

ENTERING A DISCOURSE COMMUNITY:
READING-TO-WRITE STRATEGY INSTRUCTION
FOR EFFECTIVE PARAPHRASING AMONG
MULTILINGUAL STUDENTS

By

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Abstract: Accidental plagiarism may result when a novice writer cannot construct an eligible paraphrase. From the early part of this century, some scholars argue that composition professionals at the college level should not teach paraphrase construction during composition classes (Yamada, 2003). Yet, some other scholars presented evidence that explicit instructions in how to paraphrase would be beneficial for novice reader-writers. The purpose of the study is to examine whether and to what extent a five-step paraphrasing approach, which featured linguistic analytical construction process and relied on a prototypical model whose effectiveness has been supported by anecdotal positive reflections, had positive impact on the performance of freshman multi-lingual reader-writers. Paraphrasing skills are crucial in assisting ESL reader-writers into the academic community. Paraphrasing, as one format of reading-to-write tasks, also represents academic literacy in college. Therefore, the current study recruited a group of voluntary ESL freshman reader-writers to receive a six-week intervention, which fit well into the International composition curriculum in the local educational context. The in-depth examination into how students performed in paraphrasing tasks and how they perceived the intervention unraveled how the intervention impacted participants' behaviors and metacognitive awareness when working on paraphrasing tasks in various discourse contexts throughout the intervention. Findings showed that participating reader-writers as a group made progress in paraphrasing tasks. Two focal reader-writers presented different patterns of paraphrasing behaviors in the two major essays they submitted for the course. The study concluded that the five-step paraphrasing approach instructions were facilitative for freshman multi-lingual reader-writers' paraphrasing performance and helped to raise their metacognitive awareness during the paraphrasing task completion process.

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CHAPTER I

INTRODUCTION

Academic writing in higher education to a large extent consists of incorporating others' arguments or ideas into one's own writing. Therefore, essays written in college are very likely to involve outside sources, namely what has been written and published by others. Learning to ethically and appropriately write with other people's ideas or even language, namely learning to write using outside sources, is an important part of academic literacy for college students (Segev-Miller, 2004; Wette, 2010). When writing using outside sources, a writer's textual borrowing skills and strategies play a vital role in contributing to the success of the final writing product. Paraphrasing skills, being an important component of textual borrowing skills, are one key set of skills that are difficult to master for novice writers, including some writers who just start attending college. If the skills are not acquired well, sometimes some writers accidentally commit plagiarism (Howard, 1995; Roig, 1997, 1999; Walker, 2008). That is, unintentional plagiarism could occur without an inexperienced writer noticing.

To construct high quality paraphrases, it is essential to understand that paraphrasing is one type of practice that connects writers' reading and writing processes, which makes paraphrasing challenging for many novice writers to acquire and demands plenty of practice. Paraphrasing, as a key strategy for writing from sources, is a

integrative process that requires coordination between one's reading and writing (Segev-Miller, 2004), and is a process that demands both solid and accurate comprehension and interpretation of meanings in the source texts as well as confident and eloquent reconstruction of newly generated texts in one's own words. Therefore, low language proficiency levels could potentially undermine quality of paraphrases (Leki & Carson, 1997; McGowan, 2008; Pecorari, 2013; Roig, 1999).

Taking into consideration writers' language proficiency, previous research has shown that paraphrasing is easy for neither writers whose first language is English (Eng, 1995; Howard, 1995) nor writers whose second language is English (Campbell, 1990; Keck, 2006; Shaw & Pecorari, 2013; Shi, 2004, 2012; Thompson, Morton, & Storch, 2013). Some inexperienced English as a second language (ESL) writers have a difficult time when they first enter college in an educational setting where English is the medium for instruction (Keck, 2006; Shi, 2004, 2012). Incoming, nonnative international students have various levels of English language proficiency; despite that, they all should have obtained at least a benchmark score in some standardized tests prior to being admitted to a university. Their four skills in English (listening, reading, writing, and speaking) could also be imbalanced. To ensure that these international students in English-medium instructional contexts could confidently and accurately produce high-quality paraphrases, paraphrasing instructions are conspicuously on demand.

