

Chapter One

Introduction

1.0Background

Paraphrasing is one of the most important techniques in academic writing for English as foreign language learners (EFL) and native learners alike. It means “Using different phrasing and wording to express a particular passage that was originally written or spoken by someone else in order to blend the others’ ideas smoothly into one’s own writing” (Campell, 1998, p.86).Paraphrasing covers a wide range of applications. They comprise language skills development, teaching and learning, and scholarly domain to name a few. For example, paraphrasing aids students to raise their own understanding and apprehension of a text they have read (Leibensperger,2003;Booth College Writing Center,2012) (as cited in Injai, 2015). In addition, paraphrasing gives insights about students’ reading and understanding of the original text because understanding is the first step for the sake of paraphrasing as well as writing (Hirvela ,2013). Also, paraphrasing provides useful chances for students to read texts closely which improves their language and their writing skills (ibid). Another importance is that many college writing centers, such as (Booth College,2012;Higher Score,2007)’s journals and articles stress that paraphrasing ,apparently, provides huge advantages in scholarly basis (as cited in Injai,2015). So, grasping this technique is crucial and vital for students. However, it is not easy and requires many skills and knowledge. And because of its complexity, a lot of problems have appeared into the

scene which lead to many researches in the source and nature of these problems and how to overcome them. For example, ways to do paraphrasing(Shi,2012).Meaning preservation to be as equal as in the original is also enfeeble(Chriamawan and Widiati,2013).Not learning paraphrasing is another barrier against dealing with it (Oda and Yamamoto ,2007).In addition, paraphrasing performance is affected by text readability and familiarity with sentence structures and words that appear in the source text(Roig,1999).Moreover, culture poses difficulties because some cultures privilege learning by heart and memorization(Kirkland and Saunders,1991)and that plagiarism may be seen as a kind of positive cooperation by students from “a collectivist culture”(Barker,1997,p.115).Memorization is considered a crucial foundation of learning in the eastern society(Deckert,1993).Similar to cultural dimension is students’ perceptions of paraphrasing ,using another author’s words is a form of respect, and it is hard for these students to change this cultural practice (Pennycook,1996) (as cited in Hayes & Introna, 2005).Furthermore, students’ second language proficiency and their competence in academic writing plays a role in paraphrasing difficulties.Therefore,ESL and EFL learners with ‘low’ proficiency produced many errors when they paraphrased (Loh,2013). This study intends to examine whether students’ learning and teaching context has a role to play in their inappropriate performance and views of paraphrasing i.e., whether governmental and private university students differ in their performance and views of paraphrasing, considering their personal, cultural, and affective factors.

1.1 Statement of the problem

To investigate descriptions for students' inappropriate paraphrasing performance, researchers have conducted studies using different methods, such as Shi (2012), Chrismawan and Widiati (2013), Oda and Yamamoto (2007), Tseng (2010), Roig (1999), Barker (1997), Deckert (1993), Loh (2013), and Russo & Pipa (2004). However, few studies have examined EFL students in college or higher education concerning their performance and perceptions of paraphrasing, and the factors which account for their inappropriate performance in paraphrasing. Even few studies have investigated the relationship between learning and teaching contexts and the students' inappropriate paraphrasing performance. Thus, this study aims to examine whether students' learning and teaching context plays an important role in their inappropriate performance and views of paraphrasing, i.e., whether governmental and private university students differ in their performance and views of paraphrasing, bearing in mind the students' personal, cultural, and affective factors. So, this study is going to investigate students' performance and perception of paraphrasing techniques at governmental and private Sudanese universities to the extent that there are differences between the two types of universities, and students' performance matches their perceptions.

1.2 Objectives of the Study

This study is constructed to achieve the following objectives

1. To compare the performance in the paraphrasing activity between the governmental and private universities' undergraduate students.
2. To compare the perceptions of paraphrasing between the governmental and private universities' undergraduate students.
3. To find out whether the participants' paraphrasing performance match their perceptions of paraphrasing.
4. To find out if there are any differences between the governmental and private universities' undergraduate students in their performance and perceptions of paraphrasing.

1.3 Significance of the Study

This study is significant because paraphrasing is used in a variety of natural language processes. For example, paraphrasing is at the foundation of any discourse which has exposition and argumentation nature. It is useful to clarify, expand or emphasize information. It is also at the base of changes in register. It is useful in question answering, researches, and machine translation. This study gains special importance because it is one of the few studies that explore the effect of the teaching and learning context in paraphrasing performance and perception. In addition, the results of this study may support the view that improving EFL learning and teaching context may contribute to the students' awareness of performance and perception of paraphrasing. Moreover, the individual characteristics related

to students' inappropriate paraphrasing performance discovered in this work can inform EFL writing teachers of the students' major problems in order to effectively help them to avoid inappropriate paraphrasing performance.

1.4 Questions of the Study

Primarily, this study is designed to answer three questions.

1. Is there any difference between the governmental and private universities' undergraduate students in their performance of paraphrasing?
2. Is there any difference between the governmental and private universities' undergraduate students in their perceptions of paraphrasing?
3. Does the students' paraphrasing performance match their perceptions of paraphrasing?

1.5 Hypotheses of the Study

1. There is a difference between the governmental and private universities' undergraduate students in their performance of paraphrasing.
2. There is a difference between the governmental and private universities' undergraduate students in their perceptions of paraphrasing.
3. Students' paraphrasing performance matches their perceptions of paraphrasing

1.6 Limits of the Study

This study focused on investigating students' performance and perceptions of paraphrasing techniques at governmental and private Sudanese universities. The participants studied were fourth -year English major

learners who enrolled in the course of research methodology, including paraphrasing. Personal factors including the participants' age and gender would not be included in this study. The generalization of this study was limited to EFL learners who have learned paraphrasing .In this study, perception means the degree to which a person believes that paraphrasing techniques are not easy to perform.

1.7 Methodology of the Study

An analytical descriptive approach was utilized in this study. The instruments whereby the data were collected are test (to test the students' performance of paraphrasing techniques) and a questionnaire (to find out their perceptions of paraphrasing techniques).

1.8 Summary

In this chapter, the researcher shows the importance of paraphrasing in the field of academic life and the main sources of paraphrasing problems. Also, the researcher claims that teaching and learning context plays a role in students' inappropriate paraphrasing performance and perception. In order to approve or disapprove his claim, the researcher used descriptive analytical method.

Definitions of key Terms

In order to maximize the consistency of the proposed study, the following key terms are identified and defined.

Paraphrasing: Campell (1998) defines paraphrasing as “Using different phrasing and wording (requiring citation) to express a particular passage that was originally written or spoken by someone else in order to blend the others’ ideas smoothly into one’s own writing”(86).

Transformational Paraphrasing: In this type of paraphrasing, the surface structure of the base phrase or sentence undergoes changes, but the content words remain the same.

Lexical Paraphrasing: In this type of paraphrasing, the surface structure of the base or sentence is not changed, but the lexical items are replaced by synonyms.

Formalexix Paraphrasing: In this type of paraphrasing, the surface structure together with the content words of the base phrase or sentence remain the same.

Atomic Paraphrasing: It happens between small non-separable lexical units,i.e., words and small phrases.

Compositional Paraphrasing: It happens between structures that can be separated into smaller units i.e, sentences and complex phrases.

Referential Paraphrases. In this type, the focus is on a notion that has the same meaning of the original phrase.

Appropriate Paraphrasing : McInnis (2009) proposed seven elements of checklist for appropriate paraphrasing .

1. Attributed source to original author.
2. Appropriate /sufficient use of synonyms for terminology.
3. All key points of the original excerpt are retained.
4. Sufficient syntactical shift (word order, active to passive, etc.).
5. It is not a summary.
6. Word form changed.
7. Participants opinion is not reflected.

SPSS: Statistical Package for Social Sciences.

ANOVA: Analysis Of Variance.

Chapter Two

Literature Review

2.0 Introduction

In this chapter, the researcher defines paraphrasing, shows the importance of paraphrasing, explains the linguistic theories of paraphrasing, discusses paraphrasing boundaries, presents types and techniques of paraphrasing, sheds lights on criteria for appropriate paraphrasing, draws attention to the general guidelines for proper paraphrasing, points out paraphrasing related skills, explains the relationship between paraphrasing and culture, discusses EFL and ESL university students paraphrasing problems, argues about second language proficiency and paraphrasing ability, presents students' perceptions of paraphrasing, and incorporates some of the related studies to this research.

2.1 Definition of paraphrasing

A precise and commonly accepted definition of paraphrasing does not exist because of its vague and multifaceted nature. The difficulty when working with paraphrasing lies on its own definition. However, in the world of literature, paraphrasing has been defined by many scholars and linguists as restating string of words –sentence or paragraphs without altering the meaning. Meaning is retained while words and structures undergo some changes. In the case of structure, different structural patterns are used such as transformation rules, and clefting. In the area of words, synonyms are used to replace other words.

For example, Campell (1998) defines paraphrasing as “Using different phrasing and wording to express a particular passage that was originally written or spoken by someone else in order to blend the others’ ideas smoothly into one’s own writing”(86).

As it is defined above, paraphrasing requires different usage of phrasing (structural changes) and wording (using synonyms) to express someone else’s ideas without changing the meaning .This idea is blended into the paraphraser’s own writing.

Another definition is proposed by McCarthy et al., (2009) who describe it as rephrasing of a sentence in such a way that both sentences would be perceived as equal in terms of semantics, but they are different in terms of vocabulary and syntax.

Again the focus is changing the vocabulary and sentence structure. While the two previous definitions of paraphrasing mention the change in vocabulary and structure explicitly, Baily (2011), (2006), and (2003) mentions the change in structure and vocabulary implicitly.

Baily (2011) defines paraphrasing as “Changing the wording of a text so that it is significantly different from the original source without changing the meaning”(50).From this definition, the word ‘wording’ comprises vocabulary and structure. This is evident from the use of the word ‘significantly’. This word implies drastic change which is related to structural change on the one hand and vocabulary on the other.

Baily (2006) provides quite similar definition of paraphrasing, he defines paraphrasing as “changing a text so that it is quite dissimilar to the source while retaining the meaning” (29). Also, this definition goes in the same line with the previous one. The change is mentioned, but it is not explained obviously. It is in structure and vocabulary.

A third definition by Baily (2003) is that paraphrase is “Changing a text so that it is quite different from the source while retaining the meaning” (21). As we can see, all the definitions by Baily (2011), (2006), and (2003) emphasize the change of a text while preserving the meaning. The change is not specifically explained, but it usually falls in the area of structure and vocabulary.

Other definitions do not mention change in structure explicitly or implicitly. Instead, they mention change in vocabulary (words). Likewise, they express how to restate ideas, not sentences, and using different words. Kissner’s (2006) definition is a good example of this. According to Kissner (ibid), paraphrasing is “restating ideas in different words” (6). What is new about this definition is that it does not mention how to restate ideas, such as using synonyms.

A different definition from all of the above is introduced by Bar (2013) who says that “paraphrases or semantic equivalents are pairs of sequence of words, both in the same language, that have the same meaning in at least some contexts” (5). In this definition, the term ‘semantic equivalent’ raises a point that encounters the nature of paraphrase because there is no equivalence, rather, the perspective is approximate. In addition, it is

notably that paraphrasing has to be dealt with in the same language not in different languages.

Uemlian(2000)defines paraphrasing as “The reproduction of the information, content and structure of the source text” (349).

Similar to the above definitions, this definition contains a sort of change expressed in a different way (reproduction), however, its focus is to change structure. Vocabulary or word change is not mentioned.

To sum up, although the definitions of paraphrasing above are slightly different, they approximately emphasize the change of structure and vocabulary to convey the same meaning of string of words in the same language.

2.2 Importance of paraphrasing

The importance of paraphrasing covers many perspectives. In other words, there are many dimensions that paraphrasing plays and important role in. They comprise language skills development, teaching, learning, scholarly, information extraction, and question answering. In this section, each one of them will be explained with examples.

Leibensperger (2003) and Booth College Writing Center (2012) argue that paraphrasing aids students to raise their own understanding and apprehension of a text they have read. So, the students’ ability to paraphrase can entail that those students are able to deal with such a challenge. Hence, learners can demonstrate proficiency to the professor by

‘submitting’ an acceptable paraphrasing (as cited in Injai, 2015). In addition, it helps students to enlarge their vocabulary because they have a probability to use new words as synonyms (ibid).

From teaching prospective, paraphrasing gives insights about students’ reading and understanding of the original text because understanding is the first step for the sake of paraphrasing as well as writing (Hirvela, 2013).

In the area of language learning, paraphrasing provides useful chances for students to read texts closely which improves their language and their reading and writing skills (ibid).

With regard to scholarly domain, paraphrasing has been sensed as an essential skill for students in higher education. Students are lead to their scholarly success by the ability to paraphrase effectively (Injai, 2015).

In addition, many college writing centers such as (Booth College, 2012, and Higher Score, 2007)’s journals and articles stress that paraphrasing, apparently, provides huge advantages in scholarly basis (as cited in Injai, 2015).

Moreover, paraphrasing is considered an important marker since it shows comprehension of the original text, particularly if it is a little bit difficult by the ‘original’ author(s) of the source text. Also, it means to figure out a new way to ‘capture’ the synopsis of what was expressed in the original text (Hirvela ,2013).Furthermore, paraphrasing and paraphrasing strategies help students to avoid plagiarism which is a very serious offense in academic

societies(McInnis,2009).Last but not least, paraphrasing strengthens the quality of one's own work (Utexas,n.d.) (as cited in Loh, 2013).

From information extraction prospective, Shinyama et al., (2003) mention the importance of paraphrasing in language generally and paraphrasing acquisition for information extraction, particularly .The idea as they claim is that there is a room to use a variety of ways to express a single event by paraphrasing. They go on and show that in natural language sentences “a single event can be expressed in many different ways” (65).

In a Question Answering System,Rinaldi etal.,(2003)carried out a study in which they propose that paraphrasing can be exploited in a Question Answering System .They think that paraphrasing gives rise to a number of possible semantic representations for one sentence. This in turn enables them to formulate a system for answering questions about a certain domain. Hence, they make suggested answers for a query in any field and extracted them. When a person asks or inquires about information, he finds the answers he is seeking.

To sum up, paraphrasing is very important in many aspects. It gains importance in language skills and applications as well as scholarly domain.

2.3 Linguistic Theories of Paraphrasing

Paraphrasing phenomenon has created significant interest among linguists over the decades. Four major theories have been proposed to define, perceive or view paraphrasing.

The first theory that defines paraphrasing is Transformational Grammar by (Chomsky, 1957, and Harris, 1981). In this theory, complex sentences are decomposed into simple sentences by a set of operations called transformations. These transformations are meaning maintaining and therefore generate paraphrasing. For example, in (1) below a transformation rule changes a sentence from active form to a passive form as in (2).

N1 t V N2 \longleftrightarrow N2 t be Ven by N1 (1)

He killed the lion \rightarrow The lion was killed by him. (2).

Harris (1981) makes a list of twenty transformational rules for English. He states that although the set of these transformational rules is practically sufficient, but it is not all-inclusive.

The main hindrance of the transformational rules theory is that it does not consider the 'lexical nature' of paraphrasing, instead it treats paraphrasing as a purely syntactic phenomenon. For example, the book costs ten dollars *v.s* *ten dollars are cost by the book*. So we can see that an odd sentence is generated by the way of passivation because of the verb cost. Therefore we need to constrain many transformational rules based on lexicon. The second theory that perceives paraphrasing is Meaning Text Theory (MTT). The father of this theory is (Mel'cuk, 1996). In this theory, a seven-strata (level) for natural language structure is outlined. The strata ranges from 'surface-phonetic' to semantic representation levels. Lexical functions (LFs), which explain the well-established relations between lexical units in a language, represent the heart of MTT. For instance, the LF *Magn(X)* — "to a high degree", "intense" — is the "intensifier" for *X*

as in (3) and (4).

Magn(to laugh) = heartily (3)

Magn(patience) = infinite (4)

64 LFs which operate at its deep-syntactic level are defined. These LFs are used to define a set of 67 lexical-paraphrasing rules (Mel'cuk to appear).³⁸ restructuring paraphrasing rules are defined to explain the structural changes that take place using lexical-paraphrasing rules.

Although the MTT theory accounts for paraphrasing in details, its utility is hindered by many factors. In the first place, it is difficult to model LFs because many of them are vague and underspecified. Secondly, the majority of NLP researchers, who work outside the context of MTT, find it difficult to even use MTT definition in any meaningful way because of the complexity of the model (it has seven levels) that need to work with the single theory-specific deep-syntactic level. Thirdly, most languages do not have the Explanatory Combinatorial Dictionary which represents the source that would describe in details the LFs and the list of the LF values for a large set of words.

Contrary to the first and second theories, Honeck (1971) views paraphrasing in a very high level. He classifies paraphrases into three classes. The first class is transformational in which the surface structure of the base phrase or sentence undergoes changes, but the content words remain the same. The second class is lexical where the surface structure of the base or sentence is not changed, but the lexical items are replaced by synonyms. The third class is formalexic in which the surface structure together with the content words of the base phrase or sentence remain the

same. For instance, regarding sentence (5) as the base sentence, sentences (6),(7),and (8) are its transformational, lexical, and formalexic paraphrases correspondingly.

The film provoked the feelings that cheered the girl that smiled. (5)

The girl that smiled was cheered by the feelings that the film provoked (6)

The show invoked the emotions that delighted the lady that laughed. (7)

The lady that laughed was delighted by the emotions that the show invoked.

(8)

Although the Honeck(1971) theory illustrates a vast majority of paraphrases ,it does not account for distinguishing paraphrases from non-paraphrases for it is too general to be used.

Besides, it confines paraphrases to the concept of synonymy which is against the broad concept of paraphrases (paraphrases are not exclusively synonyms as suggested by many linguists (De Beaugrande and Dressler, 1981; Clark, 1992; and Mel'cuk, 1996).

The fourth theory by Barzily(2003) is similar to the Honeck(1971) theory in that it takes a comprehensive, high level view of paraphrases.Barzily(ibid)divides paraphrases into two divisions. The first one is a *atomic*; paraphrases between small non-separable lexical units, i.e., words and small phrases. The second division is *compositional*, paraphrases between structures that can be separated into smaller units i.e., sentences and complex phrases.

The *atomic* paraphrases are further categorized according to the length of the two phrases used to show paraphrase relation, i.e., [1:1], [1:2], [2:2] and so on.

The compositional paraphrases are further categorized according to the basic high level changes in the sentence, i.e., deletions, permutations, noun phrase transformation, active –passive transformation, and lexical changes. Although the Barzily (2003) theory is comprehensive enough to describe almost all the possible paraphrases, the operations that are defined are too broad to be applied. Also, it is difficult to model or use them as a ‘guidelines’ to differentiate between paraphrases and non-paraphrases without further explanation (as cited in Bhagat,2009).

2.4Paraphrasing Boundaries

Setting definite borderlines between what is considered as paraphrasing or non-paraphrasing is unattainable. It is a matter of approximation. The complexity of paraphrasing as a process that encompasses sub processes makes it difficult to draw clear-cut boundaries between paraphrased texts and original texts as being totally or partially paraphrased. In addition, the definition of paraphrasing is not conclusive. So, it is open to accept any sort of change that occurs to original texts. Moreover, there is a big possibility to have a lot of approximate border lines paraphrasing.

Many studies have questioned paraphrasing nature; whether to be something fixed and definitive or wavy. For example, Vila et al., (2014) mention that the conservation of meaning has been argued at breadth in the literature. Many writers criticize the idea of complete synonym as an unpredictable and purely momentary relationship (Curse ,1988) (as cited in Vila et al., 2014). Fuchs (1988) denies the idea of paraphrasing as perfect and plain ‘identity’. Therefore, the situation of paraphrasing must be placed

in the area of likeness or nearness. This opens the doors to a variety of 'paraphrasability'. Paraphrasing starts from full identity and goes in continuity to a vacant semantic proximity.

Based on the above, it is acknowledged that established and clear-cut paraphrasing boundaries do not exist. The task and objectives determine these approximate boundaries. And as mentioned earlier, it is very difficult to have a few specific borderlines.

To solve this problem, some linguists suggest general borderlines, such as Vila et al., (2014) who set three cases of borderline paraphrasing; they are loss of content, pragmatic knowledge and change in some grammatical features. All of them will be covered one by one with some examples taken from the writers.

With respect to content loss, it may occur because of deletion [my favorite in (1)] or generalization [from pilot to commander in (2)].

(1) a. Last week I went to the restaurant.

b. Last week I went to my favorite restaurant.

(2) a. The pilot was having dinner.

b. The commander was having dinner.

The possibility of a variety of paraphrasability degrees depends on the quantity and relevance of missing content. This can be exemplified by comparing the examples in (1) and (3).

(3) a. Last week I went to the restaurant.

b. Last week I went to the restaurant which used to be my favorite when I was a child.

We can say that the level of paraphrasability of the sentences in (3) is lower than those in (1).

In addition, we can, sometimes, recover the missing content by the method of covert lexical knowledge in the context. In (4) the information about the purpose and function of the book permits for recoverability of the erased content (reading). In contrast, in (1) we have no way to recover the missing content. So, the level of paraphrasability is higher in (4).

Moreover, the pair in (5) shows a high degree of paraphrasability than the pair in (2), as the context of taking off in the former clarifies that this commander is, actually, a pilot. In (2), we rely on the hyponymy relation between pilot and commander.

(4) a. John began reading a book.

b. John began a book.

(5) a. The pilot is ready to take off.

b. The commander is ready to take off.

Regarding pragmatic knowledge, it goes a bit far from pure semantic similarity like the other borderlines. This is so because it falls within the

area of pragmatics which drives meaning or works it out from the contextual use of the words and expressions. Following are some examples.

(6) a. Close the window, please.

b. There is air flow.

(7) a. Penelope was waiting for Ulysses return.

b. The Ithaca queen was waiting for Ulysses return.

(8) a. Here, life is good.

b. In Khartoum, life is good.

(9) a. Dana and Mark got married last winter.

b. Dana and Mark got married in 2016.

(10) a. Suadia Arabia led invasion of Yemen.

b. Suadia Arabia led liberation of Yemen.

