse out of the cell faster than sodium ions enter the cytoplasm.

→ *K diffuses out of the cell faster than Na enter the cytoplasm*

The cell therefore experiences a net loss of positive charges, and as a result the interior of the cell membrane contains an excess of negative charges, primarily from negatively charged proteins.

→ *The cell therefore experiences a net loss of positive charges and, as a result the interior of the cell membrane now has an excess of negative charges, primarily from negatively charged proteins.*

At first glance this 'rewritten' version may look as if it has been significantly modified from the original, but in this particular case, the writer has made a seemingly disingenuous change by substituting the names of the atoms by using their chemical symbols (e.g., sodium = Na). In addition, the order of the first two sentences was changed giving the appearance of a substantial modification. However, the language and much of the rest of structure is still too similar to the original.

2.2.5.5. *Original Text and Plagiarism*

a) Plagiarism and Types of Plagiarism

Plagiarism is the act of appropriating the ideas, writings, or inventions of another without due acknowledgement; specifically, the stealing of passages, either word-for-word or in substance, from the writings of another and publishing them as one's own [48]. In academic writing, this is the same as cheating on an exam.

According to Hamp-Lyons & Courter [1984, p. 161-166], there are four types of plagiarism:

1) outright copying

2) paraphrase plagiarism

3) patchwork plagiarism

4) stealing an apt term

The paragraphs below provide an example by showing a passage as it appears in the source (A), four paraphrases B, C, D, E following are **types of Plagiarism.**

(24) **Original:** "While the Education Act of 1870 laid the groundwork for the provision of elementary or primary education for all children in England and

Wales, it was not until the implementation of the 1944 Education Act that all girls and boys were entitled to a secondary education. Indeed, the decades immediately following the Second World War saw such a rapid increase in educational provision - in the USA, and many countries of Western and Eastern Europe, as well as in Britain - that some writers refer to the 'educational explosion' of the 1950s and 1960s." [48]

1) Outright Copying (Word-for-word Plagiarism) is when a student uses exactly the same words as the original author without using quotation marks or saying where the words are from (*underlined words and phrases in Paragraph B*).

B. *While the Education Act of 1870 laid the groundwork for the provision of elementary or primary education for all children in England and Wales, it was not until the implementation of the 1944 Education Act that all girls and boys were entitled to a secondary education. Indeed, the decades immediately following the Second World War saw such a rapid increase in educational provision - in the USA, and many countries of Western and Eastern Europe, as well as in Britain - that some writers refer to the 'educational explosion' of the 1950s and 1960s.*

2) Paraphrase Plagiarism is changing some of the words and grammar but leaving most of the original text the same (*underlined words and phrases in Paragraph C*).

C. *The Education Act of 1870 put down the basis for providing primary education for every child in the United Kingdom. It was not, however, until the establishment of the 1944 Education Act that all male and female children were given the right to education at secondary school.*

3) Patchwork Plagiarism is when parts of the original author's words are used and connected together in a different way (*underlined words and phrases in Paragraph D*).

D. *The right to elementary education for every child in England and Wales was established in the 1870 Education Act. However, the right to secondary education had to wait until the implementation of the 1944 Education Act. Following that act, in many countries of the world, there was such a rapid increase in educational provision that it was called the 'educational explosion' of the 1950s and 1960s.*

4) Stealing an Apt Term is when a short phrase from the original text has been used in the students work, possibly because it is so good (*underlined words and phrases in Paragraph E).*

E. *In England and Wales, all 5 year all children have had the right to an education since 1870. This has not, however, been the case for 11 year olds, who had to wait until 1944 for a national system of secondary education. Once this system was established, though, secondary education expanded rapidly in the decades immediately following the Second World War.*

In conclusion, in every discipline and in certain genres (such as the empirical research report), some phrases are so specialized or conventional that you cannot paraphrase them except by wordy and awkward circumlocutions that would be less familiar (and thus less readable) to the audience. When you repeat such phrases, you are not stealing the unique phrasing of an individual writer but using a common vocabulary shared by a community of scholars.

b) Avoiding Plagiarism

When paraphrasing, it is important to avoid plagiarizing: that is, writing a paraphrase that is too similar to the original. A paraphrase is unacceptable when it contains the same vocabulary and sentence structure as the original. The following model shows unacceptable and acceptable paraphrases [13].

(25) **Original**: "Language is the main means of communication between peoples **(1)**. But so many different languages have developed that language

has often been a barrier rather than an aid to understanding among peoples **(2).** For many years, people have dreamed of setting up an international, universal language which all people could speak and understand **(3)**. The arguments in favor of a universal language are simple and obvious **(4)**. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries **(5).**" [13]

1. Unacceptable Paraphrase: *Language is the principal means of communication between peoples. However, because there are numerous languages, language itself has frequently been a barrier rather than an aid to understanding among the world population. For many years, people have envisioned a common universal language that everyone in the world could communicate in. The reason for having a universal language are clearly understandable. If the same tongue were spoken by all countries, they would undoubtedly become closer culturally and economically. It would probably also create good will among nations.*[13]

2. Acceptable Paraphrase: *Humans communicate through language. However, because there are so many languages in the world, language is an obstacle rather than an aid to communication. For a long time, people have wished for an international language that speakers all over the world could understand. A universal language would certainly build cultural and economic bonds. It would also create better feelings among countries.*[13]

The first paraphrase is plagiarism. Even though the writer has changed many of the words, the sentence structure is very similar to the original as identified follows:

(1) Language is the main <u>means</u> of communication between <u>peoples.</u> → *Language is the <u>principal</u> means of communication between peoples.*

(2) <u>But</u> <u>so many different languages</u> have developed that language has often been a barrier rather than an aid to understanding among <u>peoples.</u> →

However, because there are numerous languages, language itself has frequently been a barrier rather than an aid to understanding among the world population.

(3) For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. → *For many years, people have envisioned a common universal language that everyone in the world could communicate in.*

(4) The arguments in favor of a universal language are simple and obvious. → *The reason for having a universal language are clearly understandable.*

(5) If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries. → *If the same tongue were spoken by all countries, they would undoubtedly become closer culturally and economically. It would probably also create good will among nations.*

In the second paraphrase, both the vocabulary and sentence structure are different:

(1) Language is the main means of communication between peoples → *Humans communicate through language*

(2) But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples → *However, because there are so many languages in the world, language is an obstacle rather than an aid to communication.*

(3) For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. → *For a long time, people have wished for an international language that speakers all over the world could understand.*

(4) (5) The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties

might be much closer, and good will might increase between countries. → *A universal language would certainly build cultural and economic bonds. It would also create better feelings among countries.*

You need to acknowledge the source of an idea unless it is common knowledge. It may be difficult to decide exactly what is common knowledge within your subject, but if your textbooks or your lecturer, (either in lectures or handouts), do not acknowledge the source, you can assume that it is common knowledge within your subject. For concepts and ideas which are generally accepted as valid within your specialism, there is no need to provide a reference. If in doubt, cite.

1) Take notes in your own words. A good strategy is: read, put away your books and think, and then write your notes.

2) Acknowledge quotations, even in your own notes. This will help you avoid accidental plagiarism when you copy from your own notes, not realising the words were copied from a textbook.

3) If you use ideas of other people, be explicit about it. That is to say, cite the relevant author at the relevant point in your writing. It is then not possible for anyone to accuse you of cheating or stealing someone else's work. It will also indicate that you know the background [50].

2.2.6. Strategies to Create a Good Paraphrase

To paraphrase effectively, it is recommended that you follow these suggestions:

2.2.6.1. Criteria for Good Paraphrasing

• Include all important ideas mentioned in the original passage but not in the same order.

• Keep the length approximately the same as the original.

• Do not stress any single point more than another.

• Do not change the meaning by adding your own thoughts or views.

• Do not use the original sentence structure.

2.2.6.2. Tips for Paraphrasing

According to Alice Oshima, Ann Hogue [13], there are 4 steps to write a good paraphrase:

STEP 1: Read the original passage several times until you understand it fully. Look up unfamiliar words, and find synonyms for them. If you need to take notes, write down only one or two words for each idea - not complete sentences.

(26) **Original:** Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries.

Acceptable paraphrase: *Humans communicate through language. However, because there are so many languages in the world, language is an obstacle rather than an aid to communication. For a long time, people have wished for an international language that speakers all over the world could understand. A universal language would certainly build cultural and economic bonds. It would also create better feelings among countries.*

Here is a suggested note-taking on the original passage about universal language:

Language – people use to communicate – but too many – obstacle – dream – international language – reasons: cultural, economic bonds, good feelings between countries.

It may be also helpful to make a brief outline such as the following:

A. Language – main means of communication

1. Too many languages – barrier to understanding

2. Universal language needed

B. Reasons for a universal language

1. Increase cultural, economic bonds

2. Increase good feelings between countries

STEP 2: Write your paraphrase from memory. Include as much of the information as you remember. Do not look at the original while you are writing.

STEP 3: Check your paraphrase against the original for accuracy and completeness. **If necessary, add points you have missed.**

STEP 4: Name the source of the original passage in parentheses at the end of your paraphrase.

Other valuable paraphrasing tips that students need to take into consideration: Firstly, you should use a good dictionary to find synonyms and check their usage and context. Secondly, remember not to change specialized vocabulary or expressions. Similarly, you cannot change the tone. Thirdly, you are not allowed to add information or leave anything out. Fourthly, you must frequently check your paraphrase with the original, to be sure that you have not used the same words or phrases unintentionally. Finally yet importantly, the paraphrase must sound like "your work" but not too informal and not look like the original.

Chapter 3
RESEARCH DESIGN AND METHODOLOGY

3.1. RESEARCH DESIGN AND METHOD

The research is a descriptive study using qualitative and quantitative information. The study includes five research questions mentioned in the first chapter. Questions 1 and 2 are answered in the second chapter. Chapter 4 will deal with questions 3, 4, and 5, drawn from statistically analyzing a Diagnostic test, a Questionnaire and the Graduation Papers of 15 students of Da Nang College of Foreign Languages.

3.2. DESCRIPTION OF POPULATION AND SAMPLES

3.2.1. Population

The population was limited to fourth-year students of English at the Da Nang College of Foreign Languages for these reasons: Firstly, these students had already studied this skill in their second year at the university. Secondly, they routinely employ this writing skill in their second, third and fourth years to write essays, assignments etc. Thirdly, some of these students are writing their Graduation Papers at the end of this final year.

In addition, the population also includes the Graduation Papers of graduates of the Da Nang College of Foreign Languages because like the fourth-year students, they have studied paraphrasing skills in their second year and applied these skills in academic writing during their time at the College. The most important reason for this choice is that these graduates had studied paraphrasing thoroughly to write their Graduation Papers.

Therefore, the subjects were tested at random from both fourth-year students and the graduates. While the paraphrasing skills of 15 students in their Graduation Papers were surveyed; on 5th, 7th and 12th April 2010, the

Questionnaire and Diagnostic test were given to 100 students from five classes (06CNA06, 07, 08, 09, and CNALT01). Once the students learned the reason for testing, they were very eager to contribute to the research, as they wanted to help students of subsequent years improve their paraphrasing skills in academic writing. We designed the Questionnaire and the Diagnostic Test at a length and level to enable completion within one period (45 minutes), and we guarantee the reliability of the results.

3.2.2. Sample

3.2.2.1. The Diagnostic Test in three parts (word & phrase level, sentence level and paragraph level) is designed as follows:

- Part A: Word and Phrase level

I. Exercise 1-5: Students are asked to find the words or phrases closest in meaning to the underlined parts.

II. Exercise 6-10: Students are asked to replace the underlined parts with their own words, so that the sentences have the same meaning as the original ones.

These exercises are to test the students' ability to replace words with their antonyms, synonyms or defining expressions as well as different meanings of a word or phrase in context.

- Part B: Sentence level

I. Exercises 1-5: Students are asked to choose the best paraphrase for the sentences.

These exercises aim at testing the ability of students to find key words and important information in the models given. Moreover, the researcher would also like to determine whether students maintain all the meaning of the originals when paraphrasing or not.

II: Exercises 6 – 10: Students are asked to paraphrase the statements in two different ways.

These exercises aim at testing students ability to re-write complex sentences into simpler ones that are easier to understand.

III. Exercises 11 – 15: Students are asked to extract three ideas from each of complex sentences.

These exercises aim at testing students in extracting the ideas of complex sentences and paraphrasing them as simple sentences.

- Part C: Paragraph level

I. Exercises 1-15: Students are asked to choose the best answer for each of given paragraphs.

II. Exercises 16-20: Students are asked to paraphrase given paragraphs

These exercises aim at establishing whether students knew what a legitimate paraphrase was or not. In addition, students were asked to paraphrase 5 paragraphs themselves in order to check if they could distinguish between quotation, summary and paraphrase and which mistake they often make in creating a paraphrase. We also did a survey on paraphrased paragraphs in the 15 Graduation Papers to determine the most common mistakes here.

3.2.2.2. Questionnaire consisting of 15 questions aim at eliciting information in the following categories:

Questions 1 – 5: Students' Ability to Learn Paraphrasing Skills

Questions 6 – 10: Students' Preferences and Difficulties of Paraphrasing

Questions 11 – 13: Students' Awareness of Plagiarism and Its Avoidance

Questions 14 - 15: Students' Improvement of Paraphrasing Skills

3.2.2.3. The Graduation Papers of 15 students of the Da Nang College of Foreign Languages were read thoroughly to collect paraphrased paragraphs and their original passages. We also spoke with some students from classes 06CNA07, 08, 09 and CNALT01 to get more information for our research,

regarding how the students improved their paraphrasing skills and how teachers corrected the mistakes usually made in paraphrasing.

3.3. DATA COLLECTION AND ANALYSIS

3.3.1. Data Collection

To design the Diagnostic test and Questionnaire, we selected exercises from books teaching practice skills for Toefl Ibt [14], [18], [21].