The purpose of the present study was to examine the effectiveness of a specific paraphrasing instruction intervention program for undergraduate English language learners, namely an intervention using the "Five Steps to Paraphrasing Approach," which

was developed and tested for the present study based on principles of reading-to-write strategy instruction mapped out by Grabe and Zhang (2013). The first part of the current study mainly reports quantitative data into participants' writing production of paraphrases in pre- and post-tasks (structured tasks) as well as two major essays for the course (unstructured tasks). An emphasis is placed on strategy use before and after the intervention, which can be telling of the effects of the intervention centered on reading-to-write strategy instruction. The second part of the study presents perception-based data from the students undergoing the intervention. The final section qualitatively presents and discusses data provided by focal writers to examine the developmental processes during paraphrasing acquisition in a more in-depth manner and to find out in what aspects and to what extent individual participants made progress. Qualitative investigation can demonstrate changes in the various linguistic aspects of the attempted paraphrases and further showcase the paraphrasing strategies used through inference. The findings of the entire study aimed to add in-depth understanding of paraphrasing construction and acquisition by international freshmen to the research literature of explicit paraphrasing instruction.

Statement of Problem

College writing is a cohesive conversation among writers and between a writer and a reader, and thus is a community activity. Novice writers enter this conversation by acknowledging other people's work in the academic writing discourse community. To maintain their membership in the community, they incorporate more experienced writers' work to inform or enhance their own writing (Shi, 2004). For novice writers seeking

entrance into the discourse community, source use skills are not always easy to acquire (Bouman, 2009). Paraphrasing is one type of source use skills (Keck, 2006; Shi, 2012).

Some scholars define paraphrasing as a skill (Bouman, 2009; Keck, 2006; Shi, 2012) that writers need when they incorporate other people's work that paves the foundation for their own composition (Keck, 2006). It has also been referred to as a strategy (Keck, 2006) that writers use to connect what they understand from their reading and what they reproduce in their own writing. Furthermore, paraphrasing is a tool (Hirvela & Du, 2013). If writers use this tool well, they can achieve linguistic (Shaw & Pecorari, 2013), rhetorical (Bouman, 2009), and communicative goals through writing.

Constructing a paraphrase, however, is a "cognitively demanding" task for many students who are new to the academic writing discourse community (Bouman, 2009, p.166; Hirvela & Du, 2013, p. 88; Yamada, 2003; Walker, 2008, p. 388). Many of them do not have the confidence to write as well as the source text (e.g., Abasi & Akbari, 2008; Hirvela & Du, 2013; Hyland, 2001; McGowan, 2008; Shi, 2012). Therefore, facing similar situations, the paraphrasing task is even more difficult for many multilingual students if their English language proficiency level is still low when they first enter the English-speaking education system (Keck, 2006; Shi, 2004, 2012). For some ESL writers who have low English reading and writing proficiency, they might have linguistic barriers, for example low reading proficiency that would hinder their reading comprehension of the source texts (Leki & Carson, 1997; McGowan, 2008; Pecorari, 2013; Roig, 1999) prior to their facing and tackling other types of difficulty, which include being not familiar with such documentation conventions as APA or MLA styles

(e.g., Abasi & Graves, 2008; Angelil-Carter, 2000), and incorporating ideas from other people's writing into their own writing in a cohesive and integrative manner (Leki & Carson, 1997).

Despite some opposing opinion on the teaching of paraphrasing skills (Yamada, 2003), in some other writing studies researchers have advocated that students should be provided with adequate instructions in writing appropriate paraphrases (Currie, 1998; Sherman, 1992; Walker, 2008; Yamada, 2003). However, more tailored resources are needed to support novice writers, especially those who just enter the academic writing discourse community, such as domestic freshmen and nonnative international students. On college campuses, various types of resources can be easily accessed by students when they need help with constructing their own paraphrases. For example, such resources include composition courses or second language writing courses (Hirvela & Du, 2013) and assistance provided by university writing centers (Pecorari, 2013).