Many writers have suggested different paraphrases that are based on this pragmatic knowledge .Fujita (2005) suggests pragmatic paraphrase as in (6).The two sentences can bring in the idea that the speaker would like the hearer to open the window. Martin (1976) shares Fujita the same idea but adds that pragmatic paraphrasing may give indication to the same facts and events (as cited in Vila et al., 2014).

Fujita (2005) adds another type which is ‘referential paraphrases’ (9).Dorr et al., (2004), Fuchs (1994), and Milicevic(2007) suggest “ View point variation paraphrases”(10), “Outside the boundaries of paraphrasing”(7)and “Cognitive paraphrases” respectively (as cited in Vila et al.,2014).

In addition to knowing these types of pragmatic paraphrases, a person needs two types of knowledge to present, conceptualize and interpret these types. They are encyclopedic knowledge {(7) and (10)} and situational knowledge {the remaining examples}.These two types of knowledge are usually referred to as “common-sense knowledge” in Natural Language Process (NLP).

However, these types are away from paraphrase bounds (borders) if we comply with the paraphrase definition of sameness of meaning. Nonetheless, these types of paraphrasing, under certain conditions, may be considered as a particular type of paraphrasing associated with ‘situational context’.

Considering grammatical features, the common concept of them is to refer to changes in person, number and time. Although they lead to rooted changes in meaning, on occasion, they may give ‘rise’ to paraphrases.

The example in (11) is obviously nearer paraphrasing than (12), as in (11), the first person plural includes the first person singular. In (13), the change in number is irrelevant: street does not refer to a concrete one but to the general sense of “outdoors”.

In (14) the change in number gains relevance as we move from the idea of “liking a concrete cake” to “to liking cake in general”. In (15), the two tenses lie on each other to a great amount and which is not the case of (16) ‘standing’ for different moments in time (Vila et al., 2014).

(11) a. We like pizza.

b. I like pizza.

(12) a. She is my advisor .

b. He is my advisor.

(13) a. I got lost in the street.

b. I got lost in the streets.

(14) a. She likes the cake.

b. She likes cakes.

(15) a. The plane takes off at 6:30.

b. The plane is taking off at 6:30.

(16) a. She lives in Tokyo.

b. She has lived in Tokyo.

Only examples (11), (13) and (15) are treated as paraphrases in the writer’s approach.

Unlike content loss and pragmatic knowledge which are language independent, this group incorporates phenomena that have a close relation to how language encodes morpho-semantic content. In English this is mirrored via inflection.

To sum up, paraphrasing boundaries are not possible to be clear-cut. Their drawing is thorny; however, three boundaries have been introduced. They are content loss, pragmatic knowledge and grammatical features.

2.5Types of paraphrasing

In this section, different types of paraphrasing are presented .Different writers suggest or formulate these types. The majority of the formed types are similar, in other words those writers share some types.

Bar (2013) mentions four types of paraphrase .The first type is structural paraphrasing .In this type, comparable syntactic structures are used to express similar meaning. For example, there is passive voice vs. active voice as in, Mona ate the pizza vs. The pizza was eaten by Mona, or possessive form using of 's,as Jack's car vs. the car of Jack.

The second type is lexical paraphrases. This type comprises different lexical items expressing the same meaning. These items are called synonyms. For instance, My horse galloped away vs. My mount galloped away.

The third type is semantic paraphrases. This type covers different phrases expressing equal meaning .For example, I do not have money to buy this

car and I can not afford this car are semantic paraphrases .A special case of semantic paraphrases is idiomatic paraphrases. For example the phrase I spilled the beans is paraphrased as I exposed the secret. It is very important to identify idiomatic expressions to avoid word-for-word translation which is incorrect.

The fourth type is known as referential paraphrases. In this type, the focus is on a notion that has the same meaning 'of the original phrase 'p(6).By way of example, Sunday vs. The day before Monday, Or Trump vs. The current president of the USA.The last example needs a context that postulates the 'current' year.

Another researcher who mentions types of paraphrase is (Dras, 1999).His aim is to provide a classification. This categorization makes it easy to refer to groups of paraphrases. The five classes suggested are change of perspective, change of emphasis, change of relation, deletion and clause movement. There are descriptions and examples for each one of them. In each class, Dras(ibid) gives a general outline of the type mentioned followed by specific subtypes and examples.

In the first type which is the change of perspective paraphrases are syntactic reworkings which involve a change in the part of speech of some key elements of the text unit. They reflect a change in the way elements in the text unit are represented, for example, changing from an event perspective (generally represented using a verbal construction) to an object perspective (generally represented using a nominal construction. The change is generally caused by the insertion or deletion of one or more

open-class elements that are effectively contentless. The most well understood of these contentless types of words are light verbs. These verbs do not have any meaning themselves, rather, they act as a prop for other non-verbal sentence elements, and are made necessary only by the requirement of English that sentences contain verbs, as hooks from which tense and aspect markers are hanged. The class of light verbs is fairly small. e.g. do, have, make and take and so on.

Following are the examples of the first type as suggested by Dras(ibid). Each type is given a shorthand referent which describes very roughly the characteristic structures in the paraphrase. The shorthand here uses mostly standard linguistic abbreviations (for example ,NP for noun phrase) along with a few others that are fairly self-explanatory (for example ,LV for light verb) and ,in some cases the symbol (↔) indicates paraphrase mapping. Thus this shorthand is somewhat akin to structural analysis of Transformational Generative Grammar, outlining relevant syntactic components of a phrase, rather than a structural change which describes how the change takes place

LV + NP + inf-VP (↔) V + inf-VP

- (1) a. Steven made an attempt to stop playing Hearts.
b. Steven attempted to stop playing Hearts.

Here, there is a light verb with nominalization complement and an infinitival VP following; in the paraphrase mapping the light verb

disappears, the nominal complement becomes a full verb, and the infinitival VP remains.

LV + NP + PP (↔) V + NP

(2) a. This had a noticeable effect on the research group's morale.

b. This noticeably affected the research group's morale.

(3) a. We noted that it was important for personal growth to have knowledge of the game's rules.

b. We noted that it was important for personal growth to know the game's rules.

(4) a. Alpha's subsequent triumph bore a strong resemblance to gloating.

b. Alpha's subsequent triumph strongly resembled gloating.

(5) a. Unfortunately, playing the game did grievous harm to our reputations.

b. Unfortunately, playing the game grievously harmed our reputations.

Here, there is a light verb with nominal complement; in the paraphrase mapping the light verb disappears and the nominalization complement becomes a full verb. Note that the PP modifying the nominal complement in (2a) becomes the NP complement of the verb in (2b). Also, adjectival modifiers of the nominal complement in (2a) become adverbs in (2b).

LV + AdjP + PP (↔) V + NP

(6) a. Darrell's parents were supportive of his decision to become a drag queen and world-famous diva.

b. Darrell's parents supported his decision to become a drag queen and world famous diva.

(7) a. Sister Mary Appendectomy was helpful to Darrell.

b. Sister Mary Appendectomy helped Darrell.

Similar to the above, but the complement of the light verb in (6a) is an adjective rather than a nominal group; this complement also becomes a verb, in (6b). The PP in (6a) becomes the nominal complement of the transitive verb in (6b).

LV + AdjP + PP (↔) V + PP

- (8) a. However, this was different from their original plans for him.
b. However, this differed from their original plans for him.

Similar to the above, but the underlying event (here, the event of 'differing') takes a prepositional complement, so in the paraphrase mapping the PP remains as a PP.

LV + PP + PP (↔) V + PP

- (9) a. Robin was in collusion with Tim when we last played 500.
b. Robin colluded with Tim when we last played 500.
- (10) a. Even though we were in competition for the grand prize, it seemed unfair.
b. Even though we were competing for the grand prize, it seemed unfair.

Similar to the above, but the complement of the light verb is a PP. The underlying event ('colluding' in (9)) is intransitive, so the PP modifying it remains.

N + clause complement (↔) NP

- (11) a. We objected to the way he moved the chess pieces.
b. We objected to his movement of the chess pieces.
- (12) a. I was amazed by the fact that he rapidly drew the picture.
b. I was amazed by his rapid drawing of the picture.
- (13) a. He is willing to leave. This made Gillian upset.
b. His willingness to leave made Gillian upset.
- (14) a. He is free to leave. This made Gillian happy.
b. His freedom to leave made Gillian happy.
- (15) a. The pool is deep. This led to many deaths by drowning.
b. The pool's depth led to many deaths by drowning.

Here there is an empty noun (such as way or fact), the purpose of which is to introduce a clause, as in (11a); in (11b) the clause complement becomes an NP, replacing the empty noun. The deleted constituent (an NP) has been replaced by another constituent with the same part of speech, an example of why this type of paraphrase is broader than just 'change of part of speech'.

N + AdjP (↔) AdvP

- (16) a. Marilyn carried on with her life in a cheerful way.
b. Marilyn carried on with her life cheerfully.

- (17) a. She often remembered her choice in a pensive manner, however.
b. She often remembered her choice pensively, however.

Similar to the above subtype, but the modifier of the empty noun is an adjective rather than a clause, as in (16a); the adjective becomes an adverb, as in (16b).

Nominalisation with PP post-modifier (↔) NP + inf-VP

- (18) a. The tenants wanted a reduction in the charge for electricity.
b. The tenants wanted the charge for electricity to be reduced.

From (18a), a nominalisation with a PP postmodifier becomes an infinitival VP in (18b).

Nominalisation complement of subordinator (↔) clausal complement

- (19) a. Because the soloist was ill, they cancelled the concert.
b. Because of the soloist's illness, they cancelled the concert.

Nominalisation complement of Prep (↔) reduced relative clause

- (20) a. He was warned by the repeated ashing of a light.
b. He was warned by a light ashing repeatedly.

Noun compounding (↔) PP

- (21) a. The gamekeeper preferred to make wildlife television documentaries.
b. The gamekeeper preferred to make television documentaries about wildlife.

Noun compounding (↔) relative clause

- (22) a. Spanish-speaking people

b. people who speak Spanish

In this subtype, it is only the NP that is of interest. In situations where a paraphrase's units of text are taken to be sentences. For example, there are people who speak Spanish.

NP + attributive AdjP(↔) predicative AdjP

- (23) a. The examiner who was kind...
b. The kind examiner ...

NP (↔) qualifier

- (24) a. Patrick Ewing scored 41 points. It was a personal season high.
b. Patrick Ewing scored a personal season high of 41 points.

PP (↔) genitive

- (25) a. The arrival of the train
b. The train's arrival
- (26) a. The funnel of the ship
b. The ship's funnel
- (27) a. The humming of the machine
b. The machine's humming

As earlier, when necessary the units of text in this paraphrase pair can be treated as sentences through the use of an existential construction, for example, it is the funnel of the ship. Note that not all PPs headed by of can take this paraphrase mapping. For example, a man of courage does not paraphrase to *courage's man.

VP + NP (↔) Agentive nominalisation + PP

- (28) a. He's selling the car.
b. He's the seller of the car.

- (29) a. He studies the book.
b. He's a studier of the book.

Here, the verb corresponds to a nominalization in an agentive form, and the sentence alternates between a subject {verb form and an equative form where the agent is equated with the agentive nominalization.

The second type is the change of emphasis .In this type, paraphrases are those where syntactic restructuring alters the focal element of the text for various communicative purposes. This type of paraphrase is a more general class of text mappings where the constituents are given varying prominence based on syntactic arrangement.(Vallduvi and Engdahl,1996 ,p.456)(as cited in Dras,1999) propose a trichotomy division of sentential material, with the major division of the sentence into focus and ground, and ground further divided into link and tail, this is then used to explain syntactic emphasis and intonational prominence. Emphasis, which is the basis for this type, is used as the part of the sentence given prominence because of its newness or interest. One of the devices used to show this is *clefting*.

Delin(1989)(as cited in Dras ,1999)argues that the basic of clefts is not necessarily to realize ground-focus oppositions but to indicate logical presupposition. *There -sentences* are often similar, in that they also give focus to particular sentential elements “Clearly, the post verbal NP in *there-sentences* must be, in some cases, novel or hearer new”. (Vallduvi, 1993,p.31) (as cited in Dras1999).

Another paraphrase in this type is proposed by Williams (1990) which is *end weight*. It means putting the ‘heavier’ constituent at the end of sentence by shifting less important information to the left and important information to the right.

Overall, the paraphrases in this section shift the emphasis of a sentence, nevertheless this can be considered interchangeable.

The third type is change of relation. In this type, altering a connection between clauses is involved. This connection is carried by some formal words such as coordinators, relative pronoun, or other similar connectors, and the outcome sentence is a complex one, on one hand. On the other hand, the clauses are linked just by sequence, and the outcome is two or more separate sentences.

Based on the above clauses relation, paraphrases can be conceived as sentence splitting for complex sentences and sentence combining for the separate sentences or simple sentences.

The most common to apply is sentence splitting because complex sentences are more difficult to understand. This prospective is supported by psycholinguistic studies such as that of (Wright, 1985). Jordan (1994) collected ‘splitting’ paraphrases from a discourse aiming at making text simpler to understand.

Davison et al (1980) noted, however, that the process of splitting does not always help in making comprehension easy ;it removes explicit relations between clauses ,for example, a relative clause no longer modifies a noun

phrase(NP),an adverbial no longer function as a modifier to a verb or whole proposition .So, the reader may need to infer that there is some semantic or discourse relation between separate sentences by using anaphoric devices such as pronoun and definite and demonstrative NPs.

Combining sentences method is also used, however. According to Jordan (1993), “For prose intended for mature readers, writers must learn how to use complex noun phrases in long sentences to emulate effective mature writing”(39).

The fourth type is deletion. In this type, the constituents deleted are grouped into two. In the first group, no propositional content is lost such as, hedging verbs, empty nouns, relative pronouns and so on as in (30) to (37) because they are in some sense ‘peripheral’. In the second group, there is lost propositional content such as adjectival participles, appositive NPs, parenthetical comments, and so on as in (39) to (42) because of their superficial features.

V deletion with inf-VP complement

(30) a. Tripping over his own shoelaces served to start Mark contemplating his coordination skills.

b. Tripping over his own shoelaces started Mark contemplating his coordination skills.

(31) a. Nucleonics investigates the smaller particles that go to make up the nucleus of the atom.

b. Nucleonics investigates the smaller particles that make up the nucleus of the atom.

What is deleted here is an element sometimes referred to as a 'hedging verb', one with little semantic content.

N deletion with NP complement

- (32) a. The fact of the war affected many people.
b. The war affected many people.

This is the noun parallel of the above.

Relative clause (↔) participial clause (whiz deletion)

- (33) a. Joe wants the blazer which was designed by BMW.
b. Joe wants the blazer designed by BMW.
- (34) a. The girl who was standing in the corner ...
b. The girl standing in the corner ...
- (35) a. He was warned by a light that ashed repeatedly.
b. He was warned by a light ashing repeatedly.

A relative clause becomes a reduced relative clause.

Delete subject of non-finite clause

- (36) a. The best thing would be for you to tell everybody.
b. The best thing would be to tell everybody.

Delete “to be” from appositives

- (37) a. Being too nervous to reply, he stared at the floor.

- b. Too nervous to reply, he stared at the floor.
- (38) a. Seventy-three people have been drowned in the area, many of them being children.
- b. Seventy-three people have been drowned in the area, many of them children.

Participial phrase (↔) PP

- (39) a. The girl standing in the corner
- b. The girl in the corner

In this subtype, a content word is deleted, turning a phrase headed by a participle into a PP.

Adverbial deletion

- (40) a. The waterlogged conditions that ruled out play yesterday still prevailed at Bourda this morning.
- b. The waterlogged conditions that ruled out play yesterday still prevailed this morning.

Appositive NP deletion

- (41) a. Tempeste approached Blade, a midnight dark and powerful figure, and gave him a resounding slap.
- b. Tempeste approached Blade and gave him a resounding slap.

Here, an entire appositive, being by its nature somewhat peripheral, is deleted.

Parenthetical deletion

(42) a. Some 17 million people entered the country, roughly half the total number of Europeans who migrated to the United States in the century after 1820(along with several hundred thousand Asians).

b. Some 17 million people entered the country, roughly half the total number of Europeans who migrated to the United States in the century after 1820.

Similar to the above, with deleted material, indicated by parentheses or dashes, also being to some extent peripheral.

The fifth type is clause movement. Unlike the previous types, this type does not make any through changes to the clauses. Simply they move clauses around with regard to each other, without fundamental alternation to them.

Move adverbial clauses

(43) a. The student copied the critical diagrams before returning the book.

b. Before returning the book, the student copied the critical diagrams.

Move subordinate clauses

(44) a. She died, because she didn't know the rules.

b. Because she didn't know the rules, she died.

(45) a. She died, through not knowing the rules.

b. Through not knowing the rules, she died.

Reverse dependent and independent clauses

(46) a. She didn't know the rules; so she died.

b. She died; for she didn't know the rules.

2.6 Paraphrasing techniques

There are many techniques associated with paraphrasing. Baily (2003) mentions some of these techniques. For example, the first technique is to change vocabulary using synonyms such as studies /research, society/civilization and mud/deposits. The second technique is to change word class from noun to adjective such as Egypt (n)/Egyptian (adj). The third technique is to change word order e.g. Ancient Egypt collapsed / the collapse of Egyptian society began (21).

Baily (2006) proposed the same techniques.

(a) change vocabulary using synonyms.

(b) change word class.

(c) change word order.

Baily (2011) suggests the same techniques but with different examples.

(a) change vocabulary by using synonyms such as argues/claim, eighteenth century /1700s , wages/ labour costs, economize/saving.

(b) change word class.

explanation(n).>explain(v), mechanical (adj) >mechnise (v.),profitable (adj) > profitability (n).

(c) change word order.

...the best explanation for the British location of the industrial revolution is found by studying demand factors >A focus on demand may help explain the U.K origin of the industrial revolution (52).

Walker & Harvey (2008) and Short (2010) suggest the following techniques:

- (a) Change word order.
- (b) Change active to passive and vice versa.
- (c) Use of synonyms.
- (d) Subject replacement.
- (e) Change part of speech.

Here are examples for all of the above with explanations

Original sentence: Increasing sales mean that unit costs art reduced.

Paraphrase: The company can make products more cheaply once they start to sell well.

(Explanation: change in word order, passive to active and use of synonyms).

Original sentence: In the introduction phase, unit costs are high.

Paraphrase: It costs a lot to produce each unit early in the cycle.

(Explanation: change in word order, use of synonyms and subject replacement).

Original sentence: cost savings from large- scale operations can play a role in business success.

Paraphrase: A contribution to profitability can be made by economies of scale.

(Explanation: change in word order, active to passive and use of synonyms).

Original sentence: Melodramatic headlines in the press can affect sales considerably.

Paraphrase: Newspapers sell far more when they have sensational headlines. (Explanation: change in word order, change part of speech

and use of synonyms).

Original sentence: Mental illness is commonly perceived as a cause of violence.

Paraphrase: Many people think that individuals with psychiatric disorders are aggressive.

(Explanation: change in word order, passive to active, and use of synonyms).

Original sentence: The press is responsible for encouraging these stereotypes.

Paraphrase: These popular perceptions are promoted by the media.

(Explanation: change in word order, use of synonyms, subject replacement and change from active to passive).

Kalchayanant(2009)suggests three major techniques for effective paraphrasing.

(a)Use synonyms words or phrases as substitutes for some words of the source passage. Students have to make sure that the replacing words represent the same meaning.

(b)Change word forms by altering verbs to nouns, adjectives to verbs, adjectives

to nouns and vice versa .

(c) Change structures .For example, a simple sentence might be converted to a complex sentence, an active voice to a passive voice.

The explanation of using these methods at sentence level is as the following

Original sentence: Many students who enter universities nowadays use internet online service systematically as a way of registration.

Paraphrase: Online system can help university students in their enrollment for colleges and schools.

Synonymous word :registration→enrollment.

Chang word form: systematically→system.

Structural change: complex sentence →simple sentence.

Furthermore,Tananuraksakul(2000)proposed five useful paraphrase techniques.

(a) Use synonyms

Original sentence: The educational situation remains to change.

Paraphrase: The educational condition continues to change.

(b) Change parts of speech (e.g., change nouns to verbs).

Original sentence: It is possible to support the team.

Paraphrase: The team is possibly supported.

(c) Change conjunctions.

Original sentence: Because of its usefulness, customers prefer to purchase that product.

Paraphrase: Due to advertisement, customers prefer to buy that product.

(d) Change an active voice to a passive voice.

Original sentence: The educational system in Sudan was changed in 1991.

Paraphrase: The minister of education changed the educational system in Sudan in 1991.

(e) Change negative sentences to positive sentences.

Original sentence: It is not impossible to use your own judgment.

Paraphrase: It is possible to use your own judgment.

In order to have a general framework for all the above mentioned techniques (strategies), a synthesis has been done to encompass all the strategies in three main categories.

The first category is syntactic paraphrase (change structure and grammar paraphrase) which includes the following:

- a. Change active to passive or vice versa.
- b. Change positive to negative or vice versa.
- c. Separating long sentences to short sentences.
- d. Expanding phrase for clarity.
- e. Condensing the original.
- f. Combining sentences.
- g. Using varied sentence structure.
- h. Changing word order.
- i. Replacing subject.

The second strategy is semantic paraphrase (change word paraphrase) which includes:

- a. Changing part of speech.
- b. Using synonyms.
- c. Changing numbers and percentages.
- d. Explaining idiomatic expressions. (It is a peculiar kind of semantic paraphrase).

The third category is organization paraphrase (changing structure of ideas inside paragraph) which includes:

- a. Changing structure of idea.

2.7 Criteria for appropriate paraphrase

To paraphrase appropriately, some main features should be met. And an effective paraphrase does not only mean change words or structure but also means retaining the original meaning using one's own words. For this reason, McInnis (2009) proposed seven elements of checklist for appropriate paraphrase.

1. Attributed source to original author.
2. Appropriate /sufficient use of synonyms for terminology.
3. All key points of the original excerpt are retained.
4. Sufficient syntactical shift (word order, active to passive, etc.).
5. It is not a summary.
6. Word form changed.
7. Participants opinion is not reflected.

In a similar way, Sorenson (1995) suggested five items for paraphrase appropriateness.