The Questionnaire was delivered to 100 students from classes 06CNA07, 08, 09 and CNALT01 on 5th April 2010, and was collected in after 10 minutes.

The Diagnostic Test was delivered to 100 students of classes 06CNA07, 08, 09 and CNALT01 on 7th April 2010 in 35 minutes.

The Graduation Papers were read thoroughly to collect paraphrased paragraphs and their origins.

To sum up, to collect data for the study the Diagnostic Test, Questionnaire and 15 Graduation Papers were the main sources of data.

3.3.2. Data Analysis

Data analysis is a basic process throughout which the result for discussion and implication was found out from the data collected. In this term paper, the statistics tables were presented first, and then the collected data was analyzed. Data were collected from the Questionnaires, Diagnostic Test and Graduation Papers. All the data were then analyzed qualitatively and quantitatively into 8 categories.

The Questionnaire of 15 questions was analyzed qualitatively and quantitatively into 4 categories:

1. Students' ability to learn paraphrasing skills

2. Students' preference and difficulties of paraphrasing

3. Students' awareness of, and avoidance of plagiarism

4. Students' improvement of paraphrasing skills

The Diagnostic Test was analyzed qualitatively and quantitatively to determine mistakes, then these mistakes were classified into 3 categories: word & phrase, sentence and paragraph levels. At each level, mistakes were classified according to 5 types of mistakes in paraphrasing skills.

The Graduation Papers were read thoroughly to collect paraphrased paragraphs and their origins; then were analysed qualitatively and quantitatively to determine mistakes; next, these mistakes were classified into 1 category: paragraph level. Then they were classified as mistakes in paraphrasing skills.

In conclusion, the Questionnaire, Diagnostic Test and Graduation Papers are the main sources for this study. As students were chosen at random, they were not expected to give the right answers to all questions, but, it was assumed that they could master the basic skills of paraphrasing.

Chapter 4
FINDINGS AND DISCUSSIONS

4.1. OVERVIEW

Data collected from the Questionnaire, Diagnostic Test and 15 Graduation Papers will be analyzed in Chapter IV. The results of the students' Questionnaire will be presented and analyzed in the 4.2.1 part. The 4.2.2 part will present and analyze the results collected from the Diagnostic Test and Graduation Papers. The 4.3 part will discuss the results from the Questionnaire, Diagnostic Test and Graduation Papers. The 5.3 part will suggest some implications for teaching and learning paraphrasing skills.

4.2. RESULTS

The data was collected from the Questionnaire and Diagnostic Test which were designed for the fourth-year students and from 15 Graduation Papers. All of the data was processed by counting and analyzing the percentage for each term used, as well as the types of mistakes, then we came to conclusions and gave suggestions for correction.

Ms. Annie Eagleton, native of England, TESOL (Teaching English to Speakers of Other Languages) & CELTA (Certificate in English Language Teaching to Adults) certificates; BA German Hons, gave some help with the process of analyzing the data.

4.2.1. Data Collected from Students' Questionnaire

The data collected from the students' Questionnaire was initially presented in four tables (table 4.1, 4.2, 4.3 & 4.4) as four main points: Students awareness of paraphrasing skills, Students' preference and difficulties with paraphrasing, Students' awareness of plagiarism and its

avoidance; and Students' improvement of paraphrasing skills. First, the data was analyzed, and then conclusions were drawn.

4.2.1.1. Students' Awareness of Paraphrasing Skills

Table 4.1. Students' Awareness of Paraphrasing Skills

Awareness	What is a paraphrase?	Right	**73%**
		Wrong	**26%**
		Other	**1%**
	Kinds of paraphrase	One	**5%**
		Two	**10%**
		Three	**31%**
		Four	**52%**
		Do not remember	**2%**
	Differences between quoting, summarizing and paraphrasing	Yes	**59%**
		No	**11%**
		Not sure	**30%**

The above table clearly shows the awareness of 100 fourth-year students of 5 classes, of paraphrasing. Most of the students (**73%**) demonstrated a correct understanding of this sub-skill when asked to give a definition of paraphrasing. Only **26%** of the students made incorrect choices.

Meanwhile, in terms of kinds, the largest number of students, (**52%**) gave the right answer. Only **2%** of the total indicated they did not remember. **31%** and **10%** answered "three or two kinds of paraphrase". The lowest percentage was at "one kind", with **5%**.

In regard to differences between quoting, summarizing and paraphrasing, the lowest number, accounting for **11%**, realized that they did not remember and the highest number, **59%**, knew the differences and they

could distinguish these three skills well. **30%** indicated they were not sure about the differences.

In conclusion, most of the students recognized and remembered paraphrasing skills well. In addition, they could distinguish the differences between this sub- skill and quoting and summarizing.

4.2.1.2. Students' Preference and Difficulties in Paraphrasing

Table 4.2. Students' Preference and Difficulties in Paraphrasing

Preference	Changing word	**43%**
	Changing sentence structure	**47%**
	Changing structure of ideas	**40%**
	Changing word order	**13%**
	Word level	**22%**
	Phrase level	**36%**
	Sentence level	**46%**
	Paragraph level	**20%**
Difficulties	Changing structure of ideas	**60%**
	Changing word order	**8%**
	Changing sentence structure	**29%**
	Changing word	**11%**
	Other	**1%**

With reference to students' preference in paraphrasing, the greatest preference was for *Changing sentence structure*, making up **47%**. It was followed by the choices *Changing word* and *Changing structure of ideas* with **43%** and **40%** respectively. Meanwhile, *Changing word order* was the lowest choice, at **13%**.

In terms of level, **46%** admitted they often paraphrase at *Sentence level*. Conversely, **20%** illustrated they usually paraphrase at *Paragraph level*. Students' second and third choice when paraphrasing was at *Phrase level* and *Word level* comprising **36%** and **22%** respectively,

The differences in choices of the level could be explained in regard to difficulties in paraphrasing. When students were asked what kind of paraphrase was the most difficult, *Changing structure of ideas* was the highest choice, accounting for **60%**, while nearly half of this number had difficulties in *Changing sentence structure*. Of the four choices, most students did not find many difficulties in *Changing word order* (only **8%**). *Changing word* was in third position of difficulty in these skills. Surprisingly, **1%** indicated that he/she had difficulty in mastering *the idea* of paraphrasing when paraphrasing.

In short, the majority of the students preferred *changing sentence structure* to paraphrase. Moreover, most of them liked paraphrasing at *sentence level*. Also, many had difficulties with *changing structure (order) of ideas*.

4.2.1.3. *Students' Awareness of Plagiarism and Its Avoidance*

Table 4.3. Students' Awareness of Plagiarism and Its Avoidance

Plagiarism	Awareness	Definition	Right	**96%**
			Wrong	**3%**
			Do not know	**1%**
		Types of plagiarism	One	**17%**
			Two	**11%**
			Three	**22%**
			Four	**44%**
			Do not know	**6%**
	Ways to Avoid	Take notes in your own words	**22%**	
		Acknowledge quotations	**10%**	
		Be explicit about using ideas of other people	**13%**	
		All of the above	**56%**	

In terms of Definition of Plagiarism, it is clear from the table that most students (**96%**) could give the right answer and **1%** showed they did not know or did not remember; meanwhile **3%** could not choose the right answer from the four options given as they explained they did not know the meaning of the word "plagiarism".

In regard to Types of Plagiarism, the highest percentage chose the right option of *four types*, accounting for **44%**. Conversely, the *two types* option was the lowest at **11%**; meanwhile, there were some students expressing that they did not remember. The third option was double the second one, taking up

22%. Surprisingly, the fourth option was double the third, and the third was double the second. The number of students choosing the second option was almost twice the number of students who did not remember types of plagiarism.

With reference to Ways to Avoid Plagiarism, **56%** presented the right answer when they said they used all of the three ways to avoid plagiarism in academic writing. Additionally, **22%** indicated they often take notes in their own words, and **13%** that they were always explicit when using ideas of other people, to avoid plagiarism. Only a few of them (**10%**) chose *Acknowledge quotations* as a way to avoid plagiarism.

In summary, most of the students could recognise plagiarism and could even distinguish plagiarism well. That most students correctly gave all four ways to avoid plagiarism in their paraphrasingdemonstrated that their awareness was high.

4.2.1.4. Students' Improvement of Paraphrasing Skills

Table 4.4. Students' Improvement of Paraphrasing Skills

Improvement	Students' ways	Reading more books	49%
		Practicing more exercises	51%
		Asking for teachers' help	13%
		Studying and discussing with friends	20%
	Teachers' help	Explaining more	20%
		Giving more exercises	19%
		Working and discussing in groups	3%
		All of the above	60%

As shown in the table 4.4, most of the students, **51%** preferred *Practicing more exercises* to improve paraphrasing skills by themselves. Nearly the same rate of choice was *Reading more books* on paraphrasing, making up **49%**. It was followed by the choices *Studying and discussing with friends* and *Asking for teachers' help* with **20%** and **13%** respectively.

With regard to teachers' help in improvement of paraphrasing skills, **60%** of the students expressed the need for their teachers to explain more, to give more exercises, and to ask their class to work in groups to discuss paraphrasing skills. On the other hand, only a few (**3%**) preferred *Working and discussing in groups*. Meanwhile, nearly the same proportion, **20%** and **19%** respectively, indicated teachers *Explaining more and Giving more exercises* in these skills.

In general, the largest number of students preferred *practicing more exercises* and *reading more books on paraphrasing* to improve. Moreover, all of them needed their teachers' help to master this sub-skill.

4.2.2. Data Collected from the Diagnostic Test

Data collected from the Diagnostic Test was marked and counted in terms of acceptable and unacceptable answers as well as mistakes made by the learners.

The Diagnostic Test was designed in three parts A, B & C with three levels: word & phrase, sentence, and paragraph; mistakes were also classified according to these three levels. All exercises were given at 3 levels of English: elementary, intermediate and advanced. Through the percentage of acceptable and unacceptable answers as well as the mistakes, we hope to suggest some solutions to facilitate both the teaching and learning of paraphrasing skills in academic writing.

The data was presented in six tables: Table 4.5 presents the paraphrasing of the fourth-year students at word & phrase level; tables 4.6,

4.7 & 4.8 show their paraphrasing at sentence level (one table for each section of exercise in Part B); and tables 4.9 & 4.10 illustrate their paraphrasing at paragraph level (one table for each section of exercise in Part C). At each level, the data was analyzed first, then mistakes were collated and finally conclusions were drawn.

4.2.2.1. Mistakes in Paraphrasing at Word & Phrase Level Made by the Fourth – year Students

Table 4.5. Percentage of Acceptable and Unacceptable Answers at Word & Phrase Level

Word & Phrase level		
Choosing words or phrases with the same meaning	Acceptable answer	Unacceptable answer
1*	**86%**	**14%**
2	**76%**	**24%**
3	**56%**	**44%**
4	**65%**	**35%**
5	**46%**	**54%**
Replacing the underlined words with their synonyms	Acceptable answer	Unacceptable answer
6	**43%**	**57%**
7	**37%**	**63%**
8	**35%**	**65%**
9	**11%**	**89%**
10	**78%**	**22%**

* 1 – 10: the order of 10 sentences in part A in the Diagnostic Test

As can be seen from the table, in terms of replacing the chosen phrases with synonyms (sentence 1-5), when all of these sentences were arranged from the easiest to the most difficult, most of the students gave the right answer with over **45%** for each sentence. Among them, the highest rate was **86%** (sentence 1). Sentence 2 was in second position (**76%**). Sentence 3 and 4 changed their positions in this section with **56%** and **65%** respectively. The lowest was at sentence 5, making up **46%**. This did not surprise us as it was the most difficult sentence in this section.

These high percentages are explained in that most students said they understood the underlined phrases from the surrounding words. Also, they were able to choose the right answer easily from the four options given for each phrase. Some students did not give the right answer. In general, all of the students answered all 10 sentences at this level.

Turning to the section replacing the underlined words with their own words (sentences 6-10), the highest percentage of replacing words correctly was at sentence number 10, making up **78%**. The rates at sentence 7 ranked in third position with nearly half the percentage of sentence 10, making up **37%**. The percentage of choice of sentence 8 was nearly the same as sentence 7, contributing **35%**. Meanwhile, the lowest rate belonged to sentence number 9 with **11%**. The unacceptable answers are presented in the right column because all of the students answered all of the 10 sentences of this section.

It is clear that at this level, most of the students gave the right answers, because according to them, it was easy to simply replace words with their synonyms and replace phrases correctly by understanding the surrounding words . There were some students who did not give the right answer as they did not remember the meaning of some words.

In brief, in section I of exercises in Part A, in choosing the given words or phrases, the percentage of right answers was higher than in section II (productive section) of this part, where students were asked to give their own answers.

4.2.2.2. Mistakes in Paraphrasing at Sentence Level Made by the Fourth – year Students

At this level, all of the data was presented in three tables (4.6, 4.7 & 4.8) as Percentage of acceptable and unacceptable answers in section I of part B, Percentage of common mistakes at sentence level in section II of part B and Percentage of common mistakes at sentence level in section III of part B.

Table 4.6. Percentage of Acceptable and Unacceptable Answers (section I) at Sentence Level

Sentence level		
Choosing the best paraphrase for each sentence	Acceptable answer	Unacceptable answer
1*	**16%**	**84%**
2	**40%**	**58%**
3	**34%**	**62%**
4	**30%**	**68%**
5	**60%**	**36%**

* 1 -5: the order of 5 sentences in section I of part B in the Diagnostic test

In the first section of exercises at this level (sentences 1-5) when requested to choose the best paraphrased sentence, the highest percentage of right answers was for sentence 5 with **60%**. In this sentence, the original was paraphrased by **changing word order** and **replacing words**. The second position of acceptable answers belonged to sentence 2 with **40%**. The original

sentence was paraphrased by **changing words**. Meanwhile, sentences 3 and 4 ranked in third and fourth position, with **34%** and **30%** respectively. These sentences were rewritten by **changing both sentence structure and words**. The lowest rate was for sentence 1, taking up **16%**. In this sentence, the original was paraphrased by **changing sentence structure**.