To inform pedagogical practice and to find out how different academic writing stakeholders perceive paraphrasing, researchers in Writing Studies examined how students compose paraphrases in their writing (Hirvela & Du, 2013; Keck, 2006). Meanwhile, through the medium of teachers' feedback on students' paraphrases in writing, and by looking through the lens of the teacher's as well as the focal students' perception, mismatch of understanding on the feedback was revealed in Hyland's work (2001). It has been noted that educators and students perceive the nature of paraphrasing products differently (Hyland, 2001; Shi, 2012). Furthermore, it has been found that some students are not clear about what characterizes an eligible paraphrase (Roig, 1997, as

cited in Roig, 1999, p. 974). Therefore, it is necessary to set up an intervention program specifically focused on paraphrasing construction in which all the stakeholders will interact in an engaging way to explore the notion, process, and construction strategies of paraphrasing. The majority of the interventional programs utilized in the previous studies have a bigger focus than the instructional focus intended by the current study (e.g., Storch, 2012; Wette, 2010). To explicitly and precisely address concerns in paraphrasing construction for the targeted group of students specifically, a locally contextualized paraphrasing intervention program seemed to be in urgent need.

Pedagogical efforts by higher education researchers coming from various higher educational contexts, ranging from northern America to Australia and New Zealand, have attracted more and more attention because of their viability in their local contexts. The current dissertation carefully reviewed them in the Review of Literature section. Despite their fruitful successes, it was not clear whether the framework and materials would be feasible or as beneficial in the targeted educational context in the current dissertation study. The particularity in the local higher education setting seemed to have afforded a curriculum-embedded intervention program with its own factors contributing to students' paraphrasing acquisition. Therefore, explicit instructions on paraphrasing construction need to be locally contextualized.

There is a consensus that reading and writing are highly related or integrated in literacy activities, and they are essentially very similar processes (Hirvela, 2004). One key study that has structured the instructions on paraphrasing construction with the framework of reading-to-write strategies has been carried out in a Writing Center

workshop context (Raisig & Vode, 2016). The current study has adapted that program to fit the current educational context in the targeted university. The targeted context of the current study differed from that of Raisig and Vode (2016) in that the former is part of the curriculum of a composition course for international freshmen, while the latter is in a workshop context held by a university writing center. The targeted audiences were different between the two intervention programs, with the newly arrived freshmen being the target recipients of the instructions in the current study, but the interested writers, ranging from undergraduate to graduate students, being the target audience in Raisig and Vode (2016). The instructional focus in Raisig and Vode (2016) was broader than that of the current study, which specifically emphasizes the instructions in paraphrasing construction. When it comes to the differences between the two intervention programs, above all, the main distinction between Raisig and Vode (2016) and the current study is that the former mainly presented descriptions of the instructional materials as well as anecdotal evidence for its effectiveness whereas the current study, which is an empirical study, reconstructed acquisition process, so as to reflect the effectiveness and helpfulness of the intervention program.

Statement of Purpose

The current study is an exploratory study of the development of skills in source use for ESL students in a naturalistic English for Academic Purposes (EAP) context. The purpose of this research was to find out in what aspects the “five-step-paraphrasing approach” intervention program has been effective or helpful to facilitate the paraphrasing acquisition among the participants. Specifically, it aimed to examine a

contextualized reading-to-write intervention program, which was based on a prototypical program by Raisig and Vode (2016), embedded in the curriculum for an international composition course for freshmen and its effects on participants' paraphrasing acquisition processes. The intervention program intended to guide participants through effective paraphrasing construction processes and strategies on the basis of the introduction of reading-to-write strategies. The intervention program was carried out with two intact sections of freshmen composition, but without a comparison group, which did not receive the intervention. Differences in participants' performance were measured across different time points. Data were collected using both quantitative and qualitative approaches. Short questionnaires, semi-structured interviews, responses to pre-tasks and post-tasks, individuals' exercises completed during the intervention, and essays submissions for the two major essays in the course were data for in-depth examination. Keck's (2006; 2010) two frameworks for analyzing the shared language between attempted paraphrases and the source texts and the newly constructed language in the attempted paraphrases were used to analyze collected data, so as to reconstruct the acquisition process by this target group of participants. Specifically, they are Keck's (2006) scheme of types of paraphrases, and Keck's (2010) framework of paraphrasing strategy use.