A good paraphrase usually

1. Reflects your own words and your own style of writing.
2. Reduces the original only slightly, usually by less than one-fourth.
3. Displays careful reading of the original.
4. Represents the original idea accurately and completely, without reflecting personal bias.
5. Uses clear, effective sentences as well as good mechanics, usage, and grammar.

2.8 General Guidelines for Proper Paraphrasing

Before starting with the guidelines for proper paraphrasing, it is important to mention the reasons for using paraphrasing. There are two reasons for using paraphrasing. The first reason is that when you are interested in findings and data than in how a source expresses them. The second reason is that when you can say the same thing more clearly (Booth et al., 2003).

Firstly, “When paraphrasing or referring to an idea contained in another work, you are encouraged to provide a page or paragraph number, especially when it would help an interested reader locate the relevant passage in a long or complex text”(American Psychological Association, 2010,p.171).

Secondly, “When using synonyms, it is important to be careful about your choices. Not all synonyms work equally well in all contexts”(Feak et al., 2009, p.85).

Thirdly, when dealing with written paraphrasing, a student must maintain the style of the original text, as students might change the style, for example, a formal style might be rewritten in an informal style (Kissner 2006).

Fourthly, “Do not attempt to paraphrase every word, since some have not true synonyms e,g demand ,economy ,and energy”(Baily, 2011p.52).

Finally, determine the relevant points and the relationships among them. When the relationship is determined, for example, if the two points are not

in agreement, use linking words such as although ,while and rather than to connect them. Also some verbs can be used to establish other relationships, for instance, due to, caused by and can be attributed to (Feak & Swales, 2009).

2.9. Paraphrasing Related Skills

In order to paraphrase correctly, students need to be good readers and writers. Reading is very important and paraphrasing proper can not take place without thorough reading and deep understanding of the original text. Once a student comprehends the text well then comes the challenge of writing; how to transform the information extracted from the text into a written form using different vocabulary and structure. Good knowledge of academic writing enhances paraphrasing task.

This section covers the importance of reading comprehension and academic writing in carrying out paraphrasing task. It emphasizes the role of these two skills in such a task. Many writers have mentioned this importance as far as writing research papers is concerned. Foreexample, Loh(2013) states that paraphrasing is an important skill in academic writing. Poor paraphrasing may lead to a deformation of the original author's idea, concept or message and even so-called plagiarism. It is a demanding skill because it engages both reading and writing skills. Consequently, ESL (English as a second language learners), particularly those with low proficiency in English, make numerous errors when paraphrasing. McNamara (2004).and McNamara,Ozuru, Best,and O'Reilly(2007) explain

that paraphrasing is an important issue in fields that center on reading and writing. For example, paraphrasing text can facilitate reading comprehension by transforming the text into a more familiar construct or by activating relevant prior knowledge. And, in the field of composition, paraphrasing allows writers to restate ideas from other works or their own drafts so that the reformatted language may better suit a voice, flow, or line of argument. Golightly and Sanders (1997) and Hawes (2003) argue that paraphrasing is undoubtedly useful in fostering reading and writing skills. Studies have revealed that paraphrasing skills are substantial in helping English-as-second language (ESL) learners promote their reading and writing skills. Many studies have pointed out that the strategies used by the teacher to help students acquire such skills play an important part in their ability to paraphrase well (Lee & Choy, 2010; Orellana & Reynolds, 2008).

2.10 Paraphrasing and Culture

The context of learning differs from culture to culture. In western culture, for example, learners have to follow academic regulations rigorously. They highly consider ownership. This tradition started very early in history and prevails up to date. And this applies almost to all disciplines. From linguistic prospective, English language learners at university level must grasp paraphrasing skills and be able to carry out researches properly. However, there are differences across countries for many reasons and factors. One factor is culture.

In academic circles across the globe, writing research papers must meet certain conventions, rules and conditions. One of these conventions is to paraphrase a text that would be involved in one's own piece of writing. It is essential because it protects the writer from being accused by plagiarism. These conventions, rules and conditions are considered differently by different cultures. In some cultures, like western cultures, they are applied rigorously and any violation to them is considered as an offence by law and there is a punishment for it. In other cultures, they might be overlooked, or learners might not know the consequences of offending these rules and conventions. For example, using one's own words to rewrite a text is considered rude. According to Hayes and Introna (2005),

...across all cultures, not only is copying several sentences likely to be endemic in coursework (or term paper) submissions, but also that regardless of background, students do not tend to judge it as an unacceptable practice .Moreover, some students even claimed that copying would facilitate their learning (p. 221).

Wheeler (2009) supports the view that some cultures accept using others' words as one's own without paraphrasing them .He says that although plagiarism is considered among western academic circles as one of the worst "crimes" a student can commit, many scholars suggest that these attitudes do not apply to students from areas outside this sphere. They

believe that in many countries, plagiarism is considered culturally acceptable. As such, ESL or EFL instructors in charge of students from these places must be sensitive to their backgrounds. Japan is often believed to be one of these countries in which plagiarism is not considered a moral violation.

2.11 EFL and ESL University Students Paraphrasing Problems

Learning a second language or a foreign language by itself is problematic. Second or foreign language learners encounter a language that is different from their native language in many respects. This dissimilarity between the languages causes difficulties or challenges for the learners. Many studies in contrastive linguistics show that when the languages are different learners usually face obstacles in learning second or foreign language. Paraphrasing is not an exception. It represents a barrier for E.F.L and E.L.S learners. It requires knowledge of syntax and semantics of the second or foreign language. In addition, paraphrasing types and techniques complicate the matter. So these English branches are the main sources of paraphrasing problems. In addition to the sources above, there are other sources which will be explained by some studies. Shi (2012) carried a study which reveals that university students face challenges in comprehending the ways to do paraphrasing. The main factor appears to be student's knowledge of the original content. This requires ability to understand sources text which is very important and greatly impacts paraphrasing performance. Khrismawan and Widiati (2013) examined students' perceptions about paraphrasing and

their cognitive processes in paraphrasing. The participants were 4 Indonesian students of a graduate program of English teaching. They were required to do concurrent verbal report while paraphrasing 3 sentences and 1 paragraph. In the scope of definition, students were able to define what paraphrasing means. In the scope of purpose, there were varieties of responses; some students mentioned that paraphrasing was very important to avoid plagiarism while some other students said that it was employed in order to simplify the original text. For the reason why paraphrasing was so difficult, students stated that it was the result of preserving original meaning and the sufficient ability to paraphrase as well. All participants realized that skill, competence, and knowledge are highly required for effective paraphrasing.

Moreover, sufficient paraphrasing ability is another potential factor. To paraphrase effectively, skill, competence and knowledge are eminently needed. In another study in Japan Oda and Yamamoto (2007) proposed “Paraphrasing: an Essential Tool for EAP”. They attempted to figure out the issue of paraphrase among Japanese university students. The participants were 32 students who enrolled in Reading and Content Analysis course. The data triangulation was employed in this study; interview section, questionnaire and paraphrasing task were provided to students. The result showed that 71% of participants had not learned how to paraphrase before. They were unfamiliar with the idea of paraphrasing; some students had no idea on the meaning of paraphrasing. Most students strongly agreed that paraphrasing was difficult and some of them did not have an experience before.

The amount of the students who are familiar with the experience of paraphrasing is very small. Some students could not explain the exact meaning of paraphrasing. The majority of the students agree that paraphrasing is remarkably difficult. Liao & Tseng (2010) carried out study in Taiwan and whose focus was about students' behaviors and views of paraphrasing in an E.F.L academic context. The results showed that there was inconsistency between students' perceptions of paraphrasing and the actual act on paraphrasing. This inconsistency can be discerned as a factor that affects paraphrasing.

Paraphrasing performance is affected by text readability and familiarity with sentence structures and words that appear in the source text. Roig (1999) argues that with easy to comprehend sentences, students' paraphrases may have fewer plagiarized sections whereas the difficult to understand texts may cause problems for the students and may result in many plagiarized sections (as cited in Liao & Tseng 2010). Therefore, production of proper paraphrases may be difficult for students when a text is out of reach for their level of comprehension. Kirkland and Saunders (1991), Pecorari (2003), and Barker (1997) argue that students whose culture 'privileges' learning by heart and memorization are predisposed to repeat from sources and that plagiarism may be seen as a kind of positive cooperation by students from a collectivist culture. In addition, Deckert (1993) explains that rote learning is taken to be an important base line of learning in eastern society.

2.12 Second Language Proficiency and Paraphrasing Ability

As the literature about paraphrasing shows, it is a skill job; it needs mastery of many language skills. Some of these skills are reading comprehension and academic writing. In addition, knowledge of the structure of the language plays a vital role in proper paraphrasing. So, the more proficient students are the lesser difficulties they encounter in paraphrasing. And the lower proficient students are the more difficulties they face in paraphrasing. Loh (2013) is one of the many researchers who are interested in the relationship between the level of students' second language proficiency and their competence in academic writing. He found out that ESL and EFL learners with 'low' proficiency produced many errors when they paraphrased. Those errors were classified as linguistics (grammar, syntax, and lexis), conventions (writing and paraphrasing), and semantics (content of message) produced by low English proficiency students. Likewise, students' language proficiency and their academic achievements can be predicted by their paraphrasing ability.

Russo & Pipa (2004) argue that students who gained high scores on the paraphrasing test were more successful in interpreting than students who had lower ability in paraphrasing. Students in high level of proficiency also applied complex strategies when composing particular tasks.

Campbell (1990) and Pennycook (1994) explain that students' paraphrasing performance may be affected by their premature cognitive and language development. Lawful paraphrasing may be hindered by the students'

narrowed writing ‘competence’ when they carry out researches in a second or a foreign language.

Banwell (2003) made an investigation about how Chinese and South-East Asian students in a UK university viewed inadequate textual borrowing and academic deception and found that students are aware of what plagiarism is, and understand the importance of presenting their ideas in their own words and using correct referencing and citation methods. Nonetheless, these students who were interviewed also pointed out that the way students studied or ‘conducted’ research in the United Kingdom was different from that in Asia, and that their limited English proficiency might prevent them from understanding the university requirements.

Straw (2002) argues that students of poorer academic performance incline to plagiarize more often than those of better academic performance (as cited in Liao and Tseng, 2010).

2.13 Students’ Perceptions of Paraphrasing

A few of undergraduate students can display full knowledge of paraphrasing and carry out the process appropriately and successfully. Some of undergraduate students think that paraphrasing is difficult and requires knowledge of reading comprehension and academic writing as well as knowledge of paraphrasing types and techniques. For them, paraphrasing is a complex task. Those students study the process in a way or another. For example, they take the course as a pre-requisite for research methodology. So, they know what does paraphrasing mean and how to

apply it in their writing; however their perceptions about it is that it is a real problem and they struggle a lot to do it. A third group of students undergo some courses about paraphrasing, but do not study it deeply, i.e. they know what it is and how it is used. Their knowledge of paraphrasing is rather superficial. So their perceptions about it are neutral. A fourth group is a group of students who have no ideas about paraphrasing. Those students may hear about it, but do not know it. They are detached from it and, accordingly, their perceptions can not be detected. Following are some sources from the world of literature about how students perceive paraphrasing.

Khrismawan & Widiati (2013) realize paraphrasing as amending the original source without stating the 'degree' of the amendment itself. Paraphrasing engaged reformulation of sentences or paragraphs into authors' own words while at the same time stressing the significance of maintaining the original idea. Lim and See (2001) explain that with respect to the pervasiveness of academic deception, their findings suggest that students are virtuously uncertain about academic deception and are rather open-minded of falsehood among their fellows. Deckert (1993) concludes that this group of English as a foreign language (EFL) students was unable to find out plagiarism in extracts of writing (as cited in Schwabl et al., 2013). Roig (1997) explains that many students do not have the knowledge necessary to decide if a passage had received acceptable paraphrasing or not (as cited in Schwabl et al., 2013).

Ashworth et al., (2003) classify students into three classes

(a) A student who took an especially anxious line, his morality having to do with the fear of being shamed were to be accused of plagiarism in his work.

(b) A student who saw academic development as the movement from dependence on respected authors such that the novice's work is near plagiaristic, to autonomy and self-assured originality.

(c) A student whose degree involved painting and art history—disciplines with very distinct understandings of plagiarism

To conclude, students said the reason they still cheated even when they had proper skills was because it requires a lot of effort and time to write a paper honestly and with material readily available on the Internet, it is highly tempting to take the easy way out and copy and paste material to submit as one's original work. One student said "we have many other assignments that we have to do, so getting material from the Internet saves you a lot of time to do other things" .Batane(2010) explains that students reported that the other thing that encourages plagiarism is the tendency of lecturers to give the same essays and tests every year ,so it is very easy to get a previous student's assignment and copy from it.Pennycook (1996) shows that using another author's words is a form of respect for Chinese students, and it is hard for these students to change this cultural practice (as cited in Hayes & Introna, 2005).

2.14 Previous Studies

2.14.1 Foreign Studies

This section covers the related studies to demonstrate the overview and perspective of numerous researchers on paraphrase issue. To make the data easy to understand, foreign studies are classified into two main categories: students' perceptions of paraphrase and paraphrasing strategies used.

2.14.1.1 Previous Studies on Students' Perceptions of Paraphrasing

1.Oda and Yamamoto (2007) proposed "Paraphrasing: an Essential Tool for EAP". They attempted to figure out the issue of paraphrase among Japanese university students. The participants were 32 students who enrolled in Reading and Content Analysis course. The data triangulation was employed in this study; interview section, questionnaire and paraphrasing task were provided to students. The result showed that 71% of participants had not learned how to paraphrase before. They were unfamiliar with the idea of paraphrasing; some students had no idea on the meaning of paraphrase. Most students strongly agreed that paraphrasing was difficult and some of them did not have an experience before.

2.In 2010, Liao and Tseng conducted the study of students' behaviors and views of paraphrasing in an EFL academic context. The purpose of this study was to examine the relationship of students' performance and perception of paraphrasing. The participants were 95 postgraduates and undergraduates Taiwanese students. They were provided both paraphrasing task and questionnaire to complete. The researchers found the contradictory

between students' actual behaviors and students' opinions. From the questionnaire, the responses indicated that students heavily rejected the act of plagiarism. In contrast, they failed to produce an acceptable paraphrase.

3.Khrismawan and Widiati (2013) examined students' perceptions about paraphrasing and their cognitive processes in paraphrasing. The participants were 4 Indonesian students of a graduate program of English teaching. They were required to do concurrent verbal report while paraphrasing 3 sentences and 1 paragraph. In the scope of definition, students were able to define what paraphrasing means. In the scope of purpose, there were varieties of responses; some students mentioned that paraphrasing was very important to avoid plagiarism while some other students said that it was employed in order to simplify the original text to be simple. For the reason why paraphrasing was so difficult, students stated that it was the result of preserving original meaning and the sufficient ability to paraphrase as well. All participants realized that skill, competence, and knowledge are highly required for effective paraphrasing.

2.14.1.2 Previous Studies on Paraphrasing Strategies Used

1.Dung (2010) investigated students' preferences and difficulties in paraphrasing. Moreover, common mistakes found among Vietnamese students were also analyzed. The participants were 100 Vietnamese students. They were asked to complete a questionnaire and a diagnostic test. Besides, 15 students' term papers were also analyzed to clarify paraphrasing strategies they used along with their common mistakes in both sentence and paragraph levels. The result revealed that students'

preference of paraphrasing strategies was changing sentence structure followed by changing word. In term of difficulty in paraphrasing, students showed that changing structure of ideas was the most difficult strategy. Changing sentence structure was the second most difficult. For the common mistakes, at sentence level, changing word was mostly found followed by changing grammar and structure. In contrast, the result showed the opposite direction in paragraph level. Changing grammar and structure was the most difficult one for students.

2.Lee and Choy(2013)investigated the influence of teaching strategies on the paraphrasing skills of English-as-second-language students. Data for this study was obtained from the teacher using reflective journals that were kept for the duration of the course. Studies have shown that keeping reflective journals helps teachers construct meaningful and effective teaching strategies. In this study the teacher's observations of his students' performances and comments about summary writing were recorded in weekly journals and then analyzed. The results showed that the use of content-driven teaching strategies affected students' acquisition of the paraphrasing skills taught. Students were found to perform better on the summary writing tests when teachers used content-driven teaching strategies. They also did better with a contextually unfamiliar passage than a passage with a familiar context if the main points were more direct and accessible. This further implies that apart from teaching strategies, the nature of a passage could influence students' performances in summary writing. Further investigation is needed on the influence of the types of passages on students' performance when paraphrasing.

2.14.2 Previous Studies on Paraphrasing in Sudan

This is the first study that sheds lights on paraphrasing problems for undergraduate E.F.L students in Sudan. It is the first study which compares governmental and private universities students' paraphrasing problems. So, it is carried out to fill this gap in the atmosphere of paraphrasing strategies and how they are very important in scholarly domain. The researcher's aims are to find out paraphrasing problems sources and suggest suitable solutions to these problems.

2.15 Summary

According to the literature, it is not easy to define the term paraphrasing because of its multifaceted nature and setting definite borderlines between what is considered as paraphrasing or non-paraphrasing is unattainable. The literature reviewed the importance of paraphrasing, its linguistic theories, and how to do it properly. The literature also showed that culture, student's knowledge of the original content, sufficient paraphrasing ability, text readability, familiarity with sentence structures and words that appear in the source text, and second language proficiency are the main factors that affect paraphrasing performance. According to the literature, there is a contradiction between students' actual performance and students' perceptions.

Chapter Three

Methodology

3.0 Introduction

This study is designed to compare the performance in the paraphrasing activity and the perceptions of paraphrasing between Sudanese E.F.L governmental and private universities' undergraduate students. The number of the participants is 100, 50 for each university. A test and a questionnaire were used to collect data which were analyzed by using the SPSS software package.

3.1 Method of the Study

The researcher used descriptive analytical method by means of comparison and One-Way ANOVA to analyze the data. To run the comparison, the means of the students' answers of the test questions and of their responses to the questionnaire were taken and compared between the governmental and private universities. One-Way ANOVA was used to detect any differences between the two groups in the sense that if ($p < .05$) then there is a significant difference between the two groups and if ($p > .05$) then there is no significant difference between the two groups.

3.2 Population of the Study

The population of this study was Sudanese E.F.L undergraduate students at governmental and private universities. They were at fourth year, doing research papers. They learned research methodology which includes paraphrasing and how to do it as well as learning academic writing courses.

3.3 Participants of the Study

Hundred of E.F.L undergraduate students at governmental and private universities in Sudan participated in this study, fifty for each university. The participants studied were fourth -year English major learners who enrolled in the course of research methodology, including paraphrasing. All of the participants had received formal English writing instruction for at least three years.

3.4 Instruments of the Study

The instruments include a group of sentences for the paraphrasing task and a questionnaire. The sentences were used to test the participants' actual knowledge and performance in paraphrasing. The subjects were required to read the sentences carefully and then paraphrased the underlined and highlighted parts, which were chosen based on the different types and techniques of paraphrasing. The sentences were accompanied by

techniques and types of paraphrasing in general terms as a guideline. The questionnaire intended to examine the participants' perceptions of paraphrasing. It contained thirteen statements to assess the students' attitudes toward paraphrasing using a five point Likert Scale, ranging from strongly agree to strongly disagree

3.5 Procedure of data collection

Firstly, the researcher explained to the participants the goal and the procedure of how to deal with the instruments. An identification number was assigned to each of the participants in order to respond to the test and to the questionnaire anonymously. Then the participants received the test and were required to read the whole sentences thoroughly before they paraphrased them. The reading of the sentences and paraphrasing process took about 45 minutes. Once the paraphrasing task was completed, the participants were given 15 minutes to respond to the questionnaire.

3.6 Validity of the Instruments

Before being administered, the instruments had been checked and revised by some experts, particularly associate professors of teaching English as a foreign language (see appendix (A)). They gave valuable advice which made it valid. The subjects were asked to do the tasks without giving much attention to the purpose of the test; in other words they performed spontaneously. The experiments were done in similar settings, i.e. in similar time and place (in the same university and at the same time).

3.7 Reliability of the Instruments

A. Reliability of the test

In order to account for the reliability of the test, Split-Half Methodology was used. The researcher divided the number of correct answers into even and odd. He used Microsoft Excel to calculate the correlation co efficient of the answers. The reliability is 0.792638. (See Spearman-Brown Correction in the following table and appendix (B)).

| | | |
|---------------------------|---|----------|
| Correlation Co-efficient | = | 0.656504 |
| | | |
| Spearman-Brown Correction | = | 0.792638 |

B. Reliability of the Questionnaire

In order to calculate the reliability of the questionnaire, Cronbach's Alpha correlation co-efficient was used in SPSS. The reliability is 0.702. (See the following table and appendix (C)).

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .702 | 13 |

3.8 Data analysis

The quantitative data collected from the paraphrasing test and the questionnaire were analyzed by using the SPSS software package. Means comparison and One-Way ANOVA were used to compare the results of the test and the questionnaire between the governmental and private universities students. In chapter four, the tables and figures of the results of the test and the questionnaire will be shown.

3.9 Summary

In this chapter, a test and a questionnaire were given to the participants who were fourth -year English major learners and who enrolled in the course of research methodology, including paraphrasing, in order to collect the data. Descriptive analytical method, including One-Way Anova, was selected to analyze the data.

Chapter Four

Data Analysis, Results and Discussion

4.0 Introduction

In this chapter, the researcher analyzed the performances of both governmental and private universities students together and then separately. After that the contextual meaning of paraphrasing perceptions according to this research was explained followed by analysis of both governmental and private universities students' perceptions together and then separately. After each analysis, a discussion was made for the performances and perceptions of the students based on the research questions.

4.1 Analysis of the Students' Paraphrasing Performance

The subjects of this research were given a test that covers a variety of tasks. These tasks were divided into two main parts. The first part is syntactic paraphrasing and the second one is semantic. Within each part there are many sub tasks that cover different language aspects. For example, syntactic tasks cover sentence structure which in turn encompasses changing a sentence from active to passive and vice versa, separating sentences, and combining sentences. For semantic tasks, students had to use synonyms, different parts of speech, to name a few. So the students had to perform in a variety of language rules which they had learned across years. The students' performance was measured in terms of correct and

incorrect answers. The answers were transformed into tables and then analyzed by using SPSS.