In short, in comparison with paraphrasing at word & phrase level, students had less right answers in this section of exercises due to the greater difficulty of this level. Most of the students chose the wrong answer when the original was paraphrased by **changing sentence structure** (sentence 1 with **84%** as this was one of the most difficult shown in table 4.2). However, some of them chose the wrong answer for paraphrased sentences using **changing words** and **changing word order** (sentence 5 with **36%** as these were presented as the third and fourth difficulties in table 4.2).

The second section of exercises at sentence level is shown and analyzed in table 4.7. In this section (sentences 6 -10), the students were asked to paraphrase 5 sentences into two different ways.

Table 4.7. Percentage of Common Mistakes (section II) at Sentence Level

Sentence level	Successful	Unsuccessful	Mistakes	Percentage of mistakes
Paraphrase in two different ways	**50.8%**	**49.2%**	Changing word	**33.2%**
			Changing grammar & structure	**16%**

With reference to the second section of exercises at sentence level, the highest proportion was at sentence 6 with **46%**, while, the lowest was at sentence 9 with **18%**. The highest percentage of students (**72%**) did not give

an answer at sentence 8, while the lowest was sentence 6 (**48%**). Among the students who gave answers, **49.2%** made mistakes. It is clear from the table that, most of the students **(33.2%)** made mistakes in **changing words**.Here the meaning of the original was changed in important ways when the original sentences were added or information was lost in their paraphrased ones. In this part, some of the students (**16%**) had difficulties in **changing sentence structure and grammar**, less than half as many as those making mistakes changing words.

In conclusion, in this productive section (section II), when the students were asked to paraphrase by themselves, most of them made mistakes in **changing words.**

The following table (table 4.8) will illustrate the percentage of right and wrong extractions in section III of exercises of part B in the Diagnostic Test. In this section (sentences 11 – 15), the students were asked to extract three ideas from each complex sentence.

Table 4.8. Percentage of Common Mistakes (section III) at Sentence Level

Sentence level	Successful	Unsuccessful	Mistakes	Percentage of mistakes
Extract three ideas from each complex sentence	**44.8%**	**55.2%**	Changing word	**24%**
			Changing structure & grammar	**16.4%**

In terms of the third section of exercises at sentence level, **44.8%** of students extracted three ideas from each complex sentence successfully, while the greater proportion, **55.2%**, did not succeed. Among the latter students,

24% made mistakes in **changing words**, **16.4%** made mistakes in **changing structure and grammar** and **14%** could not give the answer.

In summary, in this section of exercises of sentence level, the rate of mistakes in changing words was lower than that in section I, but the percentage of mistakes in changing structure and grammar was higher.

4.2.2.3. Mistakes in Paraphrasing at Paragraph Level Made by the Fourth – year Students

At this level, the data was collected from two sources: the Diagnostic Test and Graduation Papers. There are two tables (4.9 & 4.10) showing Percentage of acceptable & unacceptable answers at paragraph level in section I and Percentage of common mistakes at paragraph level in section II. Firstly, the data was presented in tables. Secondly, it was analyzed to determine mistakes. Thirdly, conclusions were drawn for each part.

a) Data Collected from Diagnostic Test

Table 4.9. Percentage of Acceptable & Unacceptable Answers (section I) at Paragraph Level

Paragraph level		
Choosing the best paraphrase for each paragraph	Acceptable answer	Unacceptable answer
	34.5%	**65.5%**

Table 4.9 illustrates that the percentage of acceptable answers at paragraph level was not high, due to this being the most difficult of the three levels. **65.5%** of the students gave unacceptable answers.

There were only 2 (sentences 1 & 3) among 11 sentences, where over **50%** gave acceptable answers, in first and second positions with **61%** and **54%** respectively. The lowest proportions were at sentences 7 & 15, at **14%**. Moreover, at sentences 13 & 14, the number of students presenting acceptable

answers was the same, accounting for **41%**. In addition, **2%** of students made the mistake of choosing more than one answer for each paragraph, at sentences 2, 5, 12 &14.

In conclusion, although this section was multiple choice, the number of students choosing acceptable answers was under **50%**, as this level was the most difficult.

Turning to the table 4.10 below, we can see the most common mistakes students made in paraphrasing at paragraph level.

Table 4.10. Percentage of Common Mistakes (section II) at Paragraph Level

Paragraph level	Kinds of mistake		Percentage of mistakes
Paraphrase in your own ways	Changing word		**22.5%**
	Changing structure & grammar		**40%**
	Changing order of ideas		**0%**
	Plagiarism	Word-for-word	**0%**
		Paraphrase	**0%**
		Patchwork	**15%**
		Stealing an apt term	**0%**

In the second section of exercises at paragraph level (sentences 16-20) when students were asked to paraphrase in their own words, **72%** of students did not give any answers. Although all of the paragraphs were extracted from the textbook *College Study Skills* (2007) – English Department, Da Nang College of Foreign Languages, only **28%** answered at least one sentence. Among those, the highest percentage, **24%** answered sentence 18, as they

explained it was the easiest paragraph to understand. Surprisingly, the lowest number of students, **19%,** responding to the request, was the same for sentences 16, 17, & 20.

As table 4.10 clearly shows, of those students giving answers, **77.5%** made mistakes, with **40%** in **changing structure & grammar**, **22.5%** in **changing words** and **15%** in **patchwork plagiarism**. Another **22.5%** made the mistake of **summarizing**, rather than paraphrasing or lost or added information to the original paragraphs.

In general, in this section at paragraph level which required more productive skill, only over one quarter of the students paraphrased the given paragraphs. Most of these students made mistakes when they paraphrased by **changing structure & grammar**.

b) Data Collected from Graduation Papers

In this part, the data collected from 15 Graduation Papers was compared with their original sources. The data is presented first in table 4.11, collating the most common mistakes, and then discussed.

Table 4.11. Percentage of Common Mistakes at Paragraph Level

Paragraph level			
Successful	Unsuccessful	Mistakes	Percentage of mistakes
33.3%	**66.7%**	Word-for-word plagiarism	**40%**
		Patchwork plagiarism	**30%**
		Paraphrase plagiarism	**20%**
		Stealing an apt term plagiarism	**20%**

We can see clearly from the table 4.11 that, the percentage of students who succeeded with paraphrasing in their Graduation Papers were half of the number with unsuccessful paraphrasing.

Among the unsuccessful paraphrasing, the most common mistake by the students made was **word-for-word plagiarism**, accounting for **40%**. Surprisingly, mistakes in **paraphrase plagiarism** and **stealing an apt term plagiarism** were in the same proportion, making up **20%**. The second percentage of mistakes was for **patchwork plagiarism** with **30%**. In addition, there were some Graduation Papers in which the students made both mistakes: **paraphrase plagiarism** and **stealing an apt term** [29]; **patchwork** and **word-for-word plagiarism** [35]. These Graduation Papers took up **2%** of the unsuccessful ones. Moreover, there was one Graduation Paper [26] which was unsuccessful because the researcher had missed out an important idea when paraphrasing.

To see the successes and errors in Graduation Papers, their analysis will be presented in two groups: those with successful paraphrasing will be shown first, then those with unsuccessful paraphrasing.

In Graduation Paper [28, p. 12], the data was collected from [7, p. 123];
Original: "The stylistic approach to the utterance is not confined to its structure and sense. There is another <u>thing</u> to be taken into <u>account</u> which, in a certain type of communication, viz. belles-lettres, plays an important role. This is the way a word, a phrase or a sentence sounds…"

Paraphrase: "… *the stylistic approach to the utterance is not confined to its structure and sense. There is another <u>factor</u> to be taken into <u>consideration</u> …. that is the way a word, a phrase or a sentence sounds."*

Although, the researcher had replaced some words (<u>underlined</u>) in the original by their synonyms, and had combined the two final sentences into one to make them shorter, he still left most of the words from the original text

(bold italics). His paraphrasing text was not acceptable; in this case, he made the mistake of **paraphrase plagiarism,** it means he had changed some of the words but left most of the original text the same.

In Graduation Paper [32, p. 11], the data was taken from [3, p. 190-193]. The researcher presented eight positions of Taxonomy of Illocutionary Acts stated by Bruce Fraser, but the original and the paraphrased text were identical, as follows:

"1. Acts of Asserting: the speaker's assessment of how the proposition expressed fits into the conversation, and the speaker's strength of conviction in the truth of the proposition expressed."

"2. Acts of Evaluating: the speaker's assessment of the truth of the proposition expressed, and the basis for this judgment."

"3. Acts of Reflecting Speaker Attitude: the speaker's assessment of the appropriateness of the state of affairs resulting from some prior act expressed by the proposition."

"4. Acts of Stipulating: the speaker's desire for the acceptance of the naming convention expressed by the proposition."

"5. Acts of Requesting: the speaker's desire for the hearer to bring about the state of affairs expressed in the proposition."

"6. Acts of Suggesting: the speaker's desire for the hearer to consider the merits of the action expressed in the proposition."

"7. Acts of Exercising Authority: the speaker's proposal to create a new state of affairs by exercising certain rights or powers."

"8. Acts of Committing: the speaker's proposal to place himself under an obligation to bring about the state of affairs expressed in the proposition."

The researcher made the error of using the original without any change of words, structure or order of ideas. In this case, she made **word-for-word plagiarism**.

In Graduation Paper [31, p. 9], the researcher collected data from [11, p. 5-7].

Original: "Translation theory derives from comparative linguistics, and within linguistics, it is mainly an aspect of semantics….. Since semantic is often presented as a cognitive subject without connotations, rather than as an exercise in communication, semiotics – the science of signs – is an essential factor in translation theory.

Paraphrase: *"….Translation theory derives from comparative linguistics, and within linguistics, it is mainly an aspect of semantics….. Since semantic is often presented as a cognitive subject without connotations, rather than as an exercise in communication, semiotics – the science of signs – is an essential factor in translation theory."*

It is clear that, the researcher did not change any words, structures or the order of ideas. Her entire passage was exactly the same as the original. This is another case of **word-for-word plagiarism.**

In Graduation Paper [22, p. 59], the data was taken from [2, p. 4].

Original: "Every language has a number of words and expressions part of whole function is to make explicit the semantic relationships between utterances."

Paraphrase: *"…. every language has a number of words and expressions part of whole function is to make explicit the semantic relationships between utterances."*

The researcher made the mistake of plagiarism, by not putting the original text into her own words; she left the whole text in its original form. In this case, she made **word-for-word plagiarism**.

In addition, on p. 45 of this Graduation Paper [22], the data was also collected from [17, p. 87].

Original: "I would propose that this narrative usage of AND is in fact only one of many such ways of exploiting the interaction of language's inherent linearity with the general concept of "putting things side by side".

Paraphrase: *"… the narrative usage of AND is in fact only one of many such ways of exploiting the interaction of language's inherent linearity with the general concept of putting things side by side".*

The researcher did not change any words, structure, grammar or order of ideas of the original, but left the original the same. She not only made the same mistake (**word-for-word plagiarism**) as above, but also referenced the wrong page (86), as the quotation came from another page (87).

In Graduation Paper [25, p. 14-15], the data was taken from [11, p. 39].

Original: "Communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original. Semantic translation attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original (**1**)…..

Communicative translation addresses itself solely to the second reader, who does not anticipate difficulties or obscurities, and would expect a generous transfer of foreign elements into his own culture as well as his language where necessary (**2**)…. Semantic translation remains within the original culture and assists the reader only in its connotations if they constitute the essential human (non-ethnic) message of the text (**3**)…. The communicative must emphasize the "force" rather than the content of the message (**4**). … the semantic translations would be more informative but less effective (**5**)…. a communicative translation is likely to be smoother, simpler, clearer, more direct, more conventional, conforming to a particular register of language (**6**)…. A semantic translation tends to be more complex, more awkward, more detailed, more concentrated, and pursues the thought-

processes rather than the intention of the transmitter. It tends to overtranslate, to be more specific than the original, to include more meanings in its search for one nuance of meaning **(7)**".

Paraphrase: *"<u>The first one is</u> communicative translation <u>that</u> attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original.*

*<u>The second one is</u> semantic translation <u>that</u> attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original... **(1)**.*

*Communicative translation addresses itself solely to the second reader, who does not anticipate difficulties or obscurities, and would expect a generous transfer of foreign elements into his own culture as well as his language where necessary **(2)**.*

*Communicative translation is likely to be smoother, simpler, clearer, more direct, more conventional, conforming to a particular register of language **(6)**. Communicative <u>translation</u> <u>emphasizes</u> the "force" rather than the content of the message **(4)**.*

*Semantic translation remains within the original culture and assists the reader only in its connotations if they constitute the essential human (non-ethnic) message of the text **(3)**.*

*Semantic <u>translation</u> would be more informative but less effective **(5)**.*

*Semantic translation tends to be more complex, more awkward, more detailed, more concentrated, and pursues the thought-processes rather than the intention of the transmitter. It tends to overtranslate, to be more specific than the original, to include more meanings in its search for one nuance of meaning **(7)**".*

The researcher had divided the two original paragraphs into seven paragraphs (the first original paragraph was divided into two paragraphs while

the second was divided into five), and changed the order of ideas from 1st, 2nd, 3rd, 4th, 5th, 6th, 7th into 1st, 2nd, 6th, 4th, 3rd, 5th, 7th (as shown by number) as well as added some of her own words (*underlined*), but she made one of the four types of plagiarism errors: **patchwork plagiarism.**

In Graduation Paper [35, p. 8], the data was collected from [7, p. 173-175].