Both individual results and group results showed that participants' paraphrasing improved. Quantitative results showed that participants improved from the paraphrasing pre-task to the paraphrasing post-task. Participants showed improvement in both structured and unstructured tasks. Qualitative analysis delved into the writing submissions and interviews as well as survey responses from two participating reader-

writers who were selected as case studies. In the two case studies, participants' performance and perceptions were analyzed. The results showed that paraphrasing skills changed over time in an in-depth and objective manner.

The overarching research question that the current study intended to answer was, "How does reading-to-write strategy instruction impact ESL students' abilities to paraphrase in authentic source-based writing tasks?" Specifically, the following three questions guided the entire research:

- (1) To what extent does reading-to-write strategy instruction impact ESL students' abilities to paraphrase in structured and unstructured source-based writing tasks?
- (2) What are students' perceptions towards the impact of reading-to-write strategy instruction on their development of paraphrasing skills?
- (3) How do the case study reader-writers differ before, during, and after experiencing the Five Steps to Paraphrasing Approach?

Dissertation Outline

Chapter one introduces the general research background for the current study. The initial motivation for the study is presented. The research context is also detailed. Chapter two will narrate and evaluate the recent literature that is relevant to this study. Chapter three will explicate the research design and the research methodology. Chapter four will first examine group change in reading-to-write task performance, and then will map out novice multilingual reader-writers' developmental path of paraphrasing acquisition through the angle of two selected case study participants.

CHAPTER II

LITERATURE REVIEW

Amongst all the struggles and challenges that college students face when they first enter the academic discourse community, paraphrasing as one type of source-based writing skill is a very common struggle. ESL students who just arrived in the higher education context encounter challenges with paraphrasing construction. The next focus of the literature review chapter is that some university resources have been available for college students' reference, including efforts by university writing centers. More importantly, researchers and practitioners have already developed various instructional programs as intervention to assist novice English writers in paraphrasing construction. Specifically, few programs proposed the use of reading-to-write strategies when guiding paraphrasing construction. At the end of the chapter, I will review one important intervention adopting reading-to-write strategies to give source-based writing instructions, namely Raisig and Vode (2016).

ESL Students' Struggles with Paraphrasing

Writing in college is similar to a conversation and thus participants form a discourse community with the purpose of communicating their arguments by using outside sources to support logical reasoning. Source-based writing is challenging

(Cumming, Lai, & Cho, 2016; Hendricks & Quinn, 2000; Segev-Miller, 2004). One of the challenging components is paraphrasing, which is a critical intertextuality skill for writers to complete source-based writing tasks (Shaw & Pecorari, 2013). It has been acknowledged in the writing research circle that paraphrasing is a complex textual borrowing and source use practice (Shi, 2008; Segev-Miller, 2004; Michiels, 2019). Michiels (2019) mentions in his dissertation that there are potentially one hundred tentative transformational steps when one constructs a paraphrase.

Paraphrasing is thus not an easy practice for either writers whose first language is English or those whose native language is another language. Paraphrasing is difficult for many novice ESL writers who just enter the academic discourse community in English. Through careful examination of two cases, Hirvela and Du's (2013) study unraveled that novice ESL writers are in need of paraphrase construction practice due to the requirements of various types of skills during the paraphrasing process. Therefore, instructions in paraphrasing construction are in high demand among international students. Currie (1998) dissected the difficulties in the paraphrasing process through examining the writing by one participant in a content course. Findings showed that the ESL writer viewed textual borrowing skills and writing using sources as valuable, but the student also encountered challenges that coincide with those presented by other research on the topic, such as incompetence in using English to produce their own sentences (Shi, 2008), difficulties in resisting the temptation to use language from the source (Hirvela & Du, 2013), and unfamiliarity of documentation style (Lee et al., 2018; Shi, 2008; Storch, 2012).