Table (4-1) Means and Standard Deviations of the students' test at Governmental and Private Universities

| Participants | Correct Answer | | | | Incorrect Answer | | | |
|---------------------|----------------|-------|-------|-------|------------------|-------|-------|-------|
| | N | % | M | SD | N | % | M | SD |
| Governmental | 7 | 58.33 | 36 | 4.726 | 7 | 43.75 | 41.29 | 8.361 |
| Private | 5 | 41.67 | 31.40 | 4.669 | 9 | 56.25 | 40.89 | 8.069 |
| Total | 12 | 100 | | | 16 | 100 | | |

Table (4-1) above shows the means and the standard deviations of the students' test at governmental and private universities. As we can see, the means of the governmental students' correct and incorrect answers are (36 and 41.29) respectively. The means of the private students' correct and incorrect answers are (31.40 and 40.89) respectively.

Table (4-2) Means and Standard Deviations of the Participants' Syntactic Paraphrasing

| Paraphrasing Technique | Governmental Students | | | | Private Students | | | |
|---|-----------------------|-------|-------------------|-------|------------------|-------|-------------------|--------|
| | Correct Answers | | Incorrect Answers | | Correct Answers | | Incorrect Answers | |
| | M | SD | M | SD | M | SD | M | SD |
| 1. Changing a sentence from active to passive. | 15.0 | 21.21 | 10.00 | 14.14 | 16.0 | 22.63 | 9.00 | 12.73 |
| 2. Changing a sentence from passive to active. | 16.5 | 23.34 | 8.50 | 12.02 | 11.50 | 16.26 | 13.5 | 19.09 |
| 3. Changing a positive phrase to negative. | 17.0 | 24.04 | 8.00 | 11.31 | 14.00 | 19.80 | 11 | 15.56 |
| 4. Changing a negative phrase to positive. | 20.0 | 28.28 | 5.00 | 7.071 | 19.00 | 26.87 | 6.00 | 8.485 |
| 5. Separating a long sentence into short sentences. | 1.00 | 1.414 | 24.0 | 33.94 | 3.00 | 4.243 | 22.0 | 31.113 |

| | | | | | | | | |
|--|-------------|-------|--------------|-------|-----------|-------|------------|-------|
| 6. Expanding a phrase for clarity. | 7.5 | 10.61 | 17.5 | 24.75 | 3.00 | 4.24 | 22.0 | 31.11 |
| 7. Condensing a phrase or a sentence. | 5.0 | 7.071 | 20.0 | 28.28 | 3.00 | 4.24 | 22.0 | 31.11 |
| 8. Combining sentences to make one sentence. | 12.0 | 16.97 | 13.00 | 18.39 | 13.00 | 18.39 | 12.0 | 16.97 |
| 9. Using varied sentence structure. | 1.5 | 2.12 | 23.5 | 33.23 | 4.00 | 5.66 | 21.0 | 29.70 |
| 10. Change a relative clause to participle clause. | .50 | .707 | 24.5 | 34.65 | .50 | .71 | 24.5 | 34.65 |
| Total | 95.5 | | 132.5 | | 87 | | 162 | |

Table (4-2) above shows the means and standard deviations of the participants' syntactic paraphrasing. As we can see, the totals means of the governmental students' correct and incorrect answers are (95.5 and 132.5) whereas the totals means of the private students' correct and incorrect answers are (87 and 162) respectively.

Table (4-3) Means and Standard Deviations of the Participants' Semantic Paraphrasing

| Paraphrasing Technique | Governmental Students | | | | Private Students | | | |
|---|-----------------------|-------|-------------------|-------|------------------|-------|-------------------|-------|
| | Correct Answers | | Incorrect Answers | | Correct Answers | | Incorrect Answers | |
| | M | SD | M | SD | M | SD | M | SD |
| 1. Changing parts of speech of words. | 3.00 | 4.243 | 22.00 | 31.11 | .50 | .707 | 24.50 | 34.65 |
| 2. Using synonyms. | 22.00 | 31.11 | 3.00 | 4.24 | 16.50 | 23.33 | 8.50 | 12.02 |
| 3. Changing numbers and percentages to words. | 17.00 | 24.04 | 8.00 | 11.31 | 4.50 | 6.364 | 20.50 | 28.99 |
| 4. Explaining idiomatic expressions. | 18.50 | 26.16 | 6.50 | 9.192 | 11.00 | 15.56 | 14.00 | 19.80 |
| Total | 60 | | 39.5 | | 32.5 | | 67.5 | |

Table (4-3) above shows the means and standard deviations of the participants' semantic paraphrasing. As we can see, the totals means of the governmental students' correct and incorrect answers are (60 and 39.5)

whereas the totals means of the private students' correct and incorrect answers are (32.5 and 67.5) respectively.

Table (4-4) Means and Standard Deviations of the Participants' Performance

| Type of University | Mean | N | Std. Deviation |
|--------------------|-------|-----|----------------|
| Governmental | 18.78 | 50 | 6.662 |
| Private | 14.40 | 50 | 8.908 |
| Total | 16.59 | 100 | 8.129 |

Table (4-4) above shows the means and the standard deviations of the participants' paraphrasing performance. The mean and the standard deviation of the governmental students are (18.78 and 6.662) respectively whereas the mean and the standard deviation of the private students are (16.59 and 8.129) respectively.

Table (4-5) One -Way ANOVA of the Performance between Governmental and Private Universities Students

| | | Sum of Squares | df | Mean Square | F | Sig. |
|--|---------------------------|----------------|----|-------------|-------|------|
| Students Marks * Type of University | Between Groups (Combined) | 479.610 | 1 | 479.610 | 7.753 | .006 |
| | Within Groups | 6062.580 | 98 | 61.863 | | |
| | Total | 6542.190 | 99 | | | |

Table (5) above shows the One -Way ANOVA of the performance between governmental and private universities students. As it shows, the p-value is .006 and shows a significant difference because it is less than 0.05.

4.1.1 Analysis of Governmental University Students' Paraphrasing Performance

Table (4- 6) Governmental University Students' Results of Syntactic Paraphrasing

| No | Paraphrasing Technique | No of correct answers | No of incorrect answers | Percentage of Correct answers | Percentage of Incorrect answers |
|----|--|-----------------------|-------------------------|-------------------------------|---------------------------------|
| 1 | Changing a sentence from active to passive. | 30 | 20 | 60% | 40% |
| 2 | Changing a sentence from passive to active. | 33 | 17 | 66% | 34% |
| 3 | Changing a positive phrase to negative. | 34 | 16 | 68% | 32% |
| 4 | Changing a negative phrase to positive. | 40 | 10 | 80% | 20% |
| 5 | Separating a long sentence into short sentences. | 2 | 48 | 4% | 96% |
| 6 | Expanding a phrase for clarity. | 15 | 35 | 30% | 70% |
| 7 | Condensing a phrase or a sentence. | 10 | 40 | 20% | 80% |
| 8 | Combining sentences to make one sentence. | 24 | 26 | 48% | 52% |
| 9 | Using varied sentence structure. | 3 | 47 | 6% | 94% |
| 10 | Change a relative clause to participle clause. | 1 | 49 | 2% | 98% |

Table (4-6) shows governmental university students' numbers and percentages of correct and incorrect answers of syntactic paraphrasing.

Table (4-7) Governmental University Students' Results of Semantic Paraphrasing

| No | Paraphrasing Technique | No of correct answers | No of incorrect answers | Percentage of Correct answers | Percentage of Incorrect answers |
|-----------|--|------------------------------|--------------------------------|--------------------------------------|--|
| 1 | Changing parts of speech of words. | 6 | 44 | 12% | 88% |
| 2 | Using synonyms. | 44 | 6 | 88% | 12% |
| 3 | Changing numbers and percentages to words. | 34 | 16 | 68% | 32% |
| 4 | Explaining idiomatic expressions. | 37 | 13 | 74% | 26% |

Table (4-7) above shows governmental university students' numbers and percentages of correct and incorrect answers of semantic paraphrasing.

4.1.2 Analysis of Private University Students' Paraphrasing Performance

Table (4-8) Private University Students' Results of Syntactic Paraphrasing.

| No | Paraphrasing Technique | No of correct answers | No of incorrect answers | Percentage of Correct answers | Percentage of Incorrect answers |
|----|--|-----------------------|-------------------------|-------------------------------|---------------------------------|
| 1 | Changing a sentence from active to passive. | 32 | 18 | 64% | 36% |
| 2 | Changing a sentence from passive to active. | 23 | 27 | 46% | 54% |
| 3 | Changing a positive phrase to negative. | 28 | 22 | 56% | 44% |
| 4 | Changing a negative phrase to positive. | 38 | 12 | 76% | 24% |
| 5 | Separating a long sentence into short sentences. | 6 | 44 | 12% | 88% |
| 6 | Expanding a phrase for clarity. | 6 | 44 | 12% | 88% |
| 7 | Condensing a phrase or a sentence. | 6 | 44 | 12% | 88% |
| 8 | Combining sentences to make one sentence. | 26 | 24 | 52% | 48% |
| 9 | Using varied sentence structure. | 8 | 42 | 16% | 84% |
| 10 | Change a relative clause to participle clause. | 1 | 49 | 2% | 98% |

Table (4-8) above shows private university students' numbers and percentages of correct and incorrect answers of syntactic paraphrasing.

Table (4-9) Private University Students' Results of Semantic Paraphrasing.

| No | Paraphrasing Technique | No of correct answers | No of incorrect answers | Percentage of Correct answers | Percentage of Incorrect answers |
|-----------|--|------------------------------|--------------------------------|--------------------------------------|--|
| 1 | Changing parts of speech of words. | 1 | 49 | 2% | 98% |
| 2 | Using synonyms. | 33 | 17 | 66% | 34% |
| 3 | Changing numbers and percentages to words. | 9 | 41 | 18% | 82% |
| 4 | Explaining idiomatic expressions. | 22 | 28 | 44% | 56% |

Table (4-9) above shows private university students' numbers and percentages of correct and incorrect answers of semantic paraphrasing.

4.2 Results and Discussion of the Students' Paraphrasing Performance

As we can see from table (4-1), paraphrasing test done by the governmental students was slightly better than that done by the private students, either with correct or incorrect answers (M=36, 41.29) respectively by governmental students, and (M= 31.40, 40.89) respectively by private.

As we can see from table (4-2), syntactic paraphrasing is a problem for both groups; the total means of the incorrect answers is higher than the total means of correct answers (M=132.5 and M=95.5) for governmental university students and (M=162 and M=87) for private university students. Similar to the finding of previous studies (Roig, 1999; Loh, 2013), students in this study have difficulty producing proper paraphrases because of the difficulties with the syntax of the target language. In addition, governmental university students were better than private university students in their performance because the total means of their correct answers is a bit higher than private university students (M=95.5 and M= 87) respectively. With respect to changing a sentence from active to passive, private university students were a slightly better than governmental university students in their correct answers (M=16 and M=15) respectively. For changing a sentence from passive to active, we can see that governmental university students were better than private university students in their correct answers (M=16 and M=11.5). With regard to changing a phrase from positive to negative, we can notice that governmental university students performed better (M=17 for the

governmental correct answers compared to $M=14$ for private correct answers). In the area of changing a negative phrase to positive, we can see that governmental university students were slightly better than private university students ($M=20$ for the governmental correct answers compared to $M=19$ for private correct answers). Considering separating a long sentence into short sentences, private university students performed better than governmental university students ($M=3$ and $M=1$) for their correct answers respectively. Regarding expanding a phrase for clarity, governmental university students did better than private university students ($M=7.5$ and $M=3$) for their correct answers. With respect to condensing a phrase or a sentence, we can see that governmental university students were better than private university students ($M=5$ and $M=3$) for their correct answers. In the area of combining sentences to make one sentence, we can see that private university students were slightly better than governmental university students ($M=13$ and $M=12$) for their correct answers. When it comes to using varied sentences structure, we can see that private university students were better than governmental university students ($M=4$ and $M=1.5$) for their correct answers respectively. Considering changing a relative clause to participle clause, both governmental and private university students were the same in their performance (the mean for the correct answer is the same for the two groups ($M=.50$)). Moreover, the easiest technique of paraphrasing for the two groups is changing a negative phrase to positive because it has the highest means of the all means ($M=20$ and $M=19$). The most difficult technique is changing a relative clause to participle clause because it has the lowest means of the all

means ($M=.5$ and $M=.5$).The difficulty decreases as we move from separating a long sentence into short sentences, using varied sentence structure, condensing a phrase or a sentence, expanding a phrase for clarity, combining sentences to make one sentence, changing a sentence from active to passive ,changing a sentence from passive to active to changing a positive phrase to negative.($M=1$, $M=1.5$, $M=5$, $M=7$, $M=12$, $M=16$, $M=16$ and $M=17$) for the correct answers of the two groups.

As we can see from table (4-3), semantic paraphrasing is a problem for private university students; the total means of the incorrect answers is higher than the total means of correct answers ($M=67.5$ compared to $M=32.5$), but it is not a problem for governmental university students as the total means of the correct answers is higher than the total means of incorrect answers ($M=60$ compared to $M=39.5$).This difficulty corresponds to Chrismawan and Widiati's(2013);Roig's(1999)and; Loh's(2013)result that meaning preservation to be as equal as in the original is difficult for students. In addition,governmental university students were better than private university students in their performance as the total means of their correct answers was, approximately, double of private university students ($M=60$ and $M= 32.5$) respectively. With respect to changing parts of speech of words, governmental university students were better than private university students in their correct answers ($M=3$ and $M=.5$) respectively. For using synonyms, we can see that governmental university students were better than private university students in their correct answers ($M=22$ and $M=16$).With regard to changing numbers and percentages to words ,

we can notice that governmental university students performed better (M=17 for the governmental correct answers compared to M=4.5 for private correct answers). In the area of explaining idiomatic expression, we can see that governmental university students were better than private university students (M=18 for the governmental correct answers compared to M=11 for private correct answers). Moreover, the easiest technique of paraphrasing for the two groups is using synonyms as it has the highest means of the all means of the correct answers (M=22 and M=11). Furthermore, the most difficult technique is changing the parts of speech of words as it has the lowest means of the all means of the correct answers (M=3 and M=.5). The difficulty decreases as we move from changing numbers and percentages to words to explaining idiomatic expressions. (M=17, and M=18.5) for the correct answers of the two groups.

As we can see from table (4-4), the mean of governmental students is higher than that of private students (M=18.78 and M=14.40) which shows a significant difference between the two groups.

As table (4-5) shows, there is a significance difference between governmental and private students in their paraphrasing performance $p=0.006$ ($p < .05$).

As we can see from table (4-6), the most problematic techniques are changing a relative clause into participle clause and separating a long sentence into short sentences. This is evident from the percentages of the correct answers which are 2% and 4% respectively. Then come using

varied sentence structure, condensing a phrase or a sentence, expanding a phrase for clarity, and combining sentences to make one sentence with the (6%, 20%, 30%, and 48%) percentages respectively.

As we can see from table (4-7), changing the parts of speech of words is a problem for the students because only 12% of the answers is correct.

As we can see from table (4-8), the most problematic technique is changing a relative clause into participle clause because only 2% of the answers is correct. Separating a long sentence into short sentences, expanding a phrase for clarity and condensing a phrase or a sentence come in the second place with 12% of the correct answer .Then comes using varied sentence structure with the 16% of the correct answers. The least problematic technique is changing a sentence from passive to active with 46 % of the correct answers.

As table (4-9) shows, we can see that changing parts of speech of words is a real problem for the students with 2% of the correct answers. In the second place comes changing numbers and parentage to words with 18% of the correct answers. The least problem is explaining idiomatic expressions with 44% of the correct answers.

4.3 Analysis of the Students' Paraphrasing Perceptions

Paraphrasing perceptions in this research were thought of as the students' ideas of the difficulty and easiness of paraphrasing techniques whether they are syntactic or semantic. A questionnaire was designed to find out the students' perceptions about these techniques. It corresponds to the test of the research. It was a five point-Likert scale. Its options are; strongly agree(5 points) ,agree(4points) ,neutral(3 points) ,disagree(2 points)and strongly disagree (1 point).Each student had to tick one of these options. The responses were analyzed using SPSS and then transformed into frequency tables and bar charts which were used in data analysis and discussion.

Table (4-10) Means and Standard Deviations of the Participants’ Perceptions of Paraphrasing

| Statement | N | Mean | Std. Deviation |
|---|----------|-------------|-----------------------|
| 1.I have practiced paraphrasing | 100 | 3.28 | 1.207 |
| 2. I know how to paraphrase. | 100 | 3.66 | 1.047 |
| 3. It is difficult for me to change a sentence from active to passive. | 100 | 2.74 | 1.260 |
| 4. It is hard for me to change a sentence from passive to active. | 100 | 2.83 | 1.288 |
| 5. I find it hard to change a phrase from positive to negative. | 100 | 2.65 | 1.290 |
| 6. I find it difficult to rewrite a sentence into two sentences. | 100 | 2.87 | 1.300 |
| 7.It is easy for me to expand a phrase for clarity | 100 | 3.10 | 1.259 |
| 8. I have difficulties to begin a complex sentence with the dependent clause. | 100 | 3.30 | 1.299 |
| 9. I find it easy to change relative clauses into participle clauses. | 100 | 3.30 | 1.291 |
| 10. It is hard for me to change the part of speech of a word. | 100 | 2.80 | 1.341 |
| 11. It is hard for me to use synonyms when paraphrasing. | 100 | 3.00 | 1.333 |
| 12. It is easy for me to change words to percentages. | 100 | 3.53 | 1.374 |
| 13. I have difficulties to change percentages to words. | 100 | 2.87 | 1.300 |

Scale: 5= Strongly Agree; 4= Agree; 3= Neutral; 2= Disagree; 1= Strongly Disagree

Table (4-10) in the previous page shows the means and standard deviations of the participants' perceptions of paraphrasing. As we can see, the participants agreed with the statements(1,2,7,8,9,and12),and disagreed with the statements(3,4,5,6,10,and 13).For statement 11 they were neutral.

Table (4-11) One -Way ANOVA of the Perceptions between the Governmental and Private Universities' Students

| Statement | Status | Mean Square | F | Sig. |
|---|----------------|-------------|-------|-------|
| 1. I have practiced paraphrasing. | Between Groups | .000 | .000 | 1.000 |
| 2. I know how to paraphrase. | Between Groups | .360 | .326 | .569 |
| 3. It is difficult for me to change a sentence from active to passive. | Between Groups | 9.000 | 5.950 | .017 |
| 4. It is hard for me to change a sentence from passive to active. | Between Groups | 3.610 | 2.204 | .141 |
| 5. I find it hard to change a phrase from positive to negative. | Between Groups | .090 | .054 | .817 |
| 6. I find it difficult to rewrite a sentence into two sentences. | Between Groups | .090 | .053 | .819 |
| 7. It is easy for me to expand a phrase for clarity. | Between Groups | .640 | .401 | .528 |
| 8. I have difficulties to begin a complex sentence with the dependent clause. | Between Groups | 1.000 | .590 | .444 |
| 9. I find it easy to change relative clauses into participle clauses. | Between Groups | .360 | .214 | .644 |
| 10. It is hard for me to change the part of speech of a word. | Between Groups | .360 | .199 | .657 |
| 11. It is hard for me to use synonyms when paraphrasing. | Between Groups | .000 | .000 | 1.000 |
| 12. It is easy for me to change words to percentages. | Between Groups | 3.610 | 1.930 | .168 |
| 13. I have difficulties to change percentages to words. | Between Groups | 2.250 | 1.336 | .251 |

Table (4-11) above shows One -Way ANOVA of the perceptions between the governmental and private universities' students. As we can see, for all of the statements except statement (3), sigs or p-values are more than .05).

Table (4-12) Means and Standard Deviations of the Governmental and Private Students' Paraphrasing Perceptions

| Statement | Governmental Students | | Private Students | |
|---|-----------------------|-------|------------------|-------|
| | M | SD | M | SD |
| 1.I have practiced paraphrasing | 3.28 | 1.144 | 3.28 | 1.278 |
| 2. I know how to paraphrase. | 3.60 | 1.030 | 3.72 | 1.070 |
| 3. It is difficult for me to change a sentence from active to passive. | 2.44 | 1.280 | 3.04 | 1.177 |
| 4. It is hard for me to change a sentence from passive to active. | 2.64 | 1.290 | 3.02 | 1.270 |
| 5. I find it hard to change a phrase from positive to negative. | 2.68 | 1.332 | 2.62 | 1.260 |
| 6. I find it difficult to rewrite a sentence into two sentences. | 2.90 | 1.344 | 2.84 | 1.267 |
| 7.It is easy for me to expand a phrase for clarity | 3.18 | 1.207 | 3.02 | 1.317 |
| 8. I have difficulties to begin a complex sentence with the dependent clause. | 3.20 | 1.278 | 3.40 | 1.325 |
| 9. I find it easy to change relative clauses into participle clauses. | 3.24 | 1.364 | 3.36 | 1.225 |
| 10. It is hard for me to change the part of speech of a word. | 2.74 | 1.322 | 2.86 | 1.370 |
| 11. It is hard for me to use synonyms when paraphrasing. | 3.00 | 1.400 | 3.00 | 1.278 |
| 12. It is easy for me to change words to percentages. | 3.72 | 1.457 | 3.34 | 1.272 |
| 13. I have difficulties to change percentages to words. | 2.72 | 1.386 | 3.02 | 1.204 |

Table (4-12) in the previous page shows the means and the standard deviations of the governmental and private students' paraphrasing perceptions. As we can see, most of the means of the governmental and private students' perceptions are the same or slightly different. They are the same for the statements (1 and 11) and they are slightly different for the statements (2, 5, 6, 7, 8, 9, 10, and 12) .They are different for only three statements. They are different for the statements (3, 4, and 13).

4.3.1 Analysis of Governmental University Students' Paraphrasing Perceptions per Statement.

Table (4-13) Results of the Governmental Students' Paraphrasing Practice

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 2 | 4.0 | 4.0 | 4.0 |
| | Disagree | 12 | 24.0 | 24.0 | 28.0 |
| | Neutral | 15 | 30.0 | 30.0 | 58.0 |
| | Agree | 12 | 24.0 | 24.0 | 82.0 |
| | Strongly agree | 9 | 18.0 | 18.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

I have practiced paraphrasing.