Original: "The original of the term "euphemism" discloses the aim of the device very clearly, i.e. speaking well (from Greek – eu = well + - pheme = speaking) **(1).** In the vocabulary of any language, synonyms can be found that soften an otherwise coarse or unpleasant idea **(2).** Euphemism is sometimes figuratively called "a whitewashing device" **(3).** The linguistic peculiarity of euphemism lies in the fact that every euphemism must call up a definite synonym in the mind of the reader or listener **(4).** (p. 173) … Euphemisms may be divided into several groups according to their spheres of application **(5).** The most recognized are the following: 1) religious, 2) moral, 3) medical and 4) parliamentary **(6).** … They very soon become closely associated with the referent (the object named) and give away to a newly-coined word or combination of words, which, being the sign of a sign, throws another veil over an unpleasant or indelicate concept (p. 174) **(7)**….. If a euphemism fails to carry along with it the word it is intended to replace, it is not a euphemism, but a deliberate veiling of the truth **(8)**". (p. 175).

Paraphrase: *The original of the term "euphemism" discloses the aim of the device very clearly, i.e. speaking well (from Greek – eu = well + - pheme = speaking) (1). In the vocabulary of any language, synonyms can be found that soften an otherwise coarse or unpleasant idea (2). Euphemism is sometimes figuratively called "a whitewashing device"(3). Euphemisms may be divided into several groups according to their spheres of application (5). The most recognized are the following: 1) religious, 2) moral, 3) medical and 4)*

parliamentary (6). ... They very soon become closely associated with the referent (the object named) and give away to a newly-coined word or combination of words, which, being the sign of a sign, throws another veil over an unpleasant or indelicate concepts (7). The linguistic peculiarity of euphemism lies in the fact that every euphemism must call up a definite synonym in the mind of the reader or listener (4). If a euphemism fails to carry along with it the word it is intended to replace, it is not a euphemism, but a deliberate veiling of the truth (8)".

Although the researcher had changed the order of ideas from 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th into 1st, 2nd, 3rd, 5th, 6th, 7th, 4th, 8th (as shown in number), she still retained the same words and structures of the original. It is clear that, in this case she made the mistake of **patchwork plagiarism.** Furthermore, she cited only page 173, while she referenced pages 173 – 175.

On p. 16-17 of the Graduation Paper [35], the data was also collected from [11, p. 39].

Original: "Communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original. Semantic translation attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original….. Communicative translation addresses itself solely to the second reader, who does not anticipate difficulties or obscurities, and would expect a generous transfer of foreign elements into his own culture as well as his language where necessary…. Semantic translation remains within the original culture and assists the reader only in its connotations if they constitute the essential human (non-ethnic) message of the text…. The communicative must emphasize the "force" rather than the content of the message. … the semantic translations would be more informative but less effective…. a communicative translation is likely to be smoother, simpler,

clearer, more direct, more conventional, conforming to a particular register of language…. A semantic translation tends to be more complex, more awkward, more detailed, more concentrated, and pursues the thought-processes rather than the intention of the transmitter. It tends to overtranslate, to be more specific than the original, to include more meanings in its search for one nuance of meaning".

Paraphrase: *"The first one is communicative translation that attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original. The second one is semantic translation that attempts to render, as closely as the semantic and syntactic structures of the second language allow, the exact contextual meaning of the original... Communicative translation addresses itself solely to the second reader, who does not anticipate difficulties or obscurities, and would expect a generous transfer of foreign elements into his own culture as well as his language where necessary. Communicative translation is likely to be smoother, simpler, clearer, more direct, more conventional, conforming to a particular register of language. Communicative translation emphasizes the "force" rather than the content of the message. Semantic translation remains within the original culture and assists the reader only in its connotations if they constitute the essential human (non-ethnic) message of the text. Semantic translation would be more informative but less effective. Semantic translation tends to be more complex, more awkward, more detailed, more concentrated, and pursues the thought-processes rather than the intention of the transmitter. It tends to overtranslate, to be more specific than the original, to include more meanings in its search for one nuance of meaning".*

Here, the researcher had taken the same data [11, p. 39] and made the same mistake as in Graduation Paper [25] above: **patchwork plagiarism**. Especially, on pages 16-17, she had copied word for word the ideas of the

author of Graduation Paper [27, p. 14-16] without changing any words, structures or the order of ideas. In this case, she made **word-for-word plagiarism.**

In Graduation Paper [33, p. 8], the data was collected from [7, p. 9].

Original: "Stylistics, sometimes called linguo-stylistics, is a branch of general linguistics, …. It deals mainly with two interdependent tasks: a) the investigation of the inventory of special language media which by their ontological features secure the desirable effect of the utterance and b) certain types of texts (discourse) which due to the choice and arrangement of language means are distinguished by the pragmatic aspect of the communication….. The types of texts that are distinguished by the pragmatic aspect of the communication are called functional styles of language."

Paraphrase*: "I. R. Galperin (1980:9) pointed out that stylistics, sometimes called linguo-stylistics, is a branch of general linguistics. It deals mainly with two interdependent tasks. The first task is the investigation of the inventory of special language media which by their ontological features secure the desirable effect of the utterance. The second is where certain types of texts (discourse) which due to the choice and arrangement of language means are distinguished by the pragmatic aspect of the communication. The types of texts that are distinguished by the pragmatic aspect of the communication are called functional style of language."*

Although, the researcher had given the author of the ideas, and she had used her own words to connect ideas in a different way (*underlined*), she also made the mistake of **patchwork plagiarism** when parts of the original author's words are used and connected together in a different way.

In Graduation Paper [26, p. 8], the data was collected from [19, p. 54-55].

Original: "A different approach to distinguishing types of speech acts can be made on the basic of structure…. Whenever there is a <u>direct relationship between a structure and a function</u>, we have a direct speech act".

Paraphrase: *"Direct speech acts are different types of speech acts which can be distinguished on the basic of structure and functions". …*

The researcher had combined the two sentences into one to make the author's ideas into hers by using her own words and structure, but she had missed out an important idea (<u>underlined</u>). In this case, she **did not succeed in accurate paraphrasing.**

With reference to Graduation Paper [36, p. 6], the data was taken from [7, p. 139].

Original: "The term "metaphor", <u>as the etymology of the word reveals</u>, means transference of some quality from one object to another".

Paraphrase: *"… metaphors mean transference of some quality from one object to another".*

Although, the researcher had omitted some explanatory words for the term "metaphor" (<u>underlined</u>) and retained the main idea, she made one of the four types of plagiarism mistakes: **Stealing an apt term.** This mistake was made when a short phrase from the original text was used in her work, possibly because it sounds good.

In Graduation Paper [29, p. 7], the data was collected from [20, (Preface)].

Original: "The word "idiom" is used to describe the "special phrase" that is an essential part of a language. … <u>Phrases like all night, on second thoughts, and same here, which are used in everyday English, and especially in spoken English</u>, *are "special" because they are fixed units of language that clearly do not follow the normal rules of grammar*".

Paraphrase: *"…The word "idiom" is used to describe the "special phrase"* *that is an essential part of a language.* ***Idioms are considered as special fixed*** ***units of language that clearly do not follow the normal rules of grammar.*** *Idioms are used to link user's ideas, feeling, attitude, etc… in figurative* *ways.".*

The researcher had omitted some explanatory phrases regarding idioms (underlined) and had changed the structure of the second sentence (***bold*** ***italics***), but most of the text was from the original. In this case, she made the mistake of **paraphrase plagiarism**. This error occured when she changed some of the words and grammar but left most of the original text the same.

Also, in this Graduation Paper [29, p. 17-18], the data was collected from M.A Thesis [27]. The researcher made another mistake when she classified the semantic opacity of an idiom into three degrees as follows:

Original: "1) Idiomatic fusion: In idiomatic fusions, the semantic opacity reaches its height. The meaning of all components is fully blended in the meaning of the idiom. Idiomatic fusions are the most difficult units to translate into another language. 2) Idiomatic unities: The degree of semantic opacity in idiomatic unities is lower in comparison with idiomatic fusions… Idiomatic unities, or "not completely opaque" idioms, mostly have universal character, therefore, they are easy to be translated into another language… ***3)*** ***Idiomatic combinations are idioms one component of which has literal*** ***meaning, whereas the other component has figurative meaning. Both of*** ***them bring combined contribution to the meaning of the whole idiom.***"

Paraphrase: *"1) Idiomatic fusion: In idiomatic fusions, the semantic opacity* *reaches its height. The meaning of all components is fully blended in the* *meaning of the idiom. Idioms of this kind are very difficult to translate into* *another language". 2) Idiomatic unities: The degree of semantic opacity in* *idiomatic unities is lower in comparison with idiomatic fusion. Idioms of this*

*kind can be easily translated into another language. **3) Semantic combination: There is a combination of literal meaning and figurative meaning of two or more components that contributes to the meaning of the whole idiom"**.*

It is clear that in the first and second degrees, the researcher had remained most of the these two degree, when she just paraphrased the second sentence of each degree (underlined), making the mistake of **paraphrase plagiarism.** However, in the third degree she had paraphrased all sentences by changing the structure of the sentences *(**bold italics**)*, so only the last degree was an **acceptable paraphrase.** In general, in this case she made **Stealing an apt term plagiarism** for the whole text.

In Graduation Paper [30, p.13], the data was taken from [15, p. 313]. The researcher had copied the original text without using quotation marks. Again, this was **word-for-word plagiarism** when the original and the paraphrased texts were the same:

"1) Intonation enables us to express emotions and attitude as we speak, and this adds a special kind of "meaning" to spoken language. This is often called the attitudinal function of intonation. 2) Intonation helps to produce the effect of prominence on syllables that need to be perceived as stresses, and in particular the placing of tonic stress on a particular syllable marks out the word to which it belongs as the most important in the tone-unit. This has been called the accentual function. 3) The listener is better able to recognize the grammar and syntactic structure of what being said by using the information contained in intonation; for example, such things as the placement of boundaries between phrases, clauses or sentences, the different between questions and statements and the use of grammatical subordination may be indicated. This has been called the grammatical function of intonation. 4) Looking at the act of speaking in a broader way, we can see that intonation

can signal to the listener what is to be taken as "new" information and what is already "given". This way can also suggest when the speaker is indicating some sort of contrast or link with material in another tone-unit and, in conversation, can convey to the listener what kind of response is expected. Such functions are examples of intonation's discourse function".

Apart from the above Graduation Papers with mistakes, some students paraphrased effectively from their research.

In Graduation Paper [23, p. 4], the data was taken from [8, p.112].

Original: "The question of whether presupposition is pragmatic or semantic in nature seems no longer to be a live one. There seems to be agreement on the one hand, that by convention, all other things being equal…"

Paraphrase: *"... Green (1989) in Pragmatics and Natural Language Understanding seemed to agree that there is the equality between semantic and pragmatic presupposition in nature…".*

She was **successful in paraphrasing skills** when she used her own words and structures to retain all the ideas of the original in the paraphrased text and also combined the two sentences into one to make it easy to understand.

In Graduation Paper 24 [p. 9], the researcher had not only quoted the original, but also followed the quotation by paraphrasing the author correctly and skillfully.

Original: "Pre-sequence mean "utterances coming before the other utterances which are in the beginning of a conversation or certain utterances which belong to the opening sequence of a conversation" [Mey (1983), p. 221)].

Paraphrased: *"The writer concludes that pre-sequences are important in arranging a conversation because pre-sequences stand at the opening in delivering the message of a conversation".*

Also on p.14 of this Graduation Paper, the researcher presented an acceptable paraphrase as follow:

Original: "An utterance is any stretch of talk, by one person, before and after which there is silence on that part of that person" [Hurford (1983), p. 15][9].

Paraphrase: *"It means that before and after producing an utterance of a particular person, there is a quiet time and an utterance can consist of a word, phrase or sentence".*

In the two paraphrased paragraphs above, the researcher used her own words and structures to express the authors' ideas. Moreover, she retained all of the main ideas of the authors. In these cases, she **succeeded in paraphrasing** well.

In Graduation Paper 32 [p. 15-16], the data was taken from [52] when she gave four types of politeness strategies, described by Brown and Levinson (1987), that sum up human "politeness" behavior: Bald On-record, Positive Politeness, Negative Politeness, and Off-Record (indirect).

Original: Type 1: Bald On-record

"Bald on-record strategies usually do not attempt to minimize the threat to the hearer's face **(1)**, although there are ways that bald on-record politeness can be used in trying to minimize FTAs implicitly **(2).** Often using such a strategy will shock or embarrass the addressee **(3)**, and so this strategy is most often utilized in situations where the speaker has a close relationship with the audience, such as family or close friends. **(4)**"

Paraphrase: *"These provide no efford by you to reduce the impact of the FTAs (2). You will most likely shock the person to whom you are speaking to, embarrass them, or make them feel a little bit uncomfortable (3). However, this type of strategy is commonly found with people who know each other very well, and are very comfortable in their environment, such as close friends and*

family (4). It means that you do nothing to minimize threats to the H's face (1)."

In describing politeness strategies, the researcher succeeded with her paraphrasing. She not only changed the structure of sentences, but changed orders of ideas from 1st, 2nd, 3rd, 4th to 2nd, 3rd, 4th, 1st (as shown by numbers). It can be seen that, this paraphrase paragraph is satisfactory.

Original: Type 2: Positive Politeness

"Positive politeness strategies seek to minimize the threat to the hearer's positive face. They are used to make the hearer feel good about himself, his interests or possessions, and <u>are most usually used in situations where the audience knows each other fairly well</u>. <u>In addition to hedging and attempts to avoid conflict, some strategies of positive politeness include statements of friendship, solidarity, compliments.</u>''

Paraphrase: *<u>It is usually seen in a group of friends, or where people in the given social situation know each other fairly well</u>. <u>It usually tries to minimize the distance between them by expressing friendliness and solid interest in the H's need to be respected.</u>"*

Turning to the second type of politeness strategies, the researcher did not paraphrase but summarized. It was clear that, the paraphrased paragraph was shorter than its original. Furthermore, the paraphrase just retained the main ideas (<u>underlined</u>), not all ideas of the original. As a summary, it was a fine.