As a pioneer study in the line of intervention research, Hendricks and Quinn's (2000) study of six ESL undergraduate students in South Africa suggested that explicit teaching and feedback on source-based writing were beneficial for students' academic literacy acquisition. However, it was difficult to demarcate whether the students' difficulties were a result of incomprehension of ideas in the source text or incompetencies in English writing. Their students were also unconfident in their linguistic competence to reconstruct the messages as accurately or clearly as that in the source text. Nevertheless, another study showed that an increase in confidence was as a result of explicit instruction (Shi & Beckett, 2002). In Shi and Beckett's (2002) study, 23 undergraduate ESL students from Japan wrote and revised a diagnostic essay focused on source-based writing. After the instructional period, participants reflected that they were more confident in using their own words in their writing in English. In the meantime, they also showed improvement in using their own words in their writing products.

These studies shed some light on why ESL students struggle during source-based writing tasks; however, an in-depth understanding of students' struggles in paraphrasing construction is still lacking. Findings also suggest that instruction can provide a positive impact on their paraphrasing skills. However, little is known about what makes effective paraphrasing instruction. The knowledge gleaned from successful implementation of paraphrasing instruction can provide insights into how to best design instruction to support students' development and lessen their struggles with paraphrasing tasks.

Universities' Assistance and Resources in Paraphrasing Construction

Paraphrasing is a vital intertextuality skill for writers, whether they are novice or experienced (Shaw & Pecorari, 2013). More emphasis on the importance of mastering paraphrasing skills is needed since its acquisition takes a lot of practice on the part of writers (Pecorari, 2013), including writers whose first language is either English (Eng, 1995; Howard, 1995) or another language (Shaw & Pecorari, 2013; Thompson, Morton, & Storch, 2013; Campbell, 1990). For novice English writers whose first language is not English, to write strong paraphrases in their English composition, they would probably face challenges both at the comprehension end and at the production end. In the acquisition and actual construction processes, novice writers would need assistance from different resources provided by the universities.

Resources may include hands-on practice offered by different academic units or campus services. Despite the existence of various resources with paraphrasing instructions, there are various approaches with different limitations in giving instructions or guidelines on constructing paraphrases. For example, in classroom practice, when instructions on paraphrasing are given in a formal lesson, the time instructors can devote to presenting paraphrasing and facilitating students' practice in constructing paraphrases is very limited. In contrast, from the curriculum perspective, foundational and introductory courses (e.g., first-year composition courses or their equivalents) typically prioritize instructions on other more global topics, instead of local or micro-level concerns such as how to construct an eligible paraphrase. Guidebooks in the Writing Center field, for example, the guidebook by Ianetta and Fitzgerald (2016), encourage consultants to prioritize global issues before tackling sentence-level issues, which are

closely related to micro-level concerns. Despite that paraphrasing is more of a local practice in compositions, it is the actualization of a bigger rhetorical purpose of serving the argument of an entire article. Therefore, it is the output part of source use practices, which Wood et al. (2018) agreed belong to higher-order aspects of writing. Furthermore, it is not an easy task to give instructions on how to paraphrase. In his dissertation, Michiels (2019) mentioned that there are as many as one hundred transformational steps when paraphrasing. Despite the difficulty of teaching paraphrasing, Yamada's (2003) study shows us that as early as the beginning of the twenty-first century, some university writing centers have started presenting instructional materials for paraphrasing construction on their websites. These websites are like the online extensions of the Writing Centers, which are online asynchronous writing labs like Purdue Online Writing Lab (OWL), despite that many of them are not as well-developed or comprehensive or reputable as Purdue OWL. Despite being less developed and less frequently visited by users outside their own institutions, the format of these online asynchronous writing webpage resources resembles Purdue OWL.