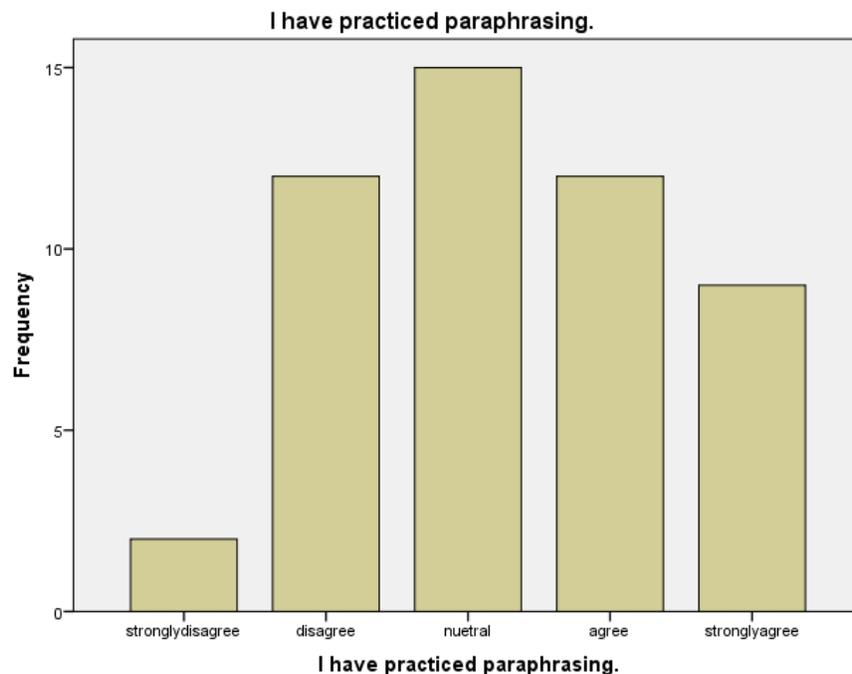


Figure (4-1) Results of the Governmental Students' Paraphrasing Practice

Table (4-13) and figure (4-1) above show the results of the governmental students' paraphrasing practice.

Table (4-14) Results of the Governmental Students' Paraphrasing Knowledge

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 3 | 6.0 | 6.0 | 6.0 |
| | Disagree | 4 | 8.0 | 8.0 | 14.0 |
| | Neutral | 10 | 20.0 | 20.0 | 34.0 |
| | Agree | 26 | 52.0 | 52.0 | 86.0 |
| | Strongly agree | 7 | 14.0 | 14.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

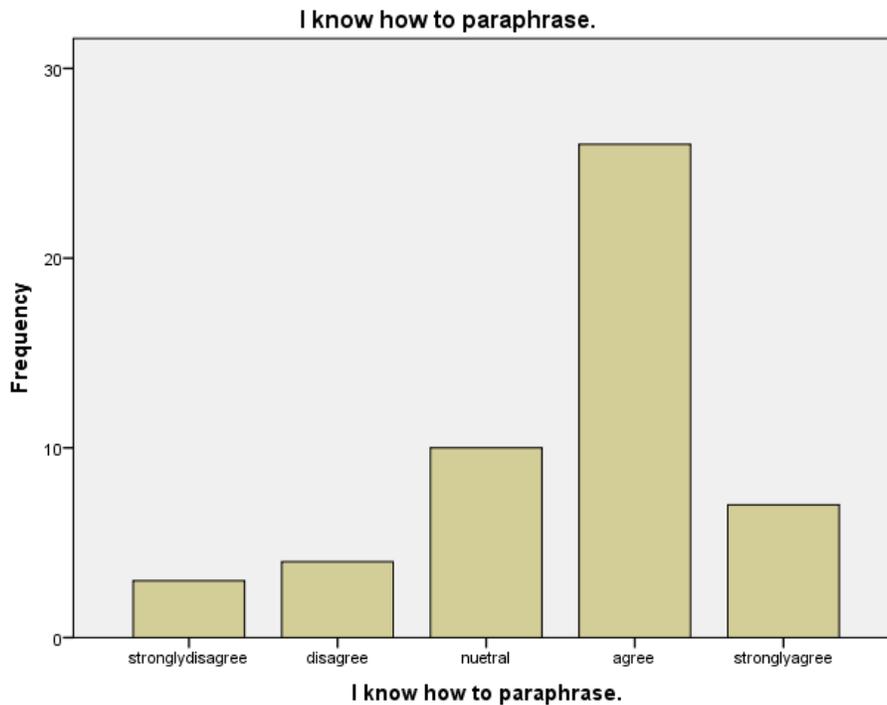


Figure (4-2) Results of the Governmental Students' Paraphrasing Knowledge

Table (4-14) and figure (4-2) above show the results of the governmental students' paraphrasing knowledge

Table (2-15) Results of the Governmental Students' Paraphrasing difficulties to change a sentence from active to passive.

| Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly disagree | 14 | 28.0 | 28.0 | 28.0 |
| disagree | 16 | 32.0 | 32.0 | 60.0 |
| neutral | 8 | 16.0 | 16.0 | 76.0 |
| agree | 8 | 16.0 | 16.0 | 92.0 |
| Strongly agree | 4 | 8.0 | 8.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 | |

It is difficult for me to change a sentence from active to passive.

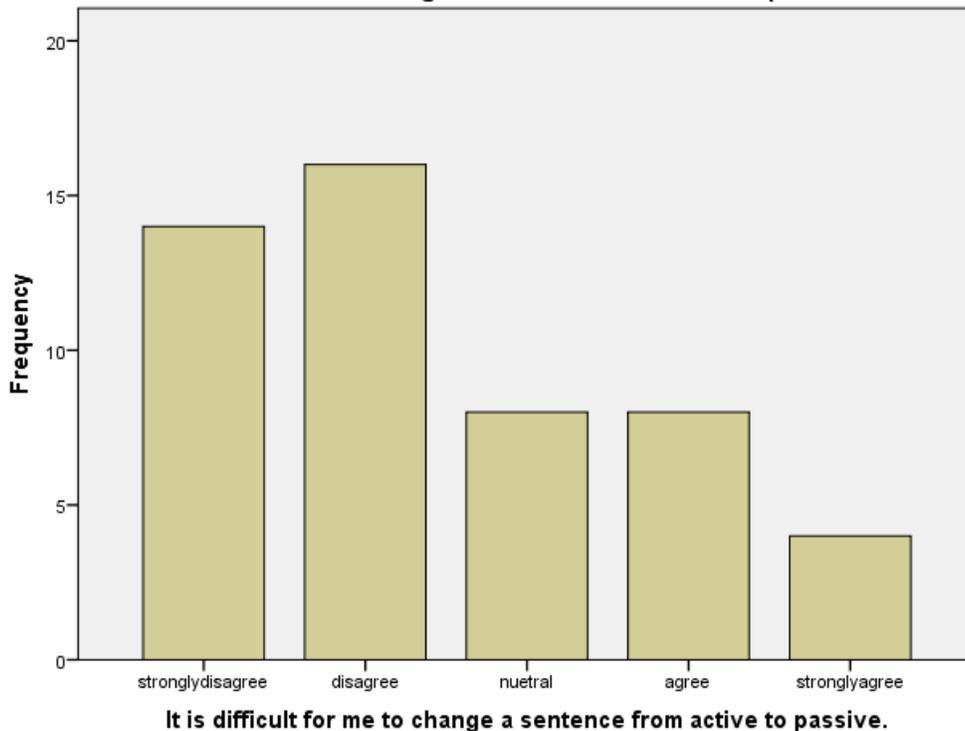


Figure (4-3) Results of the Governmental Students' Paraphrasing difficulties to change a sentence from active to passive.

Table (4-13) and figure (4-3) above show the results of the governmental students' paraphrasing difficulties to change a sentence from active to passive.

Table (4-16) Results of the Governmental Students' Paraphrasing hardness to change a sentence from passive to active.

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 9 | 18.0 | 18.0 | 18.0 |
| | disagree | 20 | 40.0 | 40.0 | 58.0 |
| | neutral | 7 | 14.0 | 14.0 | 72.0 |
| | agree | 8 | 16.0 | 16.0 | 88.0 |
| | Strongly agree | 6 | 12.0 | 12.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

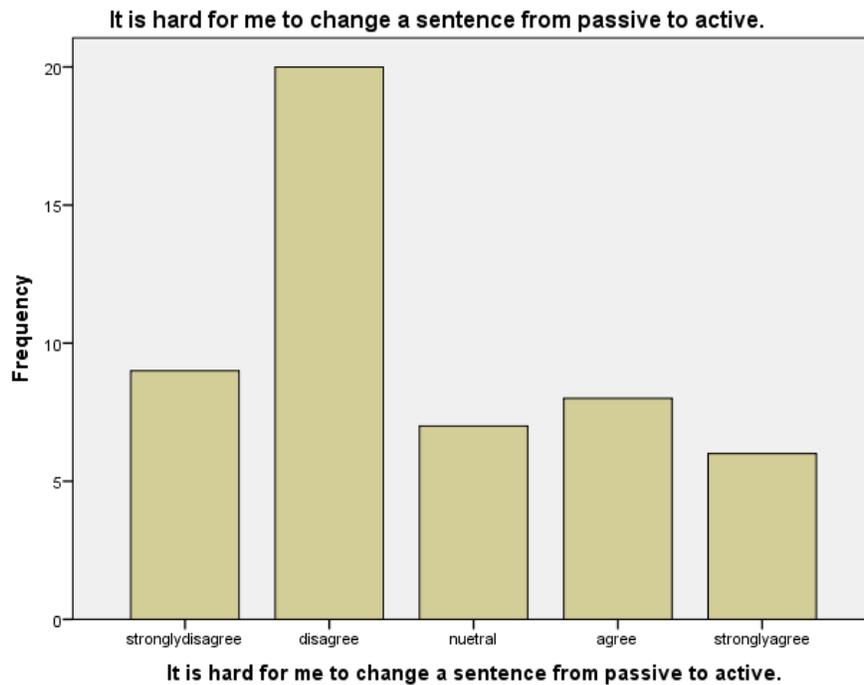


Figure (4-4) Results of the Governmental Students' Paraphrasing hardness to change a sentence from passive to active.

Table (4-16) and figure (4-4) above show the results of the governmental students' paraphrasing hardness to change a sentence from passive to active.

Table (4-17) Results of the Governmental Students' Paraphrasing hardness to change a phrase from positive to negative.

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly disagree | 10 | 20.0 | 20.0 | 20.0 |
| | disagree | 17 | 34.0 | 34.0 | 54.0 |
| | neutral | 9 | 18.0 | 18.0 | 72.0 |
| | Agree | 7 | 14.0 | 14.0 | 86.0 |
| | Strongly agree | 7 | 14.0 | 14.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

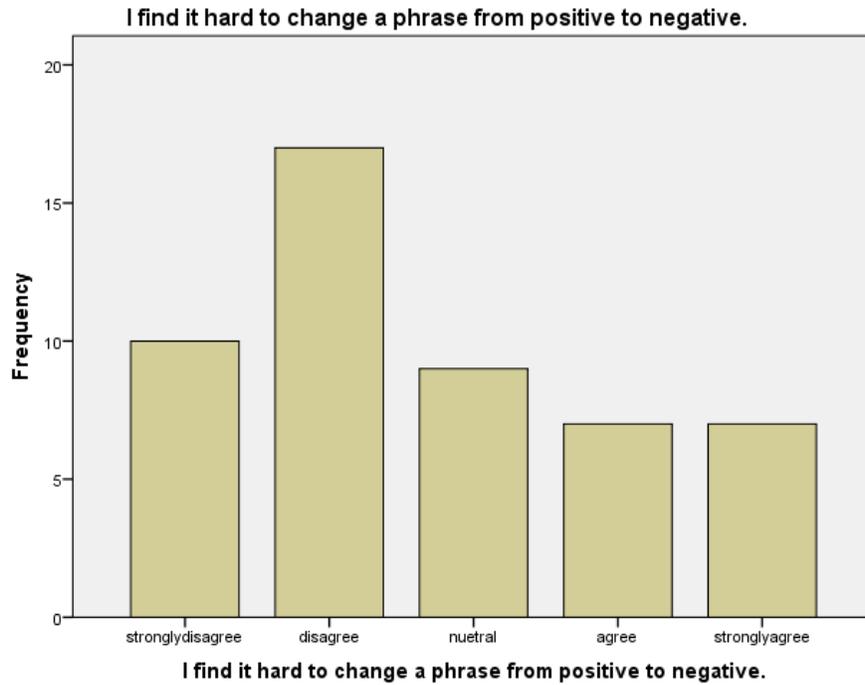


Figure (4-5) Results of the Governmental Students' Paraphrasing hardness to change a phrase from positive to negative.

Table (4-17) and figure (4-5) above show the results of the governmental students' paraphrasing hardness to change a phrase from positive to negative.

Table (4-18) Results of the Governmental Students' Paraphrasing difficulties to rewrite a sentence into two sentences.

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 9 | 18.0 | 18.0 | 18.0 |
| | disagree | 13 | 26.0 | 26.0 | 44.0 |
| | neutral | 9 | 18.0 | 18.0 | 62.0 |
| | agree | 12 | 24.0 | 24.0 | 86.0 |
| | Strongly agree | 7 | 14.0 | 14.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

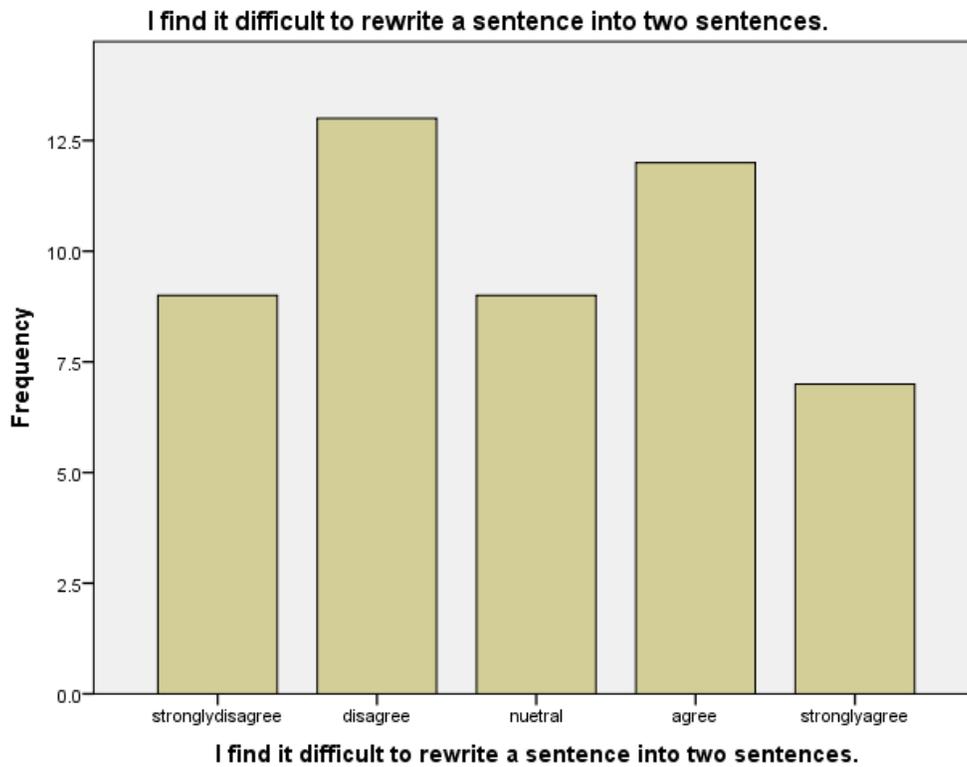


Figure (4-6) Results of the Governmental Students' Paraphrasing difficulties to rewrite a sentence into two sentences.

Table (4-18) and figure (4-6) above show the results of the governmental students' paraphrasing difficulties to rewrite a sentence into two sentences.

Table (4-19) Results of the Governmental Students' Paraphrasing easiness to expand a phrase for clarity

| Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly disagree | 4 | 8.0 | 8.0 | 8.0 |
| Disagree | 13 | 26.0 | 26.0 | 34.0 |
| Neutral | 10 | 20.0 | 20.0 | 54.0 |
| Agree | 16 | 32.0 | 32.0 | 86.0 |
| Strongly agree | 7 | 14.0 | 14.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 | |

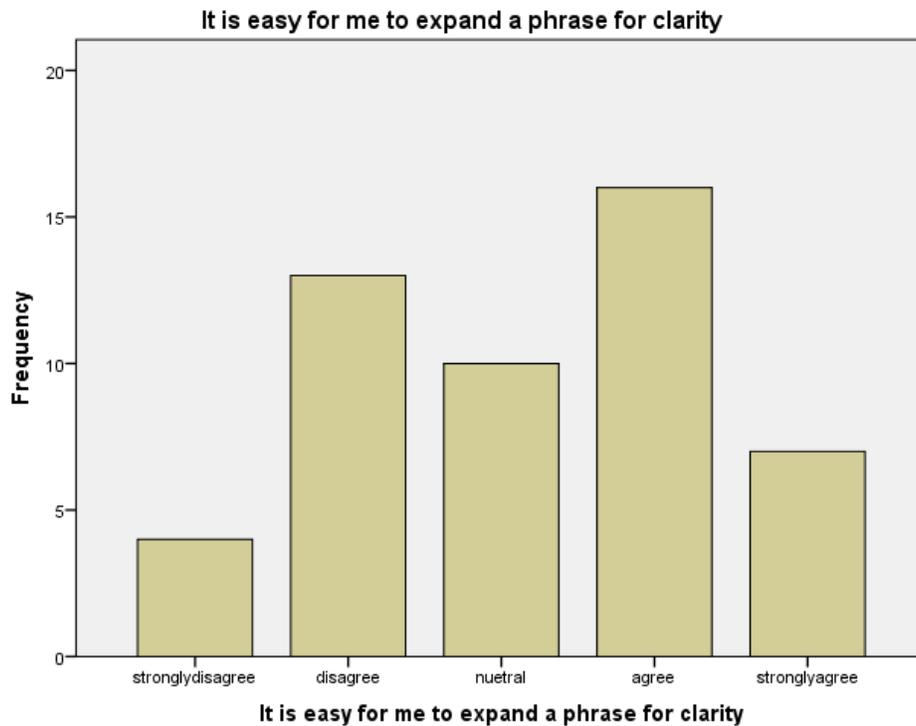


Figure (4-7) Results of the Governmental Students' Paraphrasing easiness to expand a phrase for clarity

Table (4-19) and figure (4-7) show the results of the governmental students' paraphrasing easiness to expand a phrase for clarity.

Table (4-20) Results of the Governmental Students' Paraphrasing Difficulties to begin a complex sentence with the dependent clause.

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 5 | 10.0 | 10.0 | 10.0 |
| | disagree | 11 | 22.0 | 22.0 | 32.0 |
| | neutral | 13 | 26.0 | 26.0 | 58.0 |
| | agree | 11 | 22.0 | 22.0 | 80.0 |
| | Strongly agree | 10 | 20.0 | 20.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

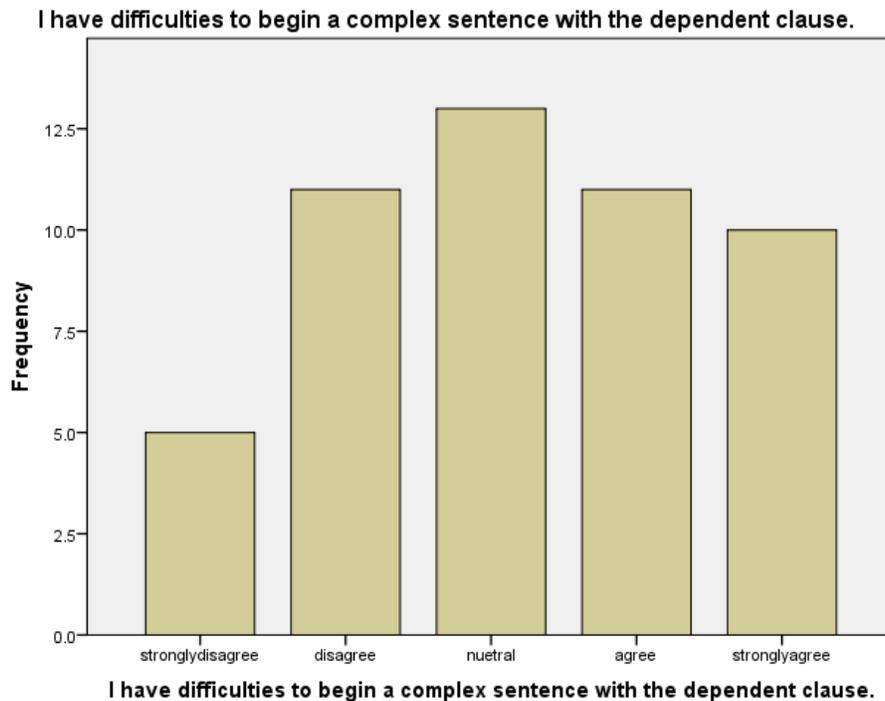


Figure (4-8) Results of the Governmental Students' Paraphrasing difficulties to begin a complex sentence with the dependent clause.

Table (4-20) and figure (4-8) above show the results of the governmental students' paraphrasing difficulties to begin a complex sentence with the dependent clause.

Table (4-21) Results of the Governmental Students' Paraphrasing easiness to change relative clauses into participle clauses.