Original: Type 3: Negative Politeness

"Negative politeness strategies are oriented towards the hearer's negative face and emphasize avoidance of imposition on the hearer. <u>These strategies presume that the speaker will be imposing on the listener and there is a higher potential for awkwardness or embarrassment than in bald on record strategies and positive politeness strategies</u>. Negative face is the desire to remain

autonomous so the speaker is more apt to include an out for the listener, through distancing styles like apologies."

Paraphrase: *"The main focus for using this strategy is to assume that you may be imposing on the H, and intruding on their space. Therefore, these assume that there might be some social distance or awkwardness in the situation."*

In this type of politeness strategies, the researcher used summarizing skills to rewrite the authors' ideas. She retained only the main ideas (underlined), not all the ideas.

Original: Type 4: Off-record (indirect)

"This strategy uses indirect language and removes the ***speaker from the potential to be imposing***."

Paraphrase: *"**You** are removing yourself from **any imposition whatsoever**.''*

In the final type of politeness strategies, the researcher paraphrased accurately and effectively. She not only changed sentence structure from simple present into present continuous tense (*underlined*),but replaced some words with the same meaning (***bold italic underlined***).

In brief, in this Graduation Paper [32], the researcher used paraphrasing and summarizing techniques to rewrite the four type of politeness strategies of Brown and Levinson. In the first and fourth types, she used paraphrasing skills, but in the second and third types, she used summarizing. It is evident that, she succeeded in both techniques.

In Graduation Paper [34, p. 9], the data was collected from [16], when she paraphrased the relevance theory of Sperber, Dan & Wilson, Deirdre by analyzing its content.

Original: "Relevance theory is a proposal (by Dan Sperber and Deirdre Wilson) that seeks to explain the second method of communication: implicit inferences. It argues that the human mind will instinctively react to an

encoded message by considering information that it conceives to be relevant to the message. By "relevance" it is meant whatever allows the *most new information* to be transmitted in that context on the basis of the *least amount of effort* required to convey it."

Paraphrase: "*In Sperber and Wilson's theory, the central claim of relevance theory is that the expectations of relevance raised by an utterance are precise enough, and predictable enough, to guide the hearer towards the speaker's meaning. In other word, the relevance does not focus on the target of a conversation, but whether conversants are successful or not in verbal communication is taken into consideration. Relevance, to Sperber and Wilson, is the characteristics of the information itself in the cognition of conversants.*"

To **successfully paraphrase**, the researcher had thoroughly studied the relevance theory of these two linguists to write her Graduation Paper [34], as she stated in the *Theoretical Background* of her Graduation Paper "… Among these studies, the relevance theoretical account by Sperber and Wilson (1995) offers the most comprehensive approach with valuable guidance to the interpretation of discourse markers such as *like, you know, I mean.*" [34, p. 5].

In Graduation Paper [37] the researchers did not paraphrase, but quoted in their thesis. The source documents were matched word for word with quotation marks and they were all attributed to the original author. This can be seen clearly on pages 5, 6 of the Paper.

Quotation: "Acoustic phonetics deals with the transmission of speech-sounds through the air. When a speech-sound is produced it causes minor air disturbances (sound waves)." [Richards, 1990: 215]

Or "Auditory phonetics deals with how speech-sounds are perceived by the listener." [Richards, 1990 : 215]

Or "Phoneme is the smallest unit of language existing as such a speech-sound which is capable of distinguishing one word from another, or one grammatical form of a word from another form of the same word." [Nesterov, 1976]

In summary, as shown in table 4.11, out of 15 Graduations Papers, **66.7%** made one of the four mistakes of plagiarism. At this highest level of paraphrasing skills, graduates (both fair and good students) did not make mistakes in changing word, structure, grammar or changing order of ideas in a paragraph, but made the **mistakes of plagiarism.**

Among students who made mistakes, half **(50%),** made the error of **word-for-word** plagiarism by keeping the same words as the original author without using quotation marks or saying where the words were from. **30%** employed **patchwork plagiarism** when parts of the original author's words were used and connected together in a different way. The percentage of both **paraphrase plagiarism** and **stealing an apt term** plagiarism were half that of **word-for-word one**, contributing for **20%.** The first mistake of the two above mistakes happened when students changed some of the words and grammar but left most of the original text the same. Meanwhile, the latter took place when a short phrase from the original text had been used in the students work, possibly because it was so good. In addition, there were some of graduates made two mistakes: **stealing an apt term** and **paraphrase plagiarism** [29], **patchwork** and **word-for-word plagiarism** [35]. Also, there was one Graduation Paper where the researcher **succeeded** in paraphrasing in one place, but copied **word-for-word** in another place [32].

4.3. DISCUSSION OF THE RESULTS

4.3.1. To What Extent are the Fourth-year Students of English at the Da Nang College of Foreign Languages Aware of Paraphrasing Skills? (*data collected from the Questionnaire)*

Firstly, it is evident from table 4.1 (*Students' awareness of paraphrasing skills*), that most of the students had understood this skill, as evidenced by **73%** presenting the right answers in the definition. This led to the result that **52%** gave the right answers to *Kinds of paraphrase*. The number of students who knew *the differences between paraphrasing, quoting and summarizing and could distinguish them well,* was at **59**. Meanwhile, there were some students, who did not give the right answers to the definition of paraphrasing, and some, who did not remember kinds of paraphrasing exactly.

Secondly, as table 4.2 (*Students' preferences and difficulties in paraphrasing*) shows, nearly the same number of students preferred paraphrasing at *sentence level* (**46%**) and *changing sentence structure* to paraphrase (**47%**). It was not surprising that only **20%** preferred paraphrasing at *paragraph level*, because this is the most difficult level. In addition, **60%** found difficulty in *changing structure of ideas*. This was evident in the Diagnostic Test, where nobody (**0%**) used this kind in paraphrasing when given sentences and paragraphs. The lowest percentage of difficulty was in *changing word order*. Meanwhile, **1%** of the students showed that he/she met difficulty in mastering idea when paraphrasing.

Thirdly, in table 4.3 (*Student's awareness of plagiarism and its avoidance*), **96%** gave the right definition. One can surmise that they had to learn to avoid plagiarism in their essays, assignments, etc and when they were about to graduate and some of them were writing Graduation Papers. Some students (**3%**) presented the wrong answer as they did not remember the meaning of the word "plagiarism".

In terms of *types of plagiarism*, less than half of the students (**44%**) made the right choice. The rest had misunderstood when they chose *one, two or three types.*

This could explain why there was a high incidence of plagiarism at paragraph level in the Diagnostic Test and Graduation Papers, although it was surprising, that **56%** made the right choices to avoid this mistake.

In term of *students' improvement of paraphrasing skills*, [table 4.4] methods of making progress in learning these essential skills were of concern to them, because their basic knowledge of it was limited. It seemed that the students had not had enough time to study and hone these skills, as indicated by their need to do more exercises (**51%**) and read more books on this (**49%**).

In addition, the teachers' guidance plays a very important role, as **60%** indicated they needed teachers to explain more, give more exercises and ask students to work and discuss paraphrasing in groups.

It is clear that, the students need both kinds of help. They have to help themselves to master paraphrasing skills, alongside their teachers' help in giving direction and practice opportunities.

4.3.2. What Kinds of Mistakes do the Fourth-year Students of English at the Da Nang College of Foreign Languages usually Make? *(data collected from the Diagnostic Test)*

By analyzing the data from the Diagnostic Test, we can identify that students did not make many errors at word level, because this is the easiest level in paraphrasing. As we can see, the number of mistakes made in giving synonyms was higher than that in choosing the given phrases (table 4. 5). It seems that students had more difficulty when they had to replace the given words with synonyms; also, a few of them misunderstood the meaning of the surrounding words, which would have helped them understand the meaning of the given phrases.

At sentence level, when students were asked to choose one option from four ones (section I), most of the students (**60%**) made the right choice at

sentence 5, the original of which was paraphrased by **changing word order and replacing words**. Meanwhile, most of the students (**84%**) made a mistake at sentence 1, the original of which was paraphrased by **changing sentence structure.**

It seemed that most of the students were confused when they had to choose the right option at sentences paraphrased **by changing sentence structure**, although, they liked this kind of paraphrasing the most. (table 4.2) In section II and section III of sentence level in the Diagnostic test, the students were asked to paraphrase each given sentence in two different ways and extract each complex sentence into three simple ones. **49.2%** succeeded with section II, and **44.8%** with section III.

The most common mistakes in these two sections were **Changing word and Changing structure & grammar**. Surprisingly, in both sections, although the types of exercises were different, the number students making mistakes in **changing word** (**33.2%** in section II, **24%** in section III) was higher than in **changing grammar and structure** (**16%** in section I, **16.4%** in section II). The proportion of students making mistakes in **changing grammar and structure** was nearly the same (**16%** & **16.4%**). Most of the students made mistakes in changing words, although only **11%** indicated that they had difficultiy with this skill in the Questionnaire.

At paragraph level in the Diagnostic Test, there were two sections of exercises. In section I, the students were asked to choose the right answer from four given ones for each sentence. In this section, the percentage of unacceptable answers (**65.5%**) was higher than the acceptable ones (**34.5%**). Although, this was a multiple-choice form of exercise, but most of the students were confused which answer to choose. As a result, over **50%** gave the unacceptable answers.

In section II, the students were asked to paraphrase five different paragraphs. Not many students were able to complete the task, often leaving most blanks unfilled. They said it was the most difficult level, so were unable to answer.

At this level, apart from mistakes in **changing structure & grammar (40%), changing word (22.5%), 15%** made one of the four types of plagiarism errors: **patchwork plagiarism** when sections of the author's words were used and connected together in a different way. It was not surprising that nobody used **changing order of ideas** in their paraphrased texts, as they indicated in the Questionnaire that this was the most difficult skill.

4.3.3. What Kinds of Mistakes do the Graduates of English at the Da Nang College of Foreign Languages usually Make in their Graduation Papers? *(data collected from Graduation Papers)*

Table 4.11 shows that paraphrasing at paragraph level in the Graduation Papers differed from this level in the Diagnostic Test. Graduates had made all four types of plagiarism mistakes, with the highest percentage in **word-for-word plagiarism (50%).** Meanwhile, **patchwork plagiarism** ranked second with **30%. Paraphrase** and **stealing an apt term** plagiarism were ranked third position, making up **20%** for each.

In conclusion, as evidenced by the content of the Graduation Papers, some of the graduates had mastered with paraphrasing skills in their studies. Conversely, although Graduation Papers were written by fair and good students, it seemed that most of these students were not aware of *"appropriating the ideas, writings, or inventions of another without due acknowledgement; especially, the stealing of passages either word for word or in substance, from the writings of another and publishing them as one's*

own" as the act of plagiarism, as two thirds of them had one instance of this mistake.

In addition, some of the students succeeded in summarizing or quoting in their studies. A few of the students used quotation skills, but they were in errors when they quoted without quotation marks or sources.

4.4. SUGGESTED EXERCISES FOR PRACTICING PARAPHRASING

To create a good foundation for studying paraphrasing skills, teachers can encourage students to practice paraphrasing gradually from the lowest level (word & phrase) to the most difficult one (paragraph level). Self-study is also recommended. The TOEFL iBT is a good source for paraphrasing exercises. Following are some examples of those exercises:

4.4.1. Exercise 1: *Choose the word or phrase closest in meaning to the underlined part.*

1. It is my great privilege to accept this underlined important award on behalf of my colleague [18].

a. acrobatic

b. devastating

c. implicit

d. prestigious

2. The pot holds enough water for approximately four cups of tea [18].

a. attentively

b. respectively

c. roughly

d. widely

3. With most advertisements, the suggestion is that newer is better [18].

a. conception

b. triumph

c. implication

d. manipulation

4. That is considered a <u>forbidden</u> subject in my family's household [18].

a. taboo

b. prestigious

c. rigorous

d. marginalized

5. The government <u>partially funded</u> the student exchange program in order to improve international relations [18].

a. infused

b. expended

c. subsidized

d. discredited

Suggested answer: 1d, 2c, 3c, 4a, 5c

4.4.2. Exercise 2: *Paraphrase the following sentences below*

1. Babies are also receptive to speech, even if they cannot understand the words [21].

……………………………………………………………………………………

2. Long ago, people used to worship oak trees [21].

……………………………………………………………………………………

3. Today, the vast majority of fiction is written in prose rather than in peotry [21].

……………………………………………………………………………………

4. A better way to estimate the Earth's age is from radiation [21].

……………………………………………………………………………………

5. Somewhere on every good map there is a legend [21].

……………………………………………………………………………………..

Suggested answer:

1. Although the meaning of words may be unknown to babies, they do recognize and respond to them.

2. Oaks were highly valued and respected in ancient times.

3. Most contemporary writers write novels instead of poems.

4. Using the emission of energy rays can more successfully approximate the Earth's age.

5. If a map is made well, you can find a legend on it.

4.4.1. Exercise 3: *Follow the preceding four steps [13] and write paraphrases of the following passages. Write your notes and paraphrases in the spaces provided. Work with a partner or in a group if you wish.*

1.   Computers

The historical definition of a computer is a device that can help in computation. Computation includes counting, calculating, adding, subtracting, etc. The modern definition of a computer is a little different. Today's computers store, manipulate, and analyze many kinds of information. *(Developing Skills for the TOEFL iBT)*

Notes:

………………………………………………………………………………….

………………………………………………………………………………….

Paraphrase:

………………………………………………………………………………….

………………………………………………………………………………….