While there may be various resources on college campuses to support paraphrasing instructions, few provide ongoing support for students throughout their academic career. The focus sometimes is a one-time occurrence, with the assumption that students will be able to write appropriate paraphrases once they learn about some techniques for constructing paraphrases. At other times, paraphrasing instructions are embedded into instructions for a bigger focus, for example in the general topic of source use strategies or summary writing (Keck, 2006). That is, how to construct a paraphrase is

not emphasized enough. In addition to face-to-face instruction which seems insufficient, students can get asynchronous help with paraphrasing construction. One example is the use of the Purdue Online Writing Lab Mail. The Purdue Online Writing Lab Mail, one form of asynchronous online tutoring by the renowned Purdue OWL (Isaacs & Knight, 2014), occasionally receives and responds to questions related to paraphrasing (Elder, 2017, p. 157). Due to the more product-oriented nature of the OWL Mail services, questions related to paraphrasing, which tend to be more relevant to processes, do not take up a large portion, and were “asked by users only less than 5% of the time” (Elder, 2017, p. 166). Specifically for paraphrasing, the percentage is “0.08%” (Elder, 2017, p. 166). Based on the above discussion, paraphrasing has been the main focus for a very few number of instructional resources in college settings. Therefore, more assistance and resources with emphasis on paraphrasing skill acquisition is still in need.

Research on Explicit Paraphrasing Instruction

Raisig and Vode (2016) acknowledged in their work that teaching skills in doing academic intertextuality is not easy for composition instructors. According to Pecorari and Petric (2014), instructors need to skillfully balance the affordance and encouragement of patchwriting and instructions in guiding their students to produce fully appropriate source-based writing (p. 277). What has been further complicating the question is that when grading students’ writing, instructors or faculty members in college often have different criteria regarding the acceptability of various textual borrowing practices (Hyland, 2001; Shi, 2012). Case studies show that students’ paraphrasing practice does not always meet the expectations of their instructors (Currie, 1998; Hyland,

2001). Due to the complexity of the notion and practice of paraphrasing, some scholars do not advocate the teaching of paraphrasing strategies or skills during regular composition course sessions (Yamada, 2003), despite that some other second language writing researchers encouraged explicit instructions in writing using outside sources and paraphrasing construction (Keck, 2006; Pecorari, 2003; Shi, 2010). Some Writing Centers at universities have been actively involved in assisting the acquisition of source-based writing skills or textual borrowing skills either through their 24/7 accessible online resources or specialized and themed workshops (Wood, Roggenbuck, Doerschler, & Hicks, 2018), including how to effectively compose paraphrases; however, based on results from a pilot study, Writing Centers can take on many roles, and again the provision of paraphrasing support can be overlooked (Guo, manuscript in preparation). Therefore, more alternative ways for supporting students' paraphrasing skills development could be explored alongside the ongoing efforts.

Many researchers in such fields as composition pedagogy, language acquisition, and education, have tried to create different programs to help ESL students in acquiring paraphrasing skills. Programs are often coupled with observational studies (e.g., Hirvela & Du, 2013) and interventional studies (e.g., Walker, 2008), and results have shown that explicit pedagogical instruction on paraphrasing construction are effective in various contexts. Despite the urgent need for consensus, a few prominent studies featuring various explicit paraphrasing training intervention programs have been able to provide insightful implications in constructing highly feasible programs. They are reviewed as follows.

Macbeth's (2010) study utilized a "skeleton model" as source-use instructional materials to teach how to construct direct quotes and paraphrases. The model included an example "compare and contrast" essay, on which the instructor guided the analysis. Macbeth's study also adopted a reading-to-write approach, and it started from purposefully exposing students to various published materials. However, due to its "mechanistic" nature (p. 37), namely following the provided models, the method has left some doubts in terms of its usefulness and in terms of the authenticity of process for reconstructing source use in academic writing, as well as its possibility of distorting language learners' understanding of text borrowing practice.