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 6 | 12.0 | 12.0 | 12.0 |
| | disagree | 11 | 22.0 | 22.0 | 34.0 |
| | neutral | 10 | 20.0 | 20.0 | 54.0 |
| | agree | 11 | 22.0 | 22.0 | 76.0 |
| | Strongly agree | 12 | 24.0 | 24.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

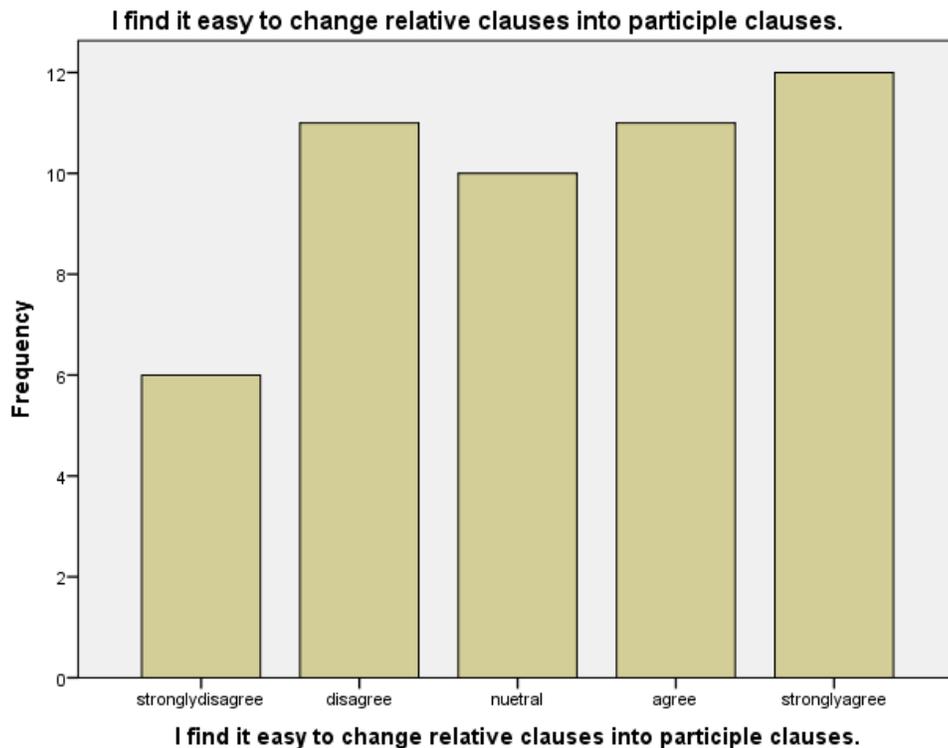


Figure (4-9) Results of the Governmental Students' Paraphrasing easiness to change relative clauses into participle clauses.

Table (4-21) and figure (4-9) above show the results of the governmental students' paraphrasing easiness to change relative clauses into participle clauses.

Table (4-22) Results of the Governmental Students' Paraphrasing hardness to change the part of speech of a word.

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 8 | 16.0 | 16.0 | 16.0 |
| | Disagree | 18 | 36.0 | 36.0 | 52.0 |
| | Neutral | 12 | 24.0 | 24.0 | 76.0 |
| | agree | 3 | 6.0 | 6.0 | 82.0 |
| | Strongly agree | 9 | 18.0 | 18.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

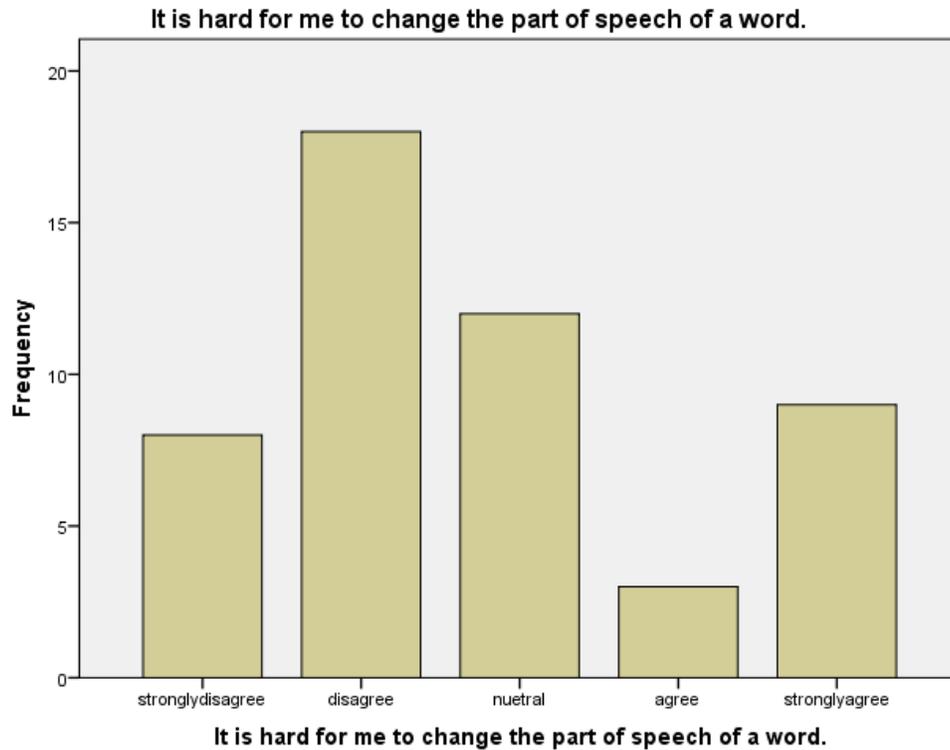


Figure (4-10) Results of the Governmental Students' hardness to change the part of speech of a word.

Table (4-22) and figure (4-10) show the results of the governmental students' paraphrasing hardness to change the part of speech of a word.

Table (4-23) Results of the Governmental Students' Paraphrasing hardness to use synonyms when paraphrasing.

| Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly disagree | 7 | 14.0 | 14.0 | 14.0 |
| disagree | 16 | 32.0 | 32.0 | 46.0 |
| neutral | 8 | 16.0 | 16.0 | 62.0 |
| agree | 8 | 16.0 | 16.0 | 78.0 |
| Strongly agree | 11 | 22.0 | 22.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 | |

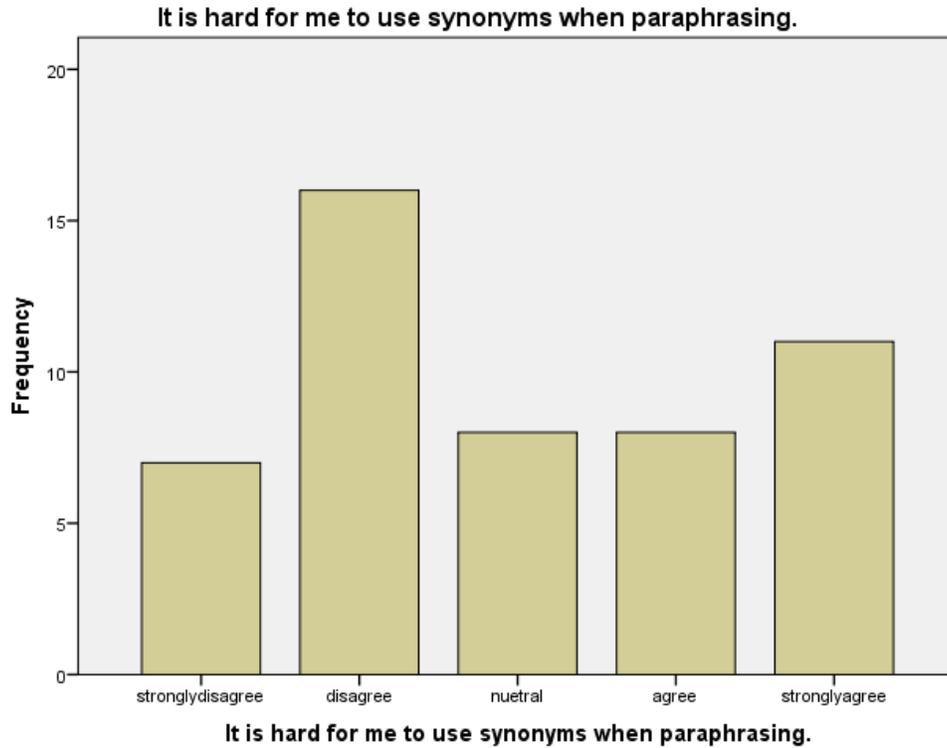


Figure (4-11) Results of the Governmental Students' Paraphrasing hardness to use synonyms when paraphrasing.

Table (4-23) and figure (4-11) show the results of the governmental students' paraphrasing hardness to use synonyms when paraphrasing.

Table (4-24) Results of the Governmental Students' Paraphrasing easiness to change words to percentages.

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 6 | 12.0 | 12.0 | 12.0 |
| | disagree | 7 | 14.0 | 14.0 | 26.0 |
| | neutral | 4 | 8.0 | 8.0 | 34.0 |
| | agree | 11 | 22.0 | 22.0 | 56.0 |
| | Strongly agree | 22 | 44.0 | 44.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

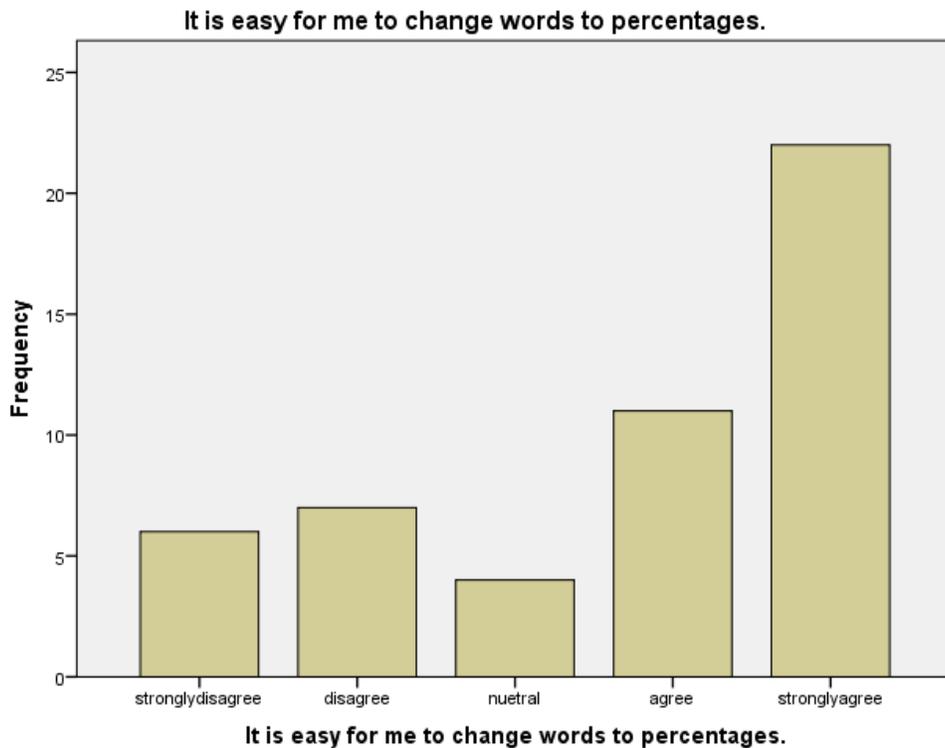


Figure (4-12) Results of the Governmental Students’ Paraphrasing easiness to change words to percentages.

Table (4-24) and figure (4-12) above show the results of the governmental students’ paraphrasing easiness to change words to percentages.

Table (4-25) Results of the Governmental Students’ Paraphrasing difficulties to change percentages to words.

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 12 | 24.0 | 24.0 | 24.0 |
| | disagree | 13 | 26.0 | 26.0 | 50.0 |
| | neutral | 9 | 18.0 | 18.0 | 68.0 |
| | agree | 9 | 18.0 | 18.0 | 86.0 |
| | Strongly agree | 7 | 14.0 | 14.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

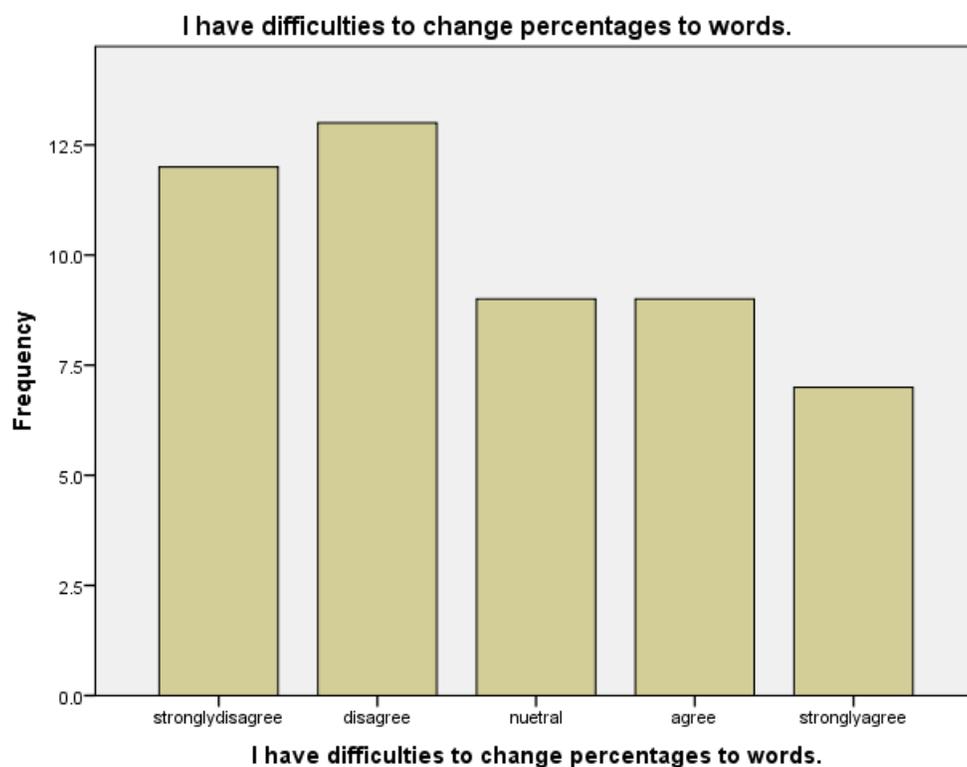


Figure (4-13) Results of the Governmental Students' Paraphrasing difficulties to change percentages to words.

Table (4-25) and figure (4-13) above show the results of the governmental students' paraphrasing difficulties to change percentages to words.

4.3.2 Analysis of Private University Students' Paraphrasing Perceptions Per Statement.

Table (4-26) Results of the Private Students' Paraphrasing Practice

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 4 | 8.0 | 8.0 | 8.0 |
| | Disagree | 13 | 26.0 | 26.0 | 34.0 |
| | Neutral | 8 | 16.0 | 16.0 | 50.0 |
| | Agree | 15 | 30.0 | 30.0 | 80.0 |
| | strongly agree | 10 | 20.0 | 20.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

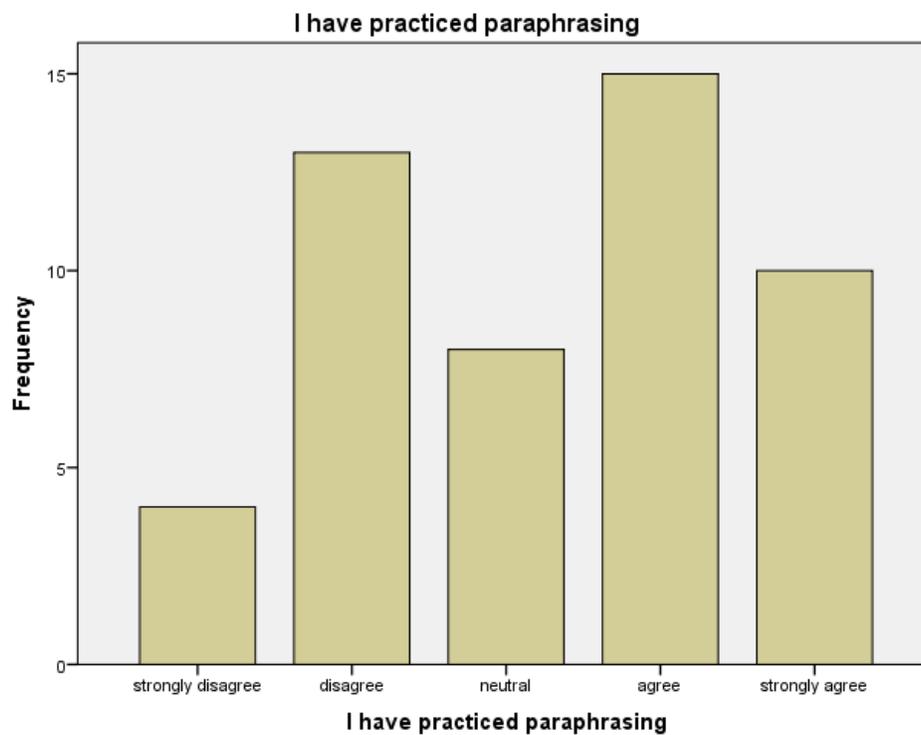


Figure (4-14) Results of the Private Students' Paraphrasing Practice

Table (4-26) and figure (4-14) above show the results of the private students' paraphrasing practice.

Table (4-27) Results of the Private Students' Paraphrasing Knowledge

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|-----------|---------|---------------|--------------------|
| | Disagree | 8 | 16.0 | 16.0 | 16.0 |
| | neutral | 13 | 26.0 | 26.0 | 42.0 |
| | agree | 14 | 28.0 | 28.0 | 70.0 |
| | strongly agree | 15 | 30.0 | 30.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

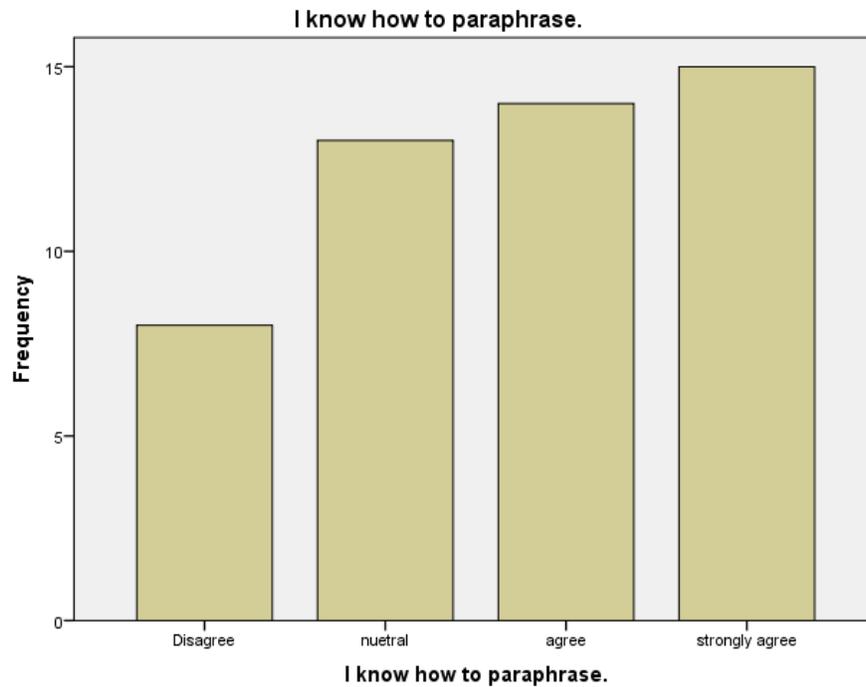


Figure (4-15) Results of the Private Students' Paraphrasing Knowledge

Table (4-27) and figure (4-15) above show the results of the private students' paraphrasing knowledge

Table (4-28) Results of the Private Students' Paraphrasing difficulties to change a sentence from active to passive.

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 4 | 8.0 | 8.0 | 8.0 |
| | Disagree | 17 | 34.0 | 34.0 | 42.0 |
| | neutral | 6 | 12.0 | 12.0 | 54.0 |
| | agree | 19 | 38.0 | 38.0 | 92.0 |
| | strongly agree | 4 | 8.0 | 8.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

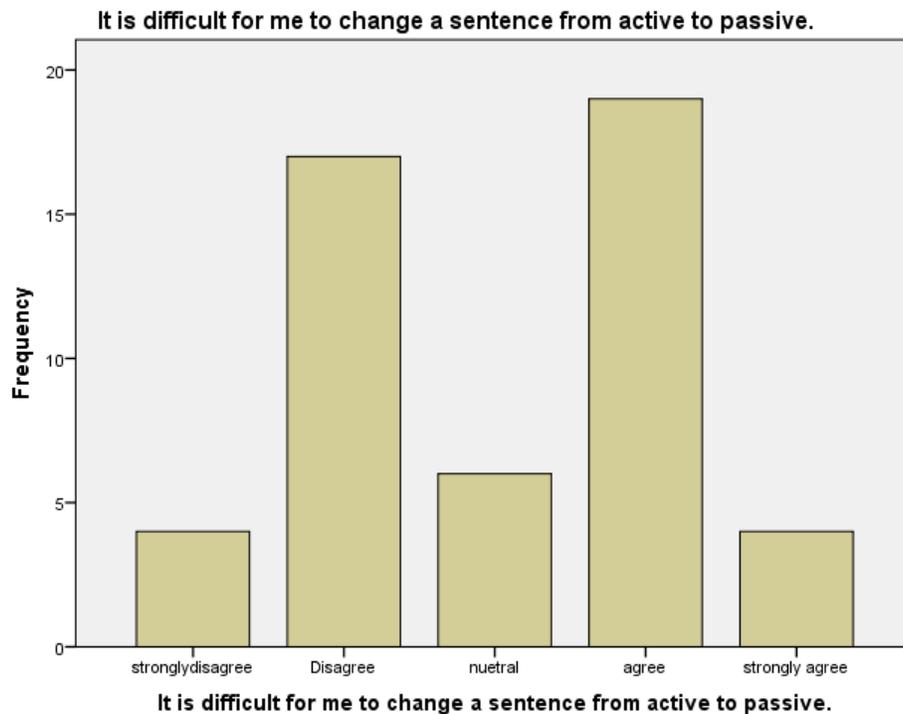


Figure (4-16) Results of the Private Students' Paraphrasing difficulties to change a sentence from active to passive.

Table (4-28) and figure (4-16) above show the results of the private students' paraphrasing difficulties to change a sentence from active to passive.

Table (4-29) Results of the Private Students' Paraphrasing hardness to change a sentence from passive to active.

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 6 | 12.0 | 12.0 | 12.0 |
| | Disagree | 15 | 30.0 | 30.0 | 42.0 |
| | neutral | 7 | 14.0 | 14.0 | 56.0 |
| | agree | 16 | 32.0 | 32.0 | 88.0 |
| | strongly agree | 6 | 12.0 | 12.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |



Figure (4-17) Results of the Private Students' Paraphrasing hardness to change a sentence from passive to active.