2.   Fainting

People feel faint when they do not have an adequate blood supply to their head. When people feel faint, they should sit down and put their heads

between their knees. This will get blood circulating to the head quickly. If possible, a person should lie down so that his or her head is lower than the rest of the body. Lying down in this manner is also recommended if a person has already fainted. Once the person feels better, he or she should talk to a doctor. It is important to find out why the person felt faint or fainted. This will help the person to avoid this unpleasant experience in the future. *(Developing Skills for the TOEFL iBT).*

Notes:

……………………………………………………………………………………

……………………………………………………………………………………

Paraphrase:

……………………………………………………………………………………

……………………………………………………………………………………

Suggested answer:

1. **Computers**

Notes:

Historical definition - computer – device – computation: simple arithmetic

Modern definition - computer: store, manipulate, analyze: kinds of information.

Paraphrase:

A computer is historically defined as a device that can aid in computation which includes simple arithmetic. A computer is now defined a little differently as today's computers store, manipulate, and analyze many kinds of information.

2.   Fainting

Notes:

Reason – get faint: not enough blood – brain – sit down – head between knees – lie down – head lower than body – blood to head – advice – doctor – cause – prevent happening.

Paraphrase:

It's important to find the reason why people get faint. Fainting happens when there is not enough blood to the brain. Once people feel faint, they should sit down with their head between their knees or even better lie down with the head lower than the torso in order to get blood flowing back to the head. This is the best remedy for someone who has already fainted. A person should take advice from a doctor after feeling faint to determine the cause and help prevent it happening again.

Chapter 5
CONCLUSIONS AND RECOMMENDATIONS

5.1. SUMMARY OF THE STUDY

This study aimed at examining and determining the mistakes in paraphrasing skills made by fourth – year students at the College of Foreign Languages at Da Nang University, as well as helping both Vietnamese teachers and students to approach these skills more effectively. Four research questions and four hypotheses were set out to fulfill these objectives. Following are the main findings from the investigation.

Firstly, the study outlined the definition as well as the main kinds of paraphrasing. Comparison of three types of borrowing ideas - quoting, summarizing and paraphrasing - are taken into consideration by the researcher to help students easily distinguish between them. Common mistakes in paraphrasing in academic writing were analysed, helping the researcher to formulate a basic theory. In particular, strategies for good paraphrasing were also addressed.

Secondly, by means of a Questionnaire and Diagnostic Test administered to the fourth–year English Language students at the College of Foreign Languages, as well as analysis of Graduation Papers, we have gathered data on students' attitudes toward paraphrasing, plagiarism and their awareness in improving these skills, and avoiding plagiarism.
The kinds of mistakes they made were identified with an exploration of the reasons for those mistakes. It was evident that the students were motivated to learn paraphrasing skills, however, both objective and subjective reasons had prevented their progress in this area. Insufficients time devoted to practice

more exercises on paraphrasing when they did not pay much attention to paraphrasing, especially, at paragraph level.

Consequently, they could paraphrase quite well at word level and sentence level by replacing words with synonyms, antonyms and defining expressions, and changing structure by starting at different places. However students were very confused by whole paragraphs, as they did not always understand the whole content of the original passage, so were unable to retain all the main ideas in the paraphrased one. In addition, they were confused by paraphrasing methods at this level. Hence, the tendency was to plagiarize and patchwork the original.

Thirdly, basing on the kinds of mistakes that predominated, we would also like to suggest some strategies for teachers and students to teach and study paraphrasing skills more effectively.

Finally, both teachers and students should give more attention to these kinds of skills, as an aid to language acquisition in general and the English language in particular.

5.2. CONCLUSIONS

By collecting and analyzing the data from the Questionnaire, and Diagnostic test given to 100 students from 5 classes and the Graduation papers of 15 graduates, we could come to some conclusions. Those conclusions are presented separately from each source.

From the Questionnaire, we drew conclusions, as follows:

Firstly, the awareness of the fourth-year students of paraphrasing skills was very high. This was expressed by **73%** giving the right definition and **52%** presenting the correct four kinds of paraphrasing. Most of them (**59%**) clearly indicated the differences between paraphrasing, summarizing and quoting.

Secondly, in terms of *students' preference and difficulties in paraphrasing*, we could see that **47%** of the students preferred *changing sentence structure*, **43%** liked *changing word*, and **40%** preferred *changing structure of ideas* in their paraphrasing, whereas, **46%** of the students liked paraphrasing at *sentence level* and **36%** preferred *phrase level.* Most of them did not like paraphrasing at paragraph level (**20%**). Turning to difficulties in this sub-skill, **60%** met difficulties in *changing structure of ideas* in their paraphrasing. A few of them had difficulty in *changing word order* (**8%**).

Thirdly, with regard to *students' awareness of plagiarism and its avoidance,* we can see that the number of correct answers was very high. **96%** presented the right definition, **44%** gave the right types of plagiarism and **56%** indicated the right ways to avoid this mistake.

Finally, with reference to *students' improvement of paraphrasing skills*, **51%** indicated *practicing more exercises* and **49%** *reading more books on paraphrasing* as their best ways to improve this sub-skill. When asked what kind of help they needed from their teacher, **60%** responded that they needed their teacher to *explain, to give more exercises and to give them team-work exercises* in paraphrasing.

From the Diagnostic Test, we drew three conclusions, as follows:

Firstly, in terms of *word and phrase level*, the number of students giving the right answer in *multiple-choice* exercises was higher than that in *replacing synonyms.*

Secondly, at sentence level, in the first section with multiple-choice exercises, the highest percentage of right answers was in the sentence in which *changing word order* and *replacing words* took place (**60%**) whereas the lowest rate was in the sentence with *changing sentence structure* (**16%**). Also, at this level, in the second section, when the students were asked to paraphrase each given sentence in two different ways, there were **50.8%**

giving successful answers. The most common mistakes at this section were *changing word* (**33.2%**) and *changing grammar and structure* (**16%**). In the third section of this level, when the students were asked to extract three ideas from each complex sentence, there were **44.8%** showing successful answers. The most common mistakes at this section were also *changing word* (**24%**) and *changing grammar and structure* (**16.4%**).

Thirdly, at paragraph level, in the first section with multiple-choice exercise, there were **34.5%** giving acceptable answers. In the second section of this level, when the students were asked to paraphrase paragraphs, there were **28%** giving answers. Among these answer, **40%** made mistake in *changing structure & grammar*, **22.5%** made mistake in *changing word*, **15%** made *patchwork plagiarism.* Another **22.5%** made the mistake of *summarizing,* rather than paraphrasing or lost or added information to the original paragraphs.

Through Graduation Papers of 15 graduates, there were **33.3%** succeeding with paraphrasing skills. The common mistakes were *word-for-word plagiarism* (**40%**), *patchwork* (**30%**)*, paraphrase plagiarism* (**20%**) *and stealing an apt term* (**20%**).In addition, there were some Graduation Papers in which the students made both mistakes: *paraphrase plagiarism* and *stealing an apt term; patchwork* and *word-for-word plagiarism.* These Graduation Papers took up **2%** of the unsuccessful ones.

5.3. IMPLICATIONS FOR TEACHING AND LEARNING

To date, it appears that not enough consideration has been given to paraphrasing skills in academic writing, or in teaching and learning English as a second language. Therefore, this investigation into the paraphrasing skills of Vietnamese students really points to some shared implications for both teachers and learners of English, as follows:

5.3.1. Implications for the Learners

Paraphrasing is one of the most important techniques in academic writing in English. Therefore, for Vietnamese students, how to master the theories of paraphrasing skills and then efficiently apply them in academic writing is indeed a matter of great concern.

From the findings of this thesis, it is hoped that students would grasp some essential information to enhance these skills.

Firstly, on account of the paraphrasing methods and suggestions highlighted in this study *(2.2.6.2),* Vietnamese students may find it beneficial for academic writing.

Secondly, regular practice hones paraphrasing skills. This suggestion requires a great effort by students themselves. In other words, besides the tasks given by the teacher, students should practice on their own, for example, by doing Toelf Ibt exercises. In addition, students should utilise this skill where suitable, such as in writing essays and assignments and certainly, in their graduation paper.

Thirdly, students should be given pair-work or group-work exercises, so that they can peer-correct. Correcting each other's paraphrasing tasks involves reading the original text carefully to comprehend the whole content. Analyzing and correcting each other's mistakes has reciprocal benefits, and will help them remember those mistakes and avoid making them later.

Last but not least, students also often plagiarise when they paraphrase. If they want to successfully paraphrase, they should avoid plagiarism by following one of these three tips:

1) Take notes in your own words. A good strategy is: read, put away your books and think, and then write your notes.

2) Acknowledge quotations, even in your own notes. This will help you avoid accidental plagiarism when you copy from your own notes, not realising the words were copied from a textbook.

3) If you use the ideas of other people, be explicit about it. That is to say, cite the relevant author at the relevant point in your writing. It is then not possible for anyone to accuse you of cheating or stealing someone else's work. It will also indicate that you know the background [50].

5.3.2. Implications for the Teachers

To determine the most effective method for teachers of English to help their students master paraphrasing skills is still of concern at this time. It is my hope, that this study offers useful suggestions on teaching paraphrasing skills by thorough explanation, demonstration of methods and suggestions for paraphrasing, especially at paragraph level and the setting of more practice exercises. In addition, it would be helpful if teachers gave their students more opportunities to practice in class in pairs or groups, under their supervision, and gave more practice exercises.

Also, teachers need to pay more attention to paraphrasing, because it is considered one of the fundamental techniques of academic writing. This skill will help their students greatly in writing essays and assignments, as well as their graduation paper in the final year.

The most difficult level which most of the students face is paraphrasing paragraphs. In order to solve this problem, we would like to introduce the theory with an example from two famous linguists that teachers can apply in teaching.

According to Alice Oshima, Ann Hogue [13], there are 4 steps to writing a good paraphrase:

STEP 1: Read the original passage several times until you understand it fully. Look up unfamiliar words, and find synonyms for them. If you need

to take notes, write down only one or two words for each idea – not complete sentences.

STEP 2: Write your paraphrase from memory. Include as much of the information as you remember. Don't look at the original while you are writing.

STEP 3: Check your paraphrase against the original for accuracy and completeness. If necessary, add points you have missed.

STEP 4: Name the source of the original passage in parentheses at the end of your paraphrase.

(25) **Original:** Language is the main means of communication between peoples. But so many different languages have developed that language has often been a barrier rather than an aid to understanding among peoples. For many years, people have dreamed of setting up an international, universal language which all people could speak and understand. The arguments in favor of a universal language are simple and obvious. If all peoples spoke the same tongue, cultural and economic ties might be much closer, and good will might increase between countries [13].

Acceptable paraphrase: *Humans communicate through language. However, because there are so many languages in the world, language is an obstacle rather than an aid to communication. For a long time, people have wished for an international language that speakers all over the world could understand. A universal language would certainly build cultural and economic bonds. It would also create better feelings among countries.*

Here are one writer's notes on the original passage about universal language:

Language – people use to communicate – but too many – obstacle – dream – international language – reasons: cultural, economic bonds, good feelings between countries.

It may be helpful to make a brief outline such as the following:

A. Language – main means of communication

1. Too many languages – barrier to understanding

2. Universal language needed

B. Reasons for a universal language

1. Increase cultural, economic bonds

2. Increase good feelings between countries

In short, students and teachers need to work together to improve paraphrasing skills. With the intention and aim of helping Vietnamese students in general and fourth-year students at the Da Nang College of Foreign Languages in particular, in paraphrasing academic writing, we hope the above suggestions will be useful.

5.4. LIMITATIONS OF THE STUDY

Due to the limited length of the Master thesis and shortage of time, as well as restricted access to relevant materials, we cannot cover all aspects of paraphrasing. Moreover, this is the first time we have been acquainted with scientific work in the scope of a Master thesis, the following limitations are inevitable:

1) The number of students investigated is only a small proportion of the student population. It was unrealistic to ask all the students of the fourth – year to do the Questionnaire and Diagnostic Test in their free time during break; therefore, the scope of the study is limited.

2) A shortage of necessary materials and reference books. During the analysis and processing of the data from Graduation Papers, we had difficulty in finding the original passages which graduates had paraphrased to determine which mistakes they had made. It was not possible to collect all reference books for 15 Graduation Papers.

3) Concerning the work of processing data for the Questionnaire, Diagnostic Test and Graduation Papers, all figures were calculated manually, so there may be inaccuracies.

4) With all the above-mentioned circumstances and my own personal limitations, shortcomings are unavoidable in this thesis.

5.5. SUGGESTIONS FOR FURTHER STUDY

As mentioned in the scope of study, the research has just been an attempt to investigate on paraphrasing experienced by Vietnamese students of English in academic writing. However, due to the limitation of time and resources, the investigation was restricted to the fourth – year students of the College of Foreign Languages – University of Da Nang on paraphrasing at word, sentence and paragraph levels. We would like to offer suggestions for related research:

1) Further investigation into paraphrasing experienced by Vietnamese students of English in Reading, Listening and Speaking subjects.

2) Further investigation into the paraphrasing relationship across the four skills of Writing, Reading, Listening and Speaking, to devise methods to help Vietnamese learners of English improve this ability across the board.

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APPENDIX 1

QUESTIONNAIRE

This questionnaire is just a survey of the current situation of students' paraphrasing skill at College of Foreign Languages – University of Da Nang. Please complete it frankly as you will not be identified in any discussion of the data.

Please answer these questions personally.

1. What is a paraphrase?

A. Which rewrites information from an outside source in your own words without changing its meaning.

B. Which puts the main idea(s) into your own words, including only the main point(s)

C. Which must be identical to the original, using a narrow segment of the source

D. All of the above

Others: …………………………………………………………….

2. When did you first know paraphrasing skill?

      A. In the first year

      B. In the second year

      C. In the third year

      D. In the fourth year

Others: ….…………………………………………………………….

3. When paraphrasing what difficulties do you often meet?

      A. Changing word orders

      B. Changing sentence structures

      C. Changing words

      D. Changing structure of ideas

Others:

…………………………………………………………………………………….