Segev-Miller's (2004) research study implemented strategy instruction for a group of in-service teachers in their graduate program in an Israeli context. Twenty-four EFL graduate students participated in the study. The explicit instruction was on two major types, namely metacognitive strategies and intertextual processing strategies. To build up a systematic instructional framework, multiple strategies contained in the two major types and evaluation criteria were examined in combination so that both the process of acquisition and the quality of product could be shown. Despite being rather comprehensive, the instructional materials used in this study could be difficult for ESL college students. The main reason is that the instructional tool used might not be of a most conducive type for the target participants in this dissertation study since comprehending and mimicking the use of metacognitive strategies demands abstract knowledge of the thinking process of students who are in graduate programs and the

process demands critical thinking skills of a higher level than undergraduates on average have reached by the time they enter college.

Zhang (2013) examined the use of explicit instructional intervention in source-based writing through the task of synthesis writing in a problem-solution text. Her quasi-experimental study was in two intact ESL Intensive English Program classes, with one class being the experimental group and the other being the control group. The instructional materials were structured into five components for the experimental group, whereas the control group spent the same amount of time on regular reading and writing exercises. Comparing work by the two groups, the positive effects of the discourse synthesis instructions were highly evident. Since the study provided students with pre-determined source texts, the methodological design could give a limited or incomplete picture about students' behaviors or perceptions when they work on source-based writing tasks. Therefore, knowledge about students' skill development in more unstructured tasks could provide valuable information about the impact of explicit instruction.

In one of the most highly rated studies on source-based writing (Cumming et al., 2016), Wette (2010) presented a comprehensively structured instructional program to assist New Zealand undergraduate ESL students' strategy acquisition for source-based writing tasks. Eighty-seven participants attended an eight-hour long training program. The training sessions displayed to and dissected for the participants the key components in terms of writing conventions and discourse-level consideration that would help them do a better job in completing source-based writing tasks. The training was shown to be effective based on various types of evidence. Furthermore, through examining students'

writing products and post-program reflections, the researcher also showed in detail in what aspects the participants presented progress and what difficulties they were facing when completing source-based writing tasks. Wette's study has the highest level of similarity with the current study regarding the structure of the intervention program, compared with the previously mentioned research studies. In the meantime, it is worth noting that the instructional focus in her study is of a bigger scope than the current study, since only a small part of the instructional time in her study was devoted to paraphrasing instructions. Specifically, in her study, "paraphrasing" is part of the "discourse components," together with "summarizing" and "integrating citations" (p. 163). Instructions in paraphrasing construction strategies were the major focus of the current research. Another characteristic that is worth knowing is that the participants in Wette (2017) study were "post-novice" writers at the time of her research. This dissertation study aimed to assist novice ESL writers in their paraphrasing acquisition.

In an Australian Higher education context, Storch (2012) carried out a six-hour long study featuring explicit instructions in textual borrowing practice for undergraduate students. It was a comprehensive program consisting of three parts along with lectures and corresponding exercises during each: a) outside source acknowledgement for various types of sources; b) paraphrasing and summarizing; and c) synthesizing outside sources. It is noteworthy that feedback from the participants' teacher and peers was plenty throughout the instructional program. Application of what participants had learned lied in essay writing that they needed to finish outside of class. They wrote two drafts for each essay, which was similar to what the participants in the current study did. This is the

connecting part where participants transfer the skills that they learned from the intervention to their real-life use. This is where lies the true value of such kinds of studies as Storch (2012) and the current study. In contrast to Storch (2012), the current study specifically focused on the value of intervention on paraphrasing constructions.

The above has depicted several intervention programs that have been in use in various contexts where ESL students need assistance in acquiring skills that are essential for appropriate textual borrowing practices in source-based writing tasks. The following table briefly describes the key studies and also points out their key features or in what aspects they need improvement.