Table (4-29) and figure (4-17) above show the results of the private students' paraphrasing hardness to change a sentence from passive to active.

Table (4-30) Results of the Private Students' Paraphrasing hardness to change a phrase from positive to negative.

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 10 | 20.0 | 20.0 | 20.0 |
| | Disagree | 19 | 38.0 | 38.0 | 58.0 |
| | neutral | 4 | 8.0 | 8.0 | 66.0 |
| | agree | 14 | 28.0 | 28.0 | 94.0 |
| | strongly agree | 3 | 6.0 | 6.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

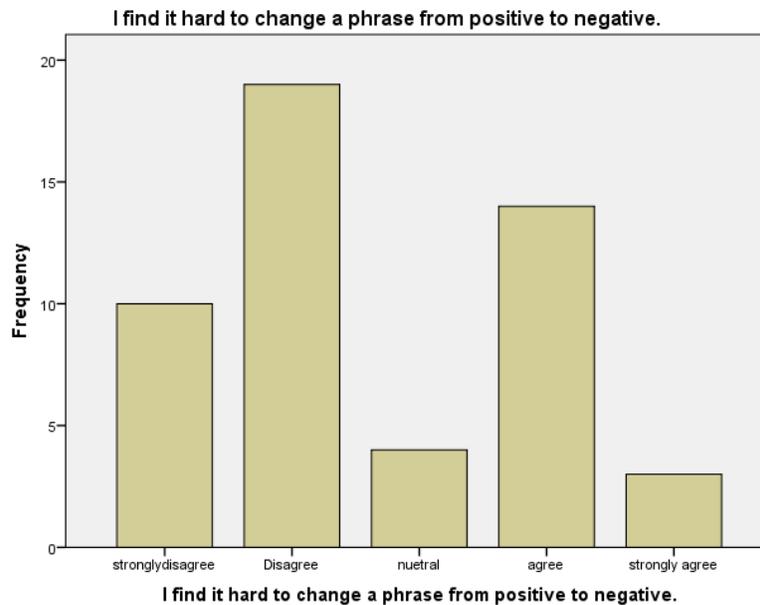


Figure (4-18) Results of the Private Students' Paraphrasing hardness to change a phrase from positive to negative.

Table (4-30) and figure (4-18) above show the results of the private students' paraphrasing hardness to change a phrase from positive to negative.

Table (4-31) Results of the Private Students' Paraphrasing difficulties to rewrite a sentence into two sentences.

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 8 | 16.0 | 16.0 | 16.0 |
| | Disagree | 15 | 30.0 | 30.0 | 46.0 |
| | neutral | 9 | 18.0 | 18.0 | 64.0 |
| | agree | 13 | 26.0 | 26.0 | 90.0 |
| | strongly agree | 5 | 10.0 | 10.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

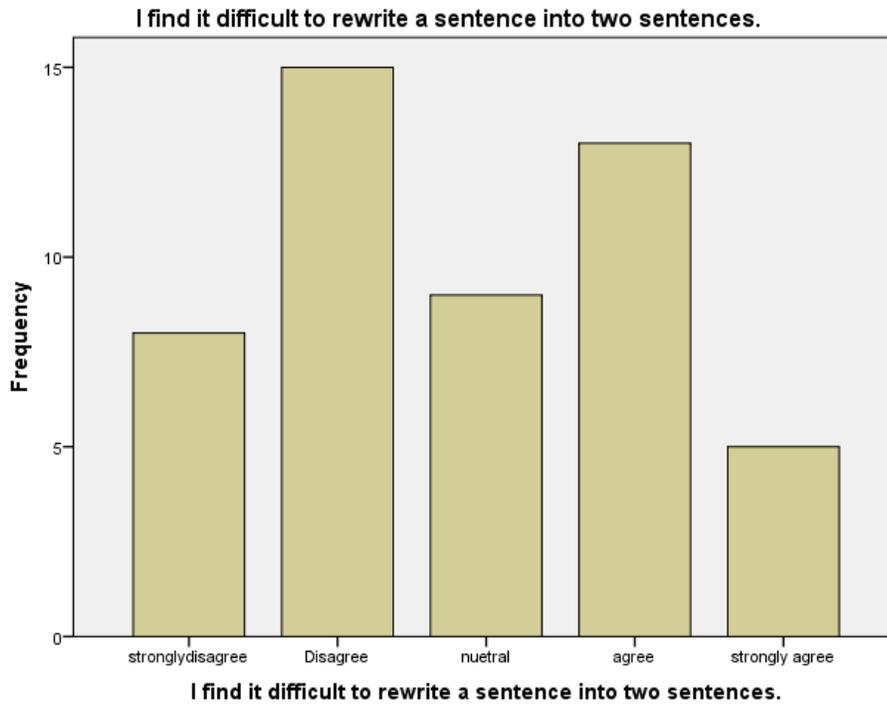


Figure (4-19) Results of the Private Students’ Paraphrasing difficulties to rewrite a sentence into two sentences.

Table (4-31) and figure (4-19) above show the results of the private students’ paraphrasing difficulties to rewrite a sentence into two sentences .

Table (4-32) Results of the Private Students’ Paraphrasing easiness to expand a phrase for clarity

| Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly disagree | 6 | 12.0 | 12.0 | 12.0 |
| Disagree | 15 | 30.0 | 30.0 | 42.0 |
| neutral | 10 | 20.0 | 20.0 | 62.0 |
| agree | 10 | 20.0 | 20.0 | 82.0 |
| strongly agree | 9 | 18.0 | 18.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 | |



Figure (4-20) Results of the Private Students' Paraphrasing easiness to expand a phrase for clarity

Table (4-32) and figure (4-20) above show the results of the private students' paraphrasing easiness to expand a phrase for clarity.

Table (4-33) Results of the Private Students' Paraphrasing Difficulties to begin a complex sentence with the dependent clause.

| Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly disagree | 5 | 10.0 | 10.0 | 10.0 |
| Disagree | 10 | 20.0 | 20.0 | 30.0 |
| neutral | 7 | 14.0 | 14.0 | 44.0 |
| agree | 16 | 32.0 | 32.0 | 76.0 |
| strongly agree | 12 | 24.0 | 24.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 | |

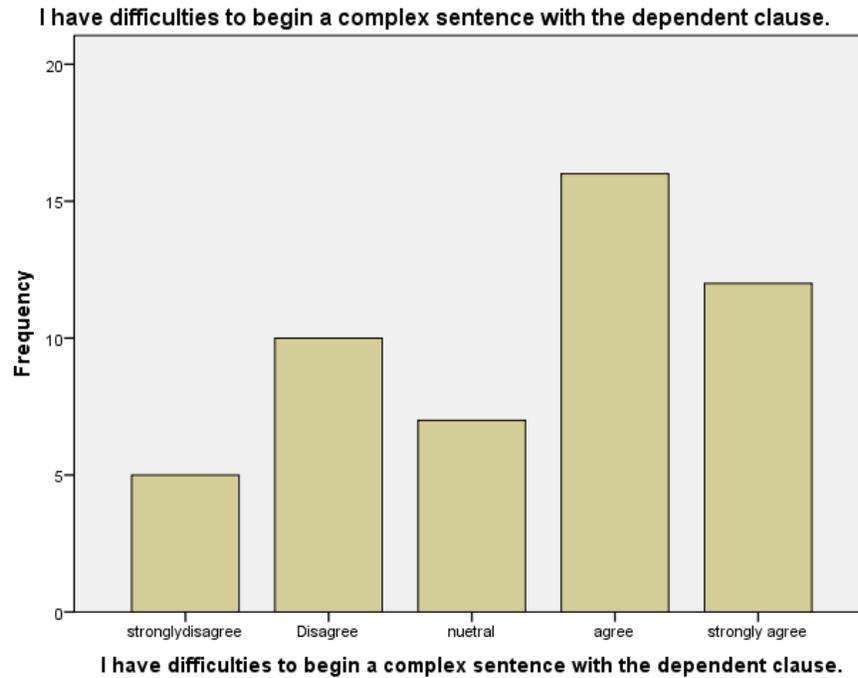


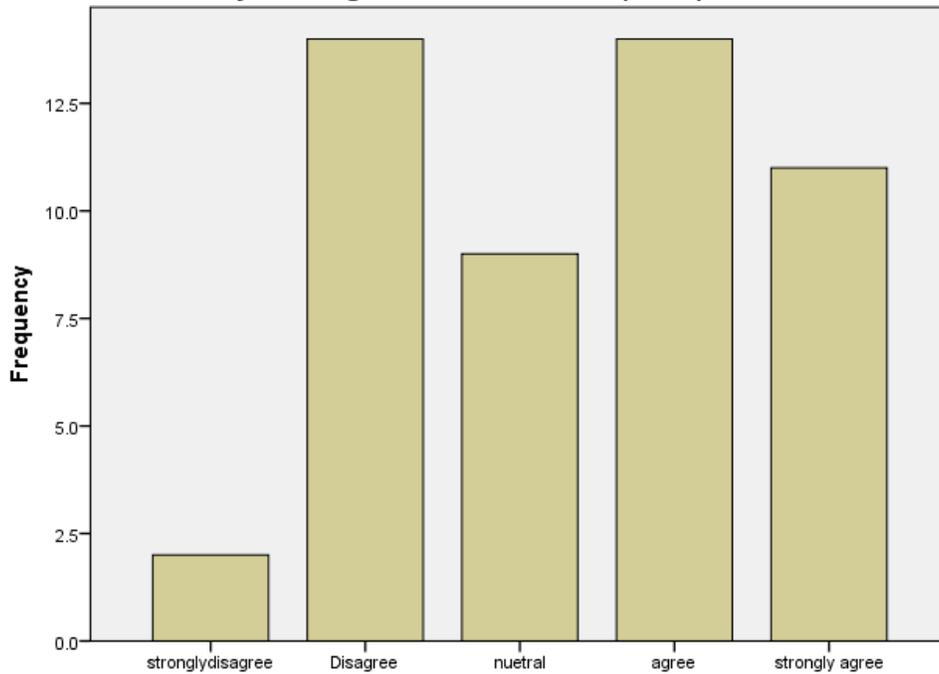
Figure (4-21) Results of the Private Students' Paraphrasing difficulties to begin a complex sentence with the dependent clause.

Table (4-33) and figure (4-21) above show the results of the private students' paraphrasing difficulties to begin a complex sentence with the dependent clause.

Table (4-34) Results of the Private Students' Paraphrasing easiness to change relative clauses into participle clauses.

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 2 | 4.0 | 4.0 | 4.0 |
| | Disagree | 14 | 28.0 | 28.0 | 32.0 |
| | neutral | 9 | 18.0 | 18.0 | 50.0 |
| | agree | 14 | 28.0 | 28.0 | 78.0 |
| | strongly agree | 11 | 22.0 | 22.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

I find it easy to change relative clauses into participle clauses.



I find it easy to change relative clauses into participle clauses.

Figure (4-22) Results of the Private Students' Paraphrasing easiness to change relative clauses into participle clauses.

Table (4-34) and figure (4-22) above show the results of the private students' paraphrasing easiness to change relative clauses into participle clauses .

Table (4-35) Results of the Private Students' Paraphrasing hardness to change the part of speech of a word.

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 7 | 14.0 | 14.0 | 14.0 |
| | Disagree | 20 | 40.0 | 40.0 | 54.0 |
| | neutral | 5 | 10.0 | 10.0 | 64.0 |
| | agree | 9 | 18.0 | 18.0 | 82.0 |
| | strongly agree | 9 | 18.0 | 18.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

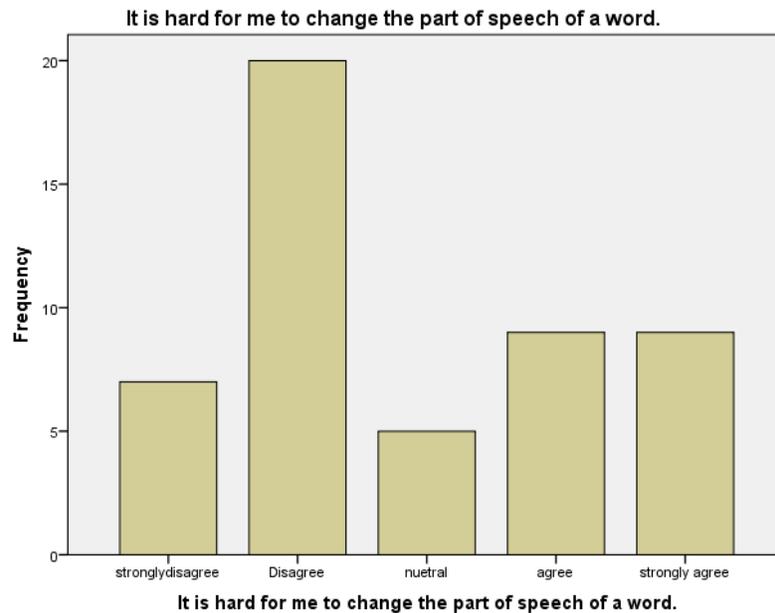


Figure (4-23) Results of the Private Students' hardness to change the part of speech of a word.

Table (4-35) and figure (4-23) above show the results of the private students' paraphrasing hardness to change the part of speech of a word.

Table (4-36) Results of the Private Students' Paraphrasing hardness to use synonyms when paraphrasing.

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 5 | 10.0 | 10.0 | 10.0 |
| | Disagree | 16 | 32.0 | 32.0 | 42.0 |
| | Neutral | 12 | 24.0 | 24.0 | 66.0 |
| | Agree | 8 | 16.0 | 16.0 | 82.0 |
| | strongly agree | 9 | 18.0 | 18.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

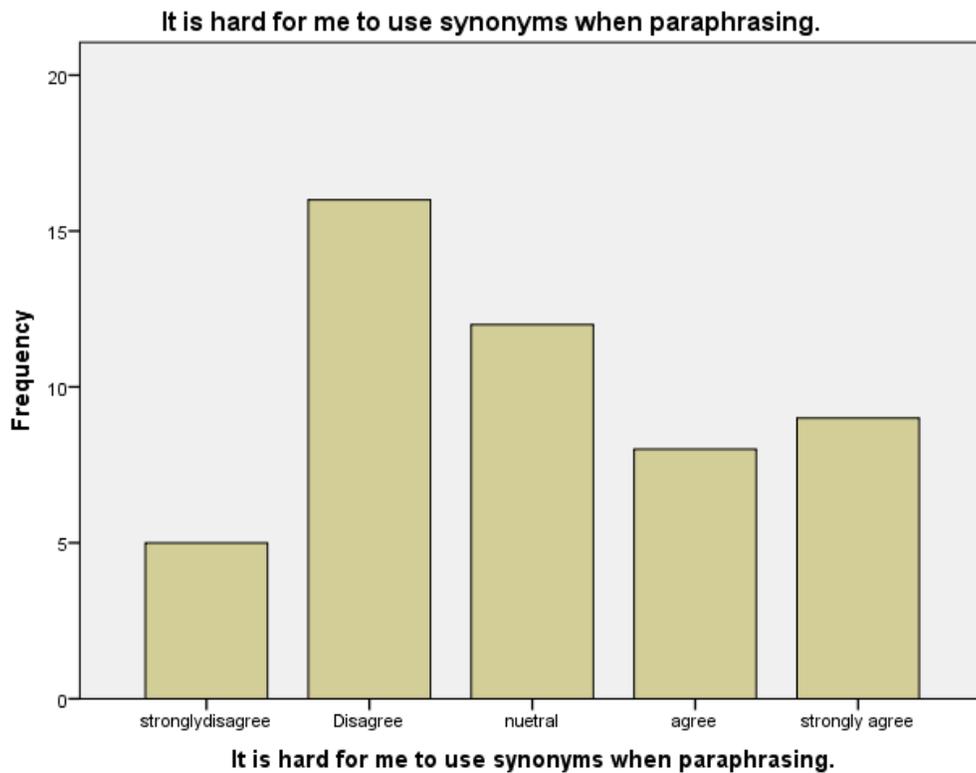


Figure (4-24) Results of the Private Students' Paraphrasing hardness to use synonyms when paraphrasing.

Table (4-36) and figure (4-24) above show the results of the private students' paraphrasing hardness to use synonyms when paraphrasing.

Table (4-37) Results of the Private Students' Paraphrasing easiness to change words to percentages.

| Scale | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly disagree | 5 | 10.0 | 10.0 | 10.0 |
| Disagree | 9 | 18.0 | 18.0 | 28.0 |
| neutral | 10 | 20.0 | 20.0 | 48.0 |
| agree | 16 | 32.0 | 32.0 | 80.0 |
| strongly agree | 10 | 20.0 | 20.0 | 100.0 |
| Total | 50 | 100.0 | 100.0 | |

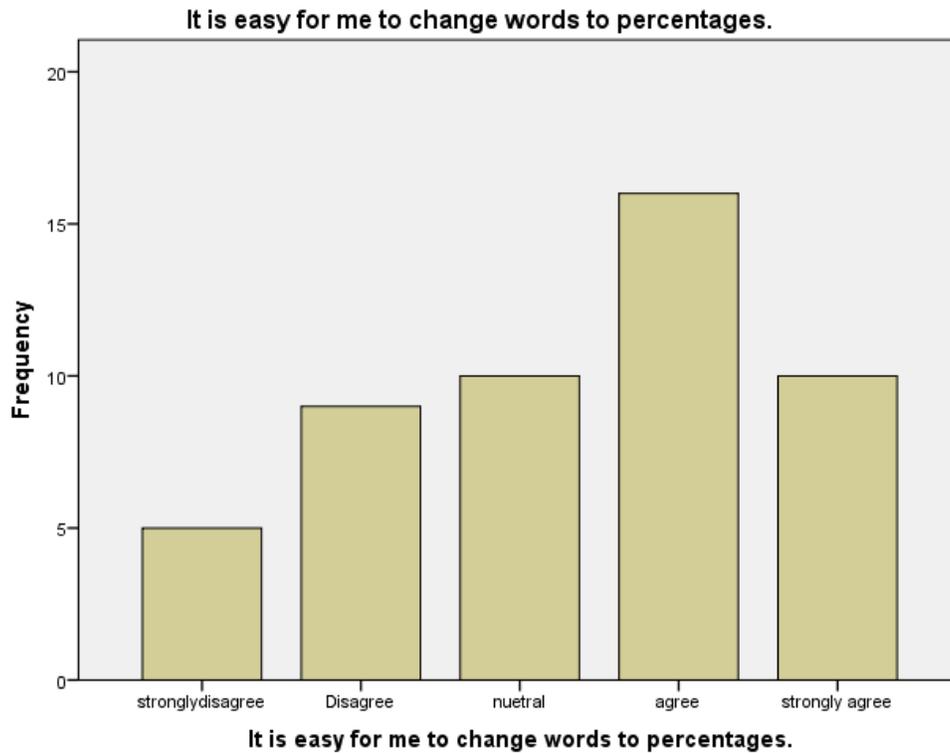


Figure (4-25) Results of the Private Students' Paraphrasing easiness to change words to percentages.

Table (4-37) and figure (4-25) above show the results of the private students' paraphrasing easiness to change words to percentages.

Table (4-38) Results of the Private Students' Paraphrasing difficulties to change percentages to words.

| Scale | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| | Strongly disagree | 6 | 12.0 | 12.0 | 12.0 |
| | Disagree | 14 | 28.0 | 28.0 | 40.0 |
| | Neutral | 6 | 12.0 | 12.0 | 52.0 |
| | Agree | 21 | 42.0 | 42.0 | 94.0 |
| | strongly agree | 3 | 6.0 | 6.0 | 100.0 |
| | Total | 50 | 100.0 | 100.0 | |

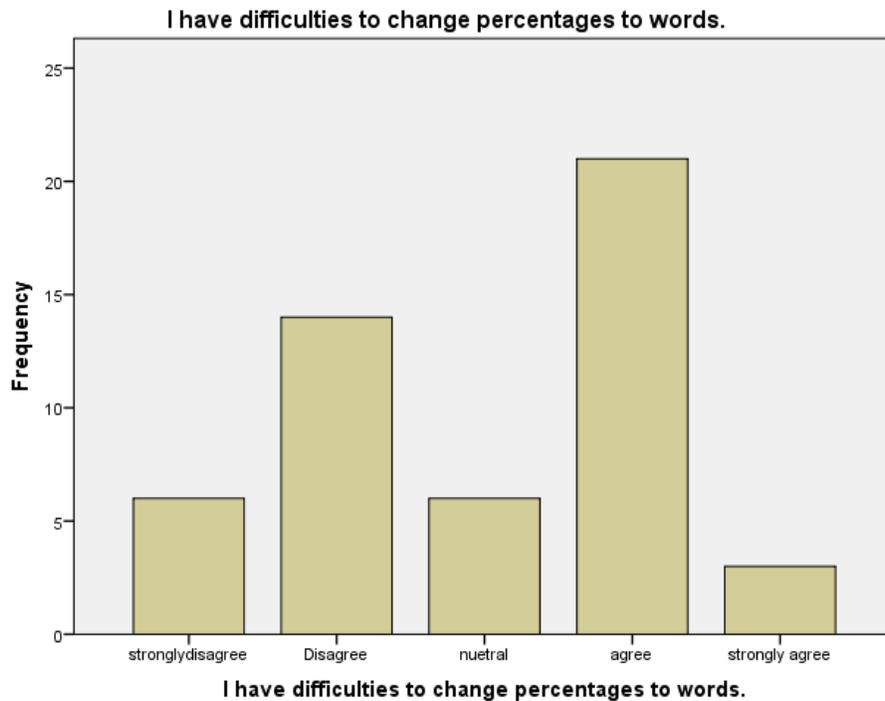


Figure (4-26) Results of the Private Students' Paraphrasing difficulties to change percentages to words.

Table (4-38) and figure (4-26) above show the results of the private students' paraphrasing difficulties to change percentages to words.