4. According to you, what is the most difficulty in paraphrasing skill?

      A. Changing structure of ideas

      B. Changing word orders

      C. Changing sentence structures

      D. Changing words

Others: …………………………………………………………………………

5. According to you, what benefit can you get from paraphrasing skill?

      A. It helps you control the temptation to quote too much

      B. The mental process required for successful paraphrasing helps you to grasp the full meaning of the original

      C. Paraphrase helps readers or listeners understand the original

      D. All of the above

Others: ………………………………………………………………………

6. Which of the following do you like best in quoting?

      A. Direct quoting

      B. Paraphrasing

      C. Summarizing

      D. All of the above

Others: ………………………………………………………………………

7. Do you know the differences in quoting, paraphrasing, and summarizing?

      A. Yes, I can distinguish them well

      B. Yes, but I'm not sure

      C. No, I can't distinguish them well

      D. I don't know

Others: …………………………………………………………………………

8. What do you often do when paraphrasing?

(You can choose more than one type)

      A. Changing the word

      B. Changing the structure

      C. Changing the structure of ideas

      D. Changing word order

Others:………………………………………………………………

9. What kind(s) of paraphrase do you usually do?

(You can choose more than one type)

      A. Word level

      B. Phrase level

      C. Sentence level

      D. Paragraph level

Others: ………………………………………………………………

10. According to you, what is plagiarism?

      A. Using exactly the same words as the original author without using quotation marks or saying where the words are from.

      B. When the original author's words are used and connected together in a different way

      C. Changing the words and grammar of the original text

      D. Putting the main thoughts or ideas into your own words, but it is only necessary to include the "main points"

Others: ………………………………………………………………

11. What do you do to avoid plagiarism?

      A. Take notes in your own words

      B. Acknowledge quotations, even in your own notes

      C. If you use ideas of other people, be explicit about it

      D. All of the above

Others: ………………………………………………………………

12. What have you done to improve your paraphrasing skill?

      A. Read more books on paraphrasing skill

      B. Practice more exercises on paraphrasing skill

      C. Ask teachers for help

      D. Study and discuss with friends to get improvement

Others: ………………………………………………………………

13. What do you want your teachers to help you in paraphrasing skill?

      A. Explain more about paraphrasing skill to help you understand

      B. Give you more exercises on paraphrasing skill

      C. Ask your class to work on groups to discuss about paraphrasing skill

      D. All of the above

Others: ………………………………………………………………

Thank you very much for your cooperation./

APPENDIX 2

DIAGNOSTIC TEST

PART A

I. Choose the word or phrase closest in meaning to the <u>underlined</u> part.

1. When she took her sweater out of the washing machine, it had <u>become smaller</u>.

a. unified

b. shrunk

c. retreated

d. divided

2. After a lot of hard work between the two governments, the country was finally <u>brought together</u>.

a. spoiled

b. celebrated

c. unified

d. predominant

3. That family has many <u>skilled and gifted</u> members.

a. talented

b. effective

c. powerful

d. dissatisfied

4. When the Americans joined the war, the German army had to <u>move back</u>.

a. retreat

b. celebrate

c. pace

d. slide

5. Scientists have been studying the various <u>communities of nature</u>.

a. civil rights

b. ecosystems

c. movements

d. revolutions

II. Replace the <u>underlined</u> parts by your own words so that the sentences have the same meaning as the original ones.

6. I just read the most <u>interesting</u> novel.

………………………………………………………………….

7. I can't hear the music. Let's <u>increase</u> the volume

………………………………………………………………….

8. Do you remember the <u>process </u>for making pottery?

………………………………………………………………….

9. The police asked him to <u>name</u> the thief

………………………………………………………………….

10. Scientists will <u>examine</u> the water to see if it is safe to drink.

………………………………………………………………….

PART B

I. Choose the best paraphrase for each sentence.

1. Experts say that the first modern biography came from England in 1791.

a. There were no biographies before 1791.

b. A biography written in 1971 was similar to biographies today.

c. Biographies from non-English countries are not important.

d. The first modern biography was an autobiography.

2. In shadow puppetry, on the other hand, the puppets remain unseen, so the real artistry is in the presentation.

a. Shadow puppetry, in contrast, is a truly artistic show.

b. Because the puppeteers remain out of sight in shadow puppetry, the presentation becomes more expressive.

c. In contrast, the true skill and appeal in shadow puppetry lies in the presentation, as the actual puppets are kept hidden.

d. Similarly, in shadow puppetry, the true skill is in the presentation of the show.

3. Today, the vast majority of fiction is written in prose rather than in poetry.

a. Most readers these days prefer to read poetry over novels.

b. Most contemporary writers write novels instead of poems.

c. Most modern readers choose to read novels.

d. Most writers nowadays prefer to read novels instead of poetry.

4. Over the last several decades, environmental specialists have proposed various strategies aimed at slowing down this process of deforestation in developing countries.

a. In coming decades, environmental scientists will suggest several strategies for stopping deforestation in third-world countries.

b. Environmental scientists, in recent years, have suggested that deforestation slows down the process of development in various countries.

c. In recent decades, several methods for countering deforestation in poor countries have been suggested by experts on the environment.

d. Experts on the environment have been concerned about the impact of deforestation on the Earth's biodiversity in recent decades.

5. To move the object, the effort must be greater than the resistance.

a. To move an object, the force applied must be less than the resisting force.

b. The force applied to the object is always greater than the resistance.

c. The resistance on the object must be greater than the force applied to it.

d. The applied force must be greater than the resisting force in order to move an object.

II. Paraphrase the following statements in two different ways.

Example: "By shifting the physical quality of one's voice, a person can express varied emotional states."

a. A person can change the physical quality of his or her voice to express different emotions.

b. To express different feelings, people may use different voice tone, volume, or emphasis.

6.   "When speaking, a person combines sounds into complex structures, and each different structure is a meaningful unit."

……………………………………………………………………………….

7.   "Even dogs can express emotions, as when they growl at a postman or bark to be let in or out of the house."

……………………………………………………………………………….

8.   "One of the complicated ways animals describe their environment is the dance done by bees to tell other bees where there is nectar."

……………………………………………………………………………….

9.   "Many bird species sing long sequences of different songs in a way that is analogous to humans combining words into sentences."

……………………………………………………………………………….

10.   "Other animals can express emotions, describe the environment, or combine sounds into strings, but only humans can do all of these."

……………………………………………………………………………….

III. For each of the following complex sentences, extract three ideas and state them separately.

Example: Although our human ability to communicate is genetically determined and hence is a part of our biological nature, speech development is importantly affected by the environment.

    a. The ability for human communication is biologically based.

    b. The ability for human communication is transmitted through genes.

    c. Environment also influences how human communication develops.

11. Learning to talk occurs in similar ways and on similar schedules for all normal children, with little effect of differences in training or practice.

……………………………………………………………………………………

12. Although a bad environment can retard language development, children can learn to speak in any environment where other people speak, but they need a supportive environment to learn to speak eloquently.

……………………………………………………………………………………

13. There is a limited number of possible sounds of speech (which are called phonemes, the building blocks of language) which can be combined in various way to make up words.

……………………………………………………………………………………

14. Nonverbal means of communication can be useful in expressing emotions and feelings, but they are narrower than the verbal system which can express abstract concepts and help in problem solving.

……………………………………………………………………………………

15. Human nonverbal communication is not unique and indeed is no better than that of other primates, but our verbal system sets us apart from other animals because it gives us the ability to express cognitive as well as emotional thoughts, and to share complex ideas with others.

……………………………………………………………………………………

PART C

Choose the best paraphrase for each paragraph below:

1. Reading Speed

Students can find out how fast they read by a simple method. First, they should count all of the words on a page of a book. Then, they read the pages as they time themselves. After finishing reading, they should divide the number of words read by the number of minutes spent reading. That will give their reading speed in words per minute. It is important that students read accurately even while timing themselves. If they read too quickly, they might not understand the information. If that happens, their reading will be of no use. Students must practice reading at a speed at which they can still understand. *(Developing Skills for the TOEFL iBT)*

a. It's simple to know the speed of reading. Students can divide the number of words in one page by the number of minutes that they need to finish them. It's no use if students read too fast without comprehending information. Therefore, learners should read at the speed that they still understand under the pressure of time.

b. Reading skill is one of important skills for students who learn foreign languages. By how to gradually increase reading speed but still understand the content of text. There is an easy measure for learners. You only count the total number of words on any pages, continuously both read that pages and time themselves. Then, you count how many words you read per minute. You'd better minimize reading time in the next time but ensure that you read accurately and seriously.

c. Students can measure and improve their reading speed with an easy method. Beginning with counting the words on each page, they should read the pages and time themselves at the same time. Then, they can calculate their reading speed by dividing the number of words read per minute. The student

should read accurately and ensure that they understand the information because if they read more quickly than they can assimilate, it will be useless.

2. Fainting

People feel faint when they do not have an adequate blood supply to their head. When people feel faint, they should sit down and put their heads between their knees. This will get blood circulating to the head quickly. If possible, a person should lie down so that his or her head is lower than the rest of the body. Lying down in this manner is also recommended if a person has already fainted. Once the person feels better, he or she should talk to a doctor. It is important to find out why the person felt faint or fainted. This will help the person to avoid this unpleasant experience in the future. *(Developing Skills for the TOEFL iBT)*

a. It's important to find the reason why people get faint. Fainting happens when there is not enough blood to the brain. Once people feel faint, they should sit down with their head between their knees or even better lie down with the head lower than the torso in order to get blood flowing back to the head. This is the best remedy for someone who has already fainted. A person should take advice from a doctor after feeling faint to determine the cause and help prevent it happening again.

b. When an enough blood don't supply to the head, people feel faint. There are many ways to get blood back to their head quickly, such as: sitting down and putting their head between their knees or lying down in case people have already fainted. The best way is talking to the doctor if the person feels fine. Doctors will give an useful advice to limit troublesome in the future.

c. Fainting happens when there is not enough blood supply to the head. When people feel faint, they should sit down and put their heads between their knees, which will get blood circulating to the head quickly. If possible, a person should lie down so that his or her head is lower than the rest of the

body. This is also recommended if a person has already fainted. He or she should consult a doctor as soon as he/she feel better. Finding out why the person felt faint or fainted can help them to avoid this unpleasant experience in the future.

3. Boxing

The sport of boxing, or pugilism, its formal name, has a long history. It was a popular sport among the Greeks and then the Romans. However, most of what is known about boxing begins in England in the early 1700s. *(Developing Skills for the TOEFL iBT)*

a. Nowadays, boxing has become popular in England since the early 1700s but it used to be a well-known sport in Greeks and Romans.

b. Everything what we're known about boxing appears in England in the beginning of 1700s. Actually, this was a public sport which was born in Greeks, and then the Romans, its scientific name is pugilism.

c. Boxing known formally as pugilism, goes back to the time of the Greeks and the Romans, but it only became known in England in the early 1700s.

4. Computers

The historical definition of a computer is a device that can help in computation. Computation includes counting, calculating, adding, subtracting, etc. The modern definition of a computer is a little different. Today's computers store, manipulate, and analyze many kinds of information. *(Developing Skills for the TOEFL iBT)*

a. Today, the description of computer is not the same like before. It's used not only for calculation but also implementing some complicated skills such as collecting, storing and analyzing data.

b. The former conception of a computer is very simple. It's a tool that is used for counting, calculating, adding, subtracting and so on…The new conception of a computer has a little change. A modern computer is more intelligent with

new functions, such as: store, manipulate and analyze a lot of complex information.

c. A computer is historically defined as a device that can aid in computation which includes simple arithmetic. A computer is now defined a little differently as today's computers store, manipulate, and analyze many kinds of information.

5. Demonstrations

With the great number of products on the market, it is often necessary to go beyond simple presentation of a product in marketing. A product, even one that has excellent packaging, may get lost on the shelf among the other products. Therefore, some marketers use personal demonstrations in addition to traditional presentation methods. Demonstrations can use various methods. They may try to get customers accustomed to new features of an improved product. They may try to verify claims about a product. They may simply educate customers about a new product. Whatever methods a demonstration uses, the goal is the same: to interest customers in the product. *(Developing Skills for the TOEFL iBT).*

a. With the competition among many kind of products, marketing becomes one of the most important factors that decide the sale of one product. Manufactures have many ways to promote their products to consumers beside the traditional presentation. They try to provide information of their products as much as possible such as introduce the new features of new models. No matter how they are, the only purpose is making people pat attention to the product.

b. An important thing of marketing strategy is selling as much as possible. But it's necessary to make their products more impressive than competitive partners' thousand of products in market. Moreover, describing in packaging no interest customers any more. So, some marketers found out a new

demonstration beside old presentation way. With this demonstration, customers can used to new ingredients of an innovatory product, check queries about products or known new information about products. In spite of any form of demonstration, the main goal is to interest the customers in the products.

c. With a huge variety of products on the market, simple presentation to market a product is not enough. Because a product, even one with excellent packaging, may go unnoticed on the shelf among the other items, some marketers use personal demonstrations as well as usual presentation methods. They try to get customers used to features of a new improved product, validate claims or inform consumers about a new product. No matter what, the main purpose is to induce people to buy their products.

6. South America

South America is a large continent with few inhabitants. It spans from Venezuela in the north to Argentina in the south. In total, there are thirteen countries on this continent. Twelve percent of the land on Earth is in South America. However, only five percent of the world's population lives on this continent. The main language in South America is Spanish. Spanish is spoken in every South America country except Brazil. Brazilians speak Portuguese. The predominant religion in South America is Catholicism. In fact, Brazil has the largest number of Catholics in the world. *(Developing Skills for the TOEFL iBT)*

a. South America is a wide continent extending from Venezuela in the north to Argentina in the south. There are few residents living in the total thirteen countries on this continent. Although South America makes up twelve percent of the Earth in terms of area, its population reaches only five percent of the world's population. Spanish is used in almost countries in South America, except Brazil. In Brazil, Portuguese is spoken in stead of Spanish. In South

America, Catholics is the superior religion. Actually, Brazil is the country with most Catholics' followers in the world.

b. South America is a huge continent which occupies twelve percent of the Earth's land. However, the continent is sparsely populated with only five percent of the world's population. There are thirteen countries in South America stretching from Venezuela in the north to Argentina in the south. Being the most popular language, Spanish is used in all South American countries except Brazil where Portuguese is spoken. Catholicism is the main religion in the continent with Brazil possessing the largest number of Catholics worldwide.

c. South America – a large continent – extends from Venezuela in the North to Argentina in the South. This continent, which is made up of thirteen countries, covers 12% of the land on the Earth with only 5% of the world's population. Spanish is the main language which is widely spoken through the continent, particularly, Portuguese is spoken in Brazil. Catholicism is the main religion in South America and makes up the world's largest number of Catholics in Brazil.