4.4 Results and Discussion of the Students' Paraphrasing Perceptions

As we can see from table (4-10), the top four statements with which participants agreed included the easiness to expand a phrase for clarity (statement 7) , the difficulties to begin a complex sentence with the dependent clause (statement 8), the easiness to change a relative clause to participle clause (statement 9),and the easiness to change words to percentages (statement 12).

The results of the study revealed a mismatch between the participants' performance and perceptions of paraphrasing techniques. Responding to the questionnaire, the participants tended to deny having difficulties to change a sentence from active to passive (statement 3), tended to disagree that it was hard for them to change a sentence from passive to active (statement 4), tended to deny having difficulties to rewrite a sentence into two sentences (statement 6),tended to agree that it was easy for them to change a relative clause into participle clause(statement 9) ,and tended to deny having hardness to change the part of speech of a word (statement10).However, such beliefs were contradicted by their actual performance in the paraphrasing test. This aspect corresponds to Liao &Tseng's (2010) results that there was inconsistency between students' perceptions of paraphrasing and the actual act on paraphrasing.

As shown in table (4-11), a significant difference was disclosed between the governmental students' and private students' paraphrasing techniques

perceptions in statement 3 ($p < .05$). Similar to the finding of previous studies (Banwell, 2003; Hayes & Inrona, 2005), students in this statement varied in their perceptions of paraphrasing. For the other statements there was no significant difference 1,2,4,5,6,7,8,9,10,11,12and 13($p > .05$).

As table (4-12) shows, there is a significant difference for statement 3($M=2.44$ and $M=3.04$) .For the rest of the questionnaire there was no significant difference. Based on statements 1 and 2, the extent to which the governmental students agreed on having practiced paraphrasing and knowing how to paraphrase in statements 1 and 2 ($M=3.28$ and $M= 3.60$) was the same for statement 1 and a little bit different for statement 2 of the private students ($M= 3.28$ and $M= 3.72$). Statements 5 and 6 showed that the degree to which the governmental students having denied to have difficulties to change a phrase from positive to negative and rewriting a sentence into two sentences ($M= 2.68$ and $M= 2.90$) was very near to that of the private students ($M= 2.62$ and $M= 2.84$). In addition, based on statements 9 and 10, the extent to which the governmental students agreed that they find it easy to change relative clauses into participle clauses or tended to deny having hardness to change the part of speech of a word ($M= 3.24$ and $M= 2.74$) was very near to that of the private students ($M=3.36$ and $M= 2.86$).

With respect to practicing paraphrasing, table (4-13) and figure (4-1) show that 42% of the governmental students agreed that they had practiced paraphrasing, 28% disagreed, and 30% of them were neutral whereas table (4-26) and figure (4-14) show that 50% of the private students agreed that

they had practiced paraphrasing, 34% of disagreed, and 16% of them were neutral.

When we put the percentages of the students of the governmental and private universities together in pairs, we can come up with (42%&50%) for agreement, (28%&34%) for disagreement, and (30%&16) for neutral respectively.

From the pairs above, it is clear that there are no significant differences between the two universities in terms of practicing paraphrasing because the percentages are very near to each other for two out of three of the options, namely agreement and disagreement.

With respect to the knowledge of how to paraphrase, table (4-14) and figure (4-2) show that 66% of the governmental students agreed that they know how to paraphrase, 14% disagreed, and 20% was neutral whereas table (4-27) and figure (4-15) show that 58% of the private students agreed that they know how to paraphrase, 16% disagreed, and 26% were neutral.

When we put the percentages of the students of the governmental and private universities together in pairs, we can come up with (66%&58%) for agreement, (14%&16%) for disagreement, and (20%&26) for neutral respectively.

From the pairs above, it is clear that there are no significant differences between the two universities in terms of practicing paraphrasing because the percentages are very near to each other for all of the options.

With respect to the difficulty of changing a sentence from active to passive, table (4-15) and figure (4-3) show that 24% of the governmental students agreed that it is difficult for them to change a sentence from active to passive, 60% disagreed and 16% were neutral whereas table (4-28) and figure (4-16) show that 46% of the private students agreed that it is difficult for them to change a sentence from active to passive, 42% disagreed and 12% were neutral.

When we put the percentages of the students of the governmental and private universities together in pairs, we can come up with (24%&46%) for agreement, (60%&42%) for disagreement, and (16%&12) for neutral respectively.

From the pairs above, it is clear that there are significant differences between the two universities in terms of the difficulty to change a sentence from active passive because the percentages are very far from each other for two out of three of the options, namely agreement and disagreement.

With respect to the hardness of changing a sentence from passive to active, table(4-16) and figure(4-4) show that 28% of the governmental students agreed that it is hard for them to change a sentence from passive to active, 58% disagreed, and 14% were neutral whereas table (4-29) and figure (4-17) show that 44% of the private students agreed that it is hard for them to change a sentence from passive to active, 42% disagreed, and 14% were neutral.

When we put the percentages of the students of the governmental and private universities together in pairs, we can come up with (28%&44%) for agreement, (58%&42%) for disagreement, and (14%&14) for neutral respectively.

From the pairs above, it is clear that there are no significant differences between the two universities in terms of changing a sentence from passive to active because the percentages are very near to each other for two options and the same for one option.

With respect to the hardness of changing a phrase from positive to negative, table(4-17) and figure(4-5) show that 28% of the governmental students agreed that it is hard for them to change a phrase from positive to negative, 54% disagreed, and 18% were neutral whereas table (4-30) and figure (4-18) show that 34% of the private students agreed that it is hard for them to change a phrase from positive to negative, 58% disagreed, and 8% were neutral.

When we put the percentages of the students of the governmental and private universities together in pairs, we can come up with (28%&34%) for agreement, (54%&54%) for disagreement, and (18%&8) for neutral respectively.

From the pairs above, it is clear that there are no significant differences between the two universities in terms of changing a phrase from positive to negative because the percentages are very near to each other for two options and the same for one option.

With regard to the difficulty of rewriting a sentence into two sentences, table (4-18) and figure (4-6) show that 38% of the governmental students agreed that it is difficult for them to rewrite a sentence into two sentences, 44% disagreed and 18% were neutral whereas table (4-31) and figure (4-19) show that 36% of private the students agreed that it is difficult for them to rewrite a sentence into two sentences, 46% disagreed and 18% were neutral.

When we put the percentages of the students of the governmental and private universities together in pairs, we can come up with (38%&36%) for agreement, (44%&46%) for disagreement, and (18%&18) for neutral respectively.

From the pairs above, it is clear that there are no significant differences between the two universities in terms of rewriting a sentence into two sentences because the percentages are very near to each other for two options and the same for one option.

With respect to the easiness of expanding a phrase for clarity, table (4-19) and figure (4-7) show that 46% of the governmental students agreed that it is easy for them to expand a phrase for clarity, 34% disagreed, and 20% were neutral whereas table (4-32) and figure (4-20) show that 38% of the private students agreed that it is easy for them to expand a phrase for clarity, 42% disagreed, and 20% were neutral.

When we put the percentages of the students of the governmental and private universities together in pairs, we can come up with (46%&38%) for agreement, (34%&42%) for disagreement, and (20%&20) for neutral respectively.

From the pairs above, it is clear that there are no significant differences between the two universities in terms of expanding a phrase for clarity because the percentages are very near to each other for two options and the same for one option.

With respect to the difficulty of beginning a complex sentence with the dependent clause, table (4-20) and figure (4-8) show that 42% of the governmental students agreed that it is difficult for them to begin a complex sentence with the dependent clause, 32% disagreed and 26% were neutral whereas table (4-33) and figure (4-21) show that 56% of the private students agreed that it is difficult for them to begin a complex sentence with the dependent clause, 30% disagreed and 14% were neutral.

When we put the percentages of the students of the governmental and private universities together in pairs, we can come up with (42%&56%) for agreement, (32%&30%) for disagreement, and (26%&14) for neutral respectively.

From the pairs above, it is clear that there are no significant differences between the two universities in terms of difficulty of beginning a complex sentence with the dependent clause because the percentages are very near to each other for all of the options.

With regard to the easiness of changing a relative clause into participle clause, table (4-21) and figure (4-9) show that 46% of the governmental students agreed that it is easy for them to change a relative clause into participle clause, 34% disagreed, and 20% were neutral whereas table (4-

34) and figure (4-22) show that 50% of the private students agreed that it is easy for them to change a relative clause into participle clause, 32% disagreed, and 18% were neutral.

When we put the percentages of the students of the governmental and private universities together in pairs, we can come up with (46%&50%) for agreement, (34%&32%) for disagreement, and (20%&18) for neutral respectively.

From the pairs above, it is clear that there are no significant differences between the two universities in terms of easiness of changing a relative clause into participle clause because the percentages are very near to each other for all of the options.

With respect to the hardness of changing the part of speech of a word, table (4-22) and figure (4-10) show that 24% of the governmental students agreed that it is hard for them to change the part of speech of a word, 52% disagreed and 24% were neutral whereas table (4-35) and figure (4-23) show that 36% of the private students agreed that it is hard for them to change the part of speech of a word, 54% disagreed ,and 10% were neutral.

When we put the percentages of the students of the governmental and private universities together in pairs, we can come up with (24%&23%) for agreement, (52%&54%) for disagreement, and (24%&10) for neutral respectively.

From the pairs above, it is clear that there are no significant differences between the two universities in terms of hardness of changing the part of speech of a word because the percentages are very near to each other for two out of three of the options, namely agreement and disagreement.

With regard to the hardness of using synonyms when paraphrasing, table (4-23) and figure (4-11) show that 38% of the governmental students agreed that it is hard for them to use synonyms when paraphrasing, 46% disagreed and 16% were neutral whereas table (4-36) and figure (4-24) show that 34% of the private students agreed that it is hard for them to use synonyms when paraphrasing, 42% disagreed and 24% were neutral.

When we put the percentages of the students of the governmental and private universities together in pairs, we can come up with (38%&34%) for agreement, (46%&42%) for disagreement, and (16%&24) for neutral respectively.

From the pairs above, it is clear that there are no significant differences between the two universities in terms of hardness of using synonyms when paraphrasing because the percentages are very near to each other for two out of three of the options, namely agreement and disagreement.

With respect to the easiness of changing words to percentages, table (4-24) and figure (4-12) show that 66% of the governmental students agreed that it is easy for them to change words to percentages, 26% disagreed and 8% were neutral whereas table (4-37) and figure (4-25) show that 52% of the

private students agreed that it is easy for them to change words to percentages, 28% disagreed, and 20% were neutral.

When we put the percentages of the students of the governmental and private universities together in pairs, we can come up with (66%&52%) for agreement, (26%&28%) for disagreement, and (8%&20) for neutral respectively.

From the pairs above, it is clear that there are no significant differences between the two universities in terms of easiness to change words to percentages because the percentages are very near to each other for two out of three of the options, namely disagreement and neutral.

With respect to the easiness of changing percentages to words, table (4-25) and figure (4-13) show that 32% of the governmental students agreed that they had difficulties to change percentages to words, 50% disagreed and 18% were neutral whereas table (4-38) and figure (4-26) show that 48% of the private students agreed that they had difficulties to change percentages to words, 40% disagreed, and 12% were neutral.

When we put the percentages of the students of the governmental and private universities together in pairs, we can come up with (32%&48%) for agreement, (50%&40%) for disagreement, and (18%&12) for neutral respectively

From the pairs above, it is clear that there are no significant differences between the two universities in terms of easiness to change percentages to words because the percentages are very near to each other for two out of three of the options, namely disagreement and neutral.

4.5 Verification of the Study Hypotheses

Hypothesis One

There is a difference between the governmental and private universities' undergraduate students in their performance of paraphrasing.

From the results obtained, there is a significant difference between the governmental and private universities. This can be proved by saying that paraphrasing test done by the governmental students was better than that done by the private students, either with correct or incorrect answers (M=36, 41.29) respectively by governmental students, and (M= 31.40, 40.89) respectively by private).In addition, statistics shows a significance difference between governmental and private students in their paraphrasing performance $p=0.006$ ($p < .05$).

Hypothesis Two

There is a difference between the governmental and private universities' undergraduate students in their perceptions of paraphrasing.

From the results obtained, there is no significant difference between the governmental and private universities in all of the questionnaire's statements except statement (3). This can be explained by saying that a significant difference was disclosed between the governmental students' and private students' paraphrasing techniques perceptions in statement (3)

($p < .05$). For the other statements there was no significant difference 1,2,4,5,6,7,8,9,10,11,12 and 13 ($p > .05$).

Hypothesis Three

Students' paraphrasing performance matches their perceptions of paraphrasing.

The results of the study revealed a mismatch between the participants' performance and perceptions of paraphrasing techniques. Responding to the questionnaire, the participants tended to deny having difficulties to change a sentence from active to passive (statement 3), tended to disagree that it was hard for them to change a sentence from passive to active (statement 4), tended to deny having difficulties to rewrite a sentence into two sentences (statement 6), tended to agree that it was easy for them to change a relative clause into participle clause (statement 9), and tended to deny having hardness to change the part of speech of a word (statement 10). However, such beliefs were contradicted by their actual performance in the paraphrasing test.

4.6 Summary

In this chapter, the performance of paraphrasing techniques was analyzed by displaying the percentages, means, and standard deviations of the correct and incorrect answers using tables for the two groups of universities. The perceptions of paraphrasing techniques were analyzed by displaying means, standard deviations, frequencies of occurrence, and percentages of the questionnaire's responses (strongly agree, agree, neutral, disagree, and strongly disagree) using tables and figures. Generally

speaking, the results obtained showed differences between the two universities in paraphrasing performance, however syntactic paraphrasing is a problem for both groups but with different degrees. The groups are the same in their perceptions of paraphrasing. All of the participants' perceptions did not match their paraphrasing performance.

Chapter Five

Summary, Conclusions and Recommendations

5.0 Summary of the Study

This study investigates EFL students' performance and perceptions of paraphrasing techniques at governmental and private Sudanese universities to the extent that there is a difference between the two types of universities, and students' performance matches their perceptions. The participants studied were fourth -year English major learners who enrolled in the course of research methodology, including paraphrasing. The instruments used include a group of sentences for the paraphrasing task and a questionnaire. The sentences were used to test the participants' actual knowledge and performance in paraphrasing. The subjects were required to read the sentences carefully and then paraphrased the underlined and highlighted parts, which were chosen based on the different types and techniques of paraphrasing. The sentences were accompanied by techniques and types of paraphrasing in general terms as a guideline. The questionnaire intended to examine the participants' perceptions of paraphrasing. It contained thirteen statements to assess the students' perceptions of paraphrasing using a five point Likert Scale, ranging from strongly agree to strongly disagree. Descriptive analytical method was used to analyze the data. To run the comparison, the means of the students' answers of the test questions and of their responses to the questionnaire were taken and compared between the governmental and private universities. One-Way ANOVA was used to detect any differences between the two groups in the sense that if ($p < .05$) then there is a significant difference between the two groups and if ($p > .05$) then there is no

significant difference between the two groups .The results obtained revealed a significant difference between the two groups in terms of performance, but there is no significant difference in terms of perceptions. In addition, there is a mismatch between the participants' performance and perceptions.

5.1 Findings

1. There is a significant difference between governmental university students' and private university students' paraphrasing techniques performance.
2. There is no significant difference between governmental university students' and private university students' paraphrasing techniques perceptions.
3. There is a mismatch between the students' perceptions of paraphrasing techniques and their actual performance.
4. Syntactic paraphrasing is a problem for the two groups (governmental and private universities students).
5. Governmental university students were better than private university students in their performance.
6. The easiest syntactic technique of paraphrasing for the two groups is changing a negative phrase to positive.
7. Semantic paraphrasing is a problem for private university students.
8. The easiest semantic technique of paraphrasing for the two groups is using synonyms.
9. The most difficult semantic technique is changing the parts of speech of words.
10. The most difficult syntactic technique is changing a relative clause to participle clause.

5.2 Recommendations of the Study

Based on the findings above, the following points have been recommended.

1. Sufficient research-related courses incorporating paraphrasing strategies should be added to the curriculum to better equip students with the knowledge they require to overcome this problem.
2. Training and practice in paraphrasing strategies should be introduced at the early stage of the students' paraphrasing writing.
3. Continuous practice in paraphrasing strategies should be implemented to ensure EFL students' application of what they know to their writing.
4. Paraphrasing strategies should be taught clearly in class.
5. Explicit awareness of the importance of paraphrasing strategies should be made part of EFL writing classes.
6. Special focus and training should be made to syntactic paraphrasing strategies.
7. Intensive training should be carried for private universities EFL students.

5.3 Suggestions for Further Studies

1. Studies that interview EFL students about their performance and perceptions of paraphrasing strategies.
2. Possible factors behind syntactic difficulties for EFL students when they deal with paraphrasing.
3. The influence of course materials on the students' paraphrasing performance and perceptions.
4. The effect of teaching strategies on the students' paraphrasing performance and perceptions.

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Appendices

Appendix (A) Validity Juries

| No | Name | Status | Address |
|-----------|--------------------|---------------------|----------------------------|
| 1 | Salah Al Karib | Associate Professor | Ahfad University for Women |
| 2 | Amna Mohamed Bedri | Associate Professor | Ahfad University for Women |
| 3 | Amna Abdel Gadir | Associate Professor | Ahfad University for Women |

Appendix (B) Reliability of the Test

| Student | score | even | Odd |
|---------|-------|------|-----|
| 1 | 27 | 18 | 9 |
| 2 | 9 | 6 | 3 |
| 3 | 3 | 3 | 0 |
| 6 | 27 | 18 | 9 |
| 7 | 9 | 9 | 0 |
| 8 | 6 | 3 | 3 |
| 10 | 18 | 15 | 3 |
| 12 | 15 | 6 | 9 |
| 13 | 9 | 9 | 0 |
| 14 | 15 | 12 | 3 |
| 15 | 21 | 15 | 6 |
| 16 | 18 | 12 | 6 |
| 17 | 6 | 3 | 3 |
| 18 | 9 | 6 | 3 |
| 19 | 9 | 6 | 3 |
| 20 | 21 | 12 | 9 |
| 21 | 9 | 6 | 3 |
| 22 | 6 | 3 | 3 |
| 23 | 18 | 12 | 6 |
| 24 | 18 | 12 | 6 |
| 25 | 0 | 0 | 0 |
| 26 | 30 | 15 | 15 |
| 27 | 9 | 6 | 3 |
| 28 | 30 | 15 | 15 |
| 29 | 6 | 3 | 3 |
| 30 | 9 | 6 | 3 |

Appendix (C) Reliability of the Questionnaire

| No of statement | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|------------------------|-----------------------------------|---------------------------------------|---|---|
| 3 | 37.24 | 51.941 | .256 | .694 |
| 4 | 36.80 | 52.204 | .320 | .686 |
| 5 | 37.48 | 49.887 | .422 | .672 |
| 6 | 37.50 | 47.235 | .541 | .654 |
| 7 | 37.90 | 51.031 | .315 | .686 |
| 9 | 37.68 | 50.712 | .331 | .684 |
| 10 | 37.50 | 53.929 | .136 | .711 |
| 13 | 37.12 | 49.373 | .385 | .676 |
| 14 | 37.16 | 51.770 | .285 | .690 |
| 15 | 37.66 | 52.147 | .216 | .701 |
| 16 | 37.52 | 51.520 | .280 | .691 |
| 17 | 37.18 | 51.171 | .303 | .688 |
| 18 | 37.50 | 48.867 | .474 | .665 |

Appendix (D)

Paraphrasing Test

Dear Respondent, this test is constructed for research purpose. It is my pleasure if you answer the questions as required. Confidentiality is highly considered.

Please tick (✓) either governmental or private university then answer the questions.

Governmental ()

Private ()

Paraphrase the following sentences according to the technique of paraphrasing that is given at the end of each sentence.

Part One: Syntactic Paraphrase

1. The student broke the window. (Change this sentence to passive).

.....
.....
....

2. The thief was caught by the policeman. (Change this sentence to active).

.....
.....

3. Suzan was disappointed. (Change the underlined positive phrase to negative).

.....
.....

4. It is not impossible to create governmental confidence. (Change the underlined negative phrase to positive).

.....
.....

5. She lives in a big house, which has a beautiful garden. (Rewrite this sentence into two short sentences).

.....
.....

6. A college student usually has homework to do. (Expand the underlined phrase for clarity /to make it clear/to explain its meaning).

.....
.....

7. 65 is the age for workers to retire in the Arab world. (Use few words {two} instead of all the underlined words).

.....
.....

8. My friend is a doctor. He lives in Khartoum. (Join these two sentences to make one sentence).

.....
.....

9. The teams cancelled the match because it was raining. (Interchange the dependent(underlined) and independent clauses).

.....
.....

10. Ali wants the book which was written by Altyeb Salih. (Change the relative clause to participle clause).

.....
.....

.....
.....

Part Two: Semantic Paraphrase

1. Fifteen men signed the Declaration of Independence. (Change signed to a noun).

.....
.....

2. It can be difficult to choose a suitable place to study English. (Use the suitable synonyms of these underlined words (words that have the same meanings)).

.....
.....

3. Half of the women attended the one-day meeting. (Change the underlined word to a percentage.

.....
.....

4. He kicked the bucket. (This is an idiomatic expression)

.....
.....

Thanks a lot

Appendix (E) Questionnaire

Please tick (✓) either governmental or private university then tick the option that applies to you.

Governmental ()

Private ()

| NO | Statement | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 1. | I have practiced paraphrasing. | | | | | |
| 2. | I know how to paraphrase. | | | | | |
| 3. | It is difficult for me to change a sentence from active to passive. | | | | | |
| 4. | It is hard for me to change a sentence from passive to active. | | | | | |
| 5. | I find it hard to change a phrase from positive to negative. | | | | | |
| 6. | I find it difficult to rewrite a sentence into two sentences. | | | | | |
| 7. | It is easy for me to expand a phrase for clarity | | | | | |
| 8. | I have difficulties to begin a complex sentence with the dependent clause. | | | | | |
| 9. | I find it easy to change relative clauses into participle clauses. | | | | | |
| 10. | It is hard for me to change the part of speech of a word. | | | | | |
| 11 | It is hard for me to use synonyms when paraphrasing. | | | | | |
| 12 | It is easy for me to change words to percentages. | | | | | |
| 13 | I have difficulties to change percentages to words. | | | | | |