7. Reading Skills

Students read for a variety of reasons, but probably the most important reason students read is to gain academic knowledge. Their goal is to learn and remember what they read. To be successful, they must develop certain reading skills. Successful readers identify and mark important information. There are a number of reasons why marking is a good reading habit. *(Developing Skills for the TOEFL iBT)*

a. Although student's reasons in reading are various, almost their most significant motivation is to collect knowledge serving their study. They compel themselves to learn and remember content of the texts they read. Expanding some of reading skills is a key to lead to success. Good readers

usually realize and sign important information. Thus, marking is a good reading habit.

b. Students read for various purposes including enlarging their knowledge by learning and memorising what they read. Certain skills are required for successful reading. Of them, defining and marking key information are necessary for various reasons.

c. The most important aim in reading is to help students enhance the basic knowledge. In order to achieve the success in reading, students are advised to concentrate on identifying and marking key words and main ideas in which marking is considered the good reading habit.

8. Starting a business

Owning a business is the dream of many people. Quite often, entrepreneurs turn their hobbies into their business. When considering opening a small business, it is important for a person to look at both the advantages and the disadvantages. *(Developing Skills for the TOEFL iBT)*

a. Many people dream to become entrepreneurs. Usually, businessmen turn their interests into their business. Before intending to open a small business, balancing the advantages and the disadvantages is an essential step.

b. Many businesspersons start their career with a dream or hobby. Before running a small business on their own, a person should consider both the opportunities and challenges.

c. Many people dream of being a business's owner. Because of this, they often make their wish become a reality. Before setting up a small business, the necessary thing a person should do is to know more about the advantages and disadvantages.

9. Storms

Thunderstorms are produced during a cold front. They are quick, usually lasting an hour or less. The lighting is often considered the most spectacular

part of the storm. It is a discharge of electricity between clouds or between clouds and the ground. *(Developing Skills for the TOEFL iBT)*

a. Thunderstorms appear during a cold front. They happen quickly in an hour or less. In the storm, the lighting is considered the most breathtaking part. It is a result of the electricity discharge between clouds or between clouds and the ground.

b. Thunderstorms are created during a cold front and normally last an hour or less. The lightning, that is a release of electricity between clouds or between clouds and the ground, is the most amazing scene of a storm.

c. Thunderstorms which are quick, usually happen for an hour or less are made during the front. As the most particular part of the storm, the lightning is caused by an electrical discharge to clouds or to ground.

10. Wolves and Dogs

Scientists know that there were wolves on Earth about one million years ago. Dogs, on the other hand, have not been on Earth nearly as long. The oldest dog remains, found in Germany, are about 14,000 years old. Scientists have proven that dogs are descended from wolves. Though wolves and dogs share some of the same genes, they are not exactly alike. In fact, there are as many differences as there are similarities between the two. *(Developing Skills for the TOEFL iBT)*

a. According scientists, the oldest wolves appeared on Earth about one million years ago. Whereas, at that time, there were not dogs on Earth. The dog remains, found in Germany, lived about 14,000 years ago. Scientists have demonstrated that wolves are dog's ancestor. They have some of the same genes but they are not entirely similar to each other. In fact, neither differences nor similarities between them are superior.

b. Scientists claim that wolves have existed on Earth for one million years while dogs appeared just 14,000 years ago according to the oldest remains

found in Germany. Scientists confirm that wolves are the ancestors of dogs. Although, there are some similarities between them, they are not exactly the same genetically. They share as many commonalities as differences.

c. According to the scientists, about one million years ago, wolves appeared on Earth but neither did dogs. The oldest dog they have ever seen was in Germany 14 thousand years ago. There are evidences that wolves are ancestors of dogs and they have some same genres. However, their differences are nearly as many as their similarities.

11. New Media Jobs

Today, media such as video, audio, and text do not exist as separate fields. They have become integrated through computer applications and are combining in ways never possible before. Jobs for specialists in this new media are opening across the traditional forms of media, such as newspapers, radio, and television. *(Developing Skills for the TOEFL iBT)*

a. Nowadays, mass media have entered a new developing period. They do not extend in their own ways but have been cooperating, integrating to grow together. Therefore, the gate for jobs in the field of radio, TV, newspaper… is also opening for all specialists.

b. Conventional media in the current world do not exist separately but rather in an integrated way thanks to computer applications. Such media as video, audio and text are combining in ways never possible before, offering specialists various job opportunities in the newspaper, radio and television industries.

c. Nowadays, people have applied computer advancement to unite various forms of media such as video, audio and text to a new media. Therefore, we no longer consider them separately as before. To develop the new media, experts are responsible to widen the former media such as newspaper, radio, and television.

12. Electric Cars

Electric cars are not a new idea. People have been working on developing electric cars since the 1960s! So, what has been taking them so long to hit the roads? Most electric cars were designed to use big batteries. These large, heavy devices had to be recharged between uses. The cars could not go very far before they needed to be recharged. Then, recharging the batteries took a long time. Needless to say, not many people were willing to give up their reliable gas-powered cars for such an alternative. *(Developing Skills for the TOEFL iBT)*

a. Appearing since 1960s, electric cars are not too strange to people. But it is a question that why until now, they have not become popular yet. The answer is their batteries. Their limitative power asks users to remember to recharge between uses in any way. They also can not go too far away from their home or power source because the risk of running out of power can occur at any time. How terrible it is! A nice day will be broken! Even if finding a place to recharge, it also takes a lot of time to wait. In conclusion, their inconvenience is a real barrier stopping people from forgetting their gas – powered cars to begin a new period of alternative fuel.

b. Electric cars were created over 50 years ago but, they have not been developed for common use because they need big, heavy batteries to run which had to be recharged frequently. This prevents the car from traveling on long journeys. Moreover, recharging the batteries was very time-consuming. Thus, it is easy to understand why people were reluctant to switch from dependable gas-powered cars to such an alternative.

c. Electric cars have becoming popular since people made efforts to promote the growth of this kind of vehicle in the 1960s. However, it takes the electric cars a long time to run. The only energy source for an electric car is a large, heavy device called battery, which needs to be recharged for each using time.

This is inconvenient for us to lose hours to recharge the battery before using the electric car. Then, cars run by gas have been becoming the best choice for most of users.

13. Pottery Making

The native people of North America are experts at making pottery. They use clay to make items such as bowls and decorative pieces. There are two main ways to make pottery. The first is called coiling. In this technique, the potter uses his or her wet hands to make long rolls of clay. The long rolls are placed on the top of each other until the pottery is the correct size. The other main technique is called modeling and paddling. The potter takes a large piece of clay and places it on a model. He or she then hit it gently with a paddle until it is thin and of the correct shape and size. *(Developing Skills for the TOEFL iBT)*

a. Talking about making pottery, the native people of North America are experts at making well- known clay products such as bowls and decorative pieces. They are often made in two ways. The first one is named coiling, which makes rolls of clays by wet hands. Next, they put them on the top of each other until big enough. In another way, the potters place a lump of clay on a model, use a paddle to hit gently until it become thin enough and has a correct size and shape. This way is called modeling and paddling.

b. The Native Americans are masters of pottery making, using clay to make utensils and decorative items. There are two main techniques in pottery making: coiling, where the potter uses his or her wet hands to make long rolls of clay which are piled on each other until the pottery reaches the desired size; and modeling and paddling. Here, a large piece of clay is placed on a model, and then the potter uses a paddle to hit it gently to shape it into the correct size and form.

c. The North American are famous for specializing in making pottery. The main material for making pottery products such as bowls and decorative items is clay. American pottery was made entirely by hand, using a number of traditional techniques. These include sculptural *coiling*, with a roll of clay built up from a base; and *modeling and paddling,* with clay placed over a mould and hit softly by a paddle until becoming a complete item.

14. Scientific Method

Scientists use a six-step method to solve problems. First, they identify the problem. Second, they analyze the problem. This means they find out all the information they can about it. Third, they make a hypothesis. This is an "educated guess" about the answer. Their guess might be due to a feeling they have or something learned from past experience. Fourth, they test the hypothesis. They design an experiment to see if their guess was correct. Next, they record information from their experiment and form conclusions. Finally, they either confirm their hypothesis or change it if it is incorrect. *(Developing Skills for the TOEFL iBT)*

a. To handle problems, scientists always follow six steps. Firstly, they try to find out what is the problem and then analyze it. At this period, they search relative information as much as possible. Next, they make a hypothesis which is just based on their feeling or experiences. Therefore, they must make an examination for their hypothesis through experiment. The experiment will help them check if what they guess is true. After that, they give a conclusion from the result of test. Finally, the hypothesis will be confirmed or changed if it is not correct.

b. Scientists solve problems by applying a six-step procedure. They identify the problem first, then analyze it by finding out as much information about it as possible. In the third step, they make an "educated guess" or hypothesis about the answer. They may guess based on their feeling or experience. Next,

they design an experiment to test whether their guess is correct or not. Then, from this experiment, they can reach some conclusions. Finally, if their hypothesis is correct, they can confirm it or if not, change the hypothesis.

c. What is the step by step method scientists use in solving a problem? Recognizing and analysing the problem were carried out firstly to gather sources of necessary information relevant to the problem. After the problem is identified, the scientist might make a hypothesis. A hypothesis is a statement that can be tested. Hypotheses are based on sensibility or prior knowledge of a problem. The fourth step is to testing the hypothesis by doing an experiment: the experiment tests whether their hypothesis is true or false. Once your experiment is complete, scientists make the next step which collects measurements and analyze them to see if their hypothesis is true or false. Finally, scientists affirm the hypothesis if the hypothesis is true, otherwise they will construct a new hypothesis starting the entire process of the scientific method over again.

15. Sunlight

The sun sends out a very, very large amount of light. Only about one billionth of it reaches us. Sunlight is a mixture of colors. We can see these colors through a prism. A prism is a specially shaped piece of glass. The light is bent a little passing through the prism. Then, it shows as a band of colors. This band of colors is called a spectrum. First, there is red, which is bent the least. Next is orange, then yellow, green, blue, and violet. Violet is bent the most. There are also thousands of sharp, dark lines crossing the band. Scientists study these lines and learn many different things. *(Developing Skills for the TOEFL iBT)*

a. The sun shines a numberless light but only one billionth of it comes to the earth. An interesting thing is that we can see sunlight is a mixture of colors through a specially shaped piece of glass called prism. It makes the light be

bent when passing through them and show a band of colors named a spectrum. Red is the first color as well as the least bent one. Next is orange, then yellow, green, blue and finally violet, which is bent most. There are also numerous dark and sharp lines crossing the spectrum. Through studying these lines, scientists can discover many new things.

b. Only a tiny amount of all the light from the sun reaches the earth. Using a specially shaped piece of glass called a prism, we can see that sunlight is actually a mixture of colors. As light passes through the prism, it is slightly bent, revealing a band of colors. This is called a spectrum which ranges from the least bent light, red, to the most, violet. Between red and violet are orange, yellow, green and blue. Thousands of sharp, dark lines cross the band, which scientists study and learn from.

c. Sunlight necessary for human beings is a very little part of the emission of light from the sun. Sunlight is actually a mixture of all visible colors which we can see through a prism – a specially shaped piece of glass. Through the prism, the light is bent a little and shows as a band of colors called a spectrum. There are red, orange, yellow, green, blue and violet in the band. However, red is bent the least and violet is bent the most. Scientists study sharp and dark lines crossing the band and research a lot of interesting thing.

II. Paraphrase these paragraphs

16. All your teachers have been students and, as students, they learned that the information their teachers wrote on chalkboards was very often used as the basis for test questions. Many of your teachers assume that you also have figures out that you should copy and learn anything written on the board. Many of them believe that they are announcing a test question whenever they write on a chalkboard. Therefore, include in class notes everything that your teachers write on chalkboards and mark it for special attention when you

study. (Da Nang University, College of Foreign Languages, English Department, *"College Study Skills"- 2007*)

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17. Teachers ordinarily explain course requirements during the first few days of classes. When course requirements are presented orally, take accurate and complete notes; when they are distributed on printed pages, keep them in a safe place. In either case, understand them completely and follow them exactly. (Da Nang University, College of Foreign Languages, English Department, *"College Study Skills"- 2007*)

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18. Be certain that you arrive at your classes on time. When students arrive late to class, they interrupt their teacher and classmates and they create the impression that they are disorganized or irresponsible. Don't be rude or create an unfavorable impression of yourself; arrive at your classes on time. (Da Nang University, College of Foreign Languages, English Department, *"College Study Skills"- 2007*)

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19. College terms start out slowly. They gradually get busier and busier, reaching a peak of activity at final examination time. If you fall behind in the work for a course, you will find yourself trying to catch up at the time when you are very busy with all of your other courses. Don't fall behind; keep up-to-date with course work. (Da Nang University, College of Foreign Languages, English Department, *"College Study Skills"- 2007*)

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20. Always keep photocopies of papers you write for college credit so you will have accurate records of what you wrote in case a teacher loses or misplaces one of your papers. In addition, you may find that the photocopy of a paper you wrote for one of your courses contains references or other

information that will be helpful to you in the future. (Da Nang University, College of Foreign Languages, English Department, *"College Study Skills"- 2007*)

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Thank you very much for your cooperation./.