Table 1

Some Prominent Paraphrasing Intervention Programs

Studies	Students and context	Description	Comments
Hendricks & Quinn (2000)	Undergrads South Africa; non-native	Acquisition of referencing conventions, which is a part of academic literacy, could assist ESL students to smoothly enter the academic discourse community. Participants of this study eventually understand how new knowledge is constructed through appropriate text borrowing.	Explicit teaching and feedback were beneficial for better understanding of the function of referencing in knowledge construction.
Shi & Beckett (2002)	Undergrads Japanese Exchange students in a Canadian	Their outlook on retaining English writing knowledge implied the impact of training on both their English and Japanese	More confidence in using their own words. Measured writing change from first draft to revised draft showed acquisition in text borrowing

	university.	writing.	skills, styles as well as rhetoric pattern in English writing.
Macbeth (2010)	Undergrads; Novice English language learner writers; ESL context; in an American university	“skeleton model”: instructions focused on meta-analysis on models provided by teacher	Explicitness of instructions benefited novice ELL writers to a certain extent. Approach was “ mechanistic ”: its transferability to authentic text borrowing tasks was in question.
Segev-Miller (2004)	EFL graduate students in Israeli context	Metacognitive strategies + intertextual processing strategies	Metacognitive strategies and critical thinking are of a more advanced level of cognitive processing.
Zhang (2013)	high-intermediate level ESL students in an Intensive English Program in a U.S. educational context	The semester-long instructional training was focused on discourse synthesis writing. The experimental group received five segments of discourse synthesis instruction, while the control group practiced reading and writing. Instructor scaffolded and modeled the experimental group targeted synthesis writing skills.	Change was recorded in pre- and post-tests; in both tests, students wrote problem-solution essays using two source texts provided by the instructor. Therefore, the presentation of natural development was limited since two performance points were captured with source texts being predetermined.
Wette (2010)	undergraduate ESL in New Zealand	Eight-hour training program on: <ul style="list-style-type: none"> ● discourse components ● summarizing ● integrating citations 	A bigger scope than the current study; instructional materials have a broader emphasis .
Storch (2012)	undergraduate ESL students in Australia	Six-hour long training on <ul style="list-style-type: none"> ● outside source acknowledgement for various types of sources ● paraphrasing 	A bigger scope than the current study; instructional materials have a broader emphasis .

		summarizing ● synthesizing outside sources	
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In spite of the successful examples in their local institutional contexts, there is still a lack of consensus about how to design explicit instruction to best support nonnative international freshmen on college campuses. Meanwhile, Keck (2014) still pointed out that practice is in need of guidance based on more research into what kind of pedagogical attempts would be helpful for novice writers who just entered the academic discourse community, namely higher education institutions. Despite that these studies have shown positive effects in different aspects of participants' acquisition of writing conventions in English, they adopt a variety of theoretical foundations when selecting and deciding the content for their own instructional programs, resulting in not only inconsistencies but also little agreement about what seems to work in a given context with particular learners. Simply speaking, more research on effective approaches to paraphrasing instruction is needed; and the current study seeks to advance knowledge in this area. More specifically, the present study combines the teaching of reading and writing in an integrative way, which has been advocated so as to effectively enhance source-based writing development (Grabe & Zhang, 2013).

Among the available instructional frameworks which followed reading and writing integration principles and that can adequately serve as an appropriate instructional benchmark, the work by Raisig and Vode (2016) had a most prominent affordance for the material construction and compilation in the current study. Raisig and Vode's (2016) work described in great details to practitioners and researchers what the

workshop materials were like. When they carried out the workshop program, they only collected anecdotal data from the participants. Empirical data for analyzing and examining the effectiveness of their workshop was still missing. The current study adapted their design of the program, mainly by utilizing their framework. The content or more specifically the reading materials and the design of the exercises in the current study were completely different from what Raisig and Vode used in their workshop, but followed their selection considerations and principles. The exercises were all replaced with materials selected by the researcher of the current study, so as to make the intervention fully fit into the curriculum for this specific international composition course. The selection and adoption of materials in the current study were highly contextualized and aimed to enhance the learning outcome of the specific target group of participants in the current instructional setting. Different from the mere pedagogical focus of paraphrasing in the current study, the workshop materials that they constructed focused on direct quoting, paraphrasing and synthesizing. Despite the difference in instructional focus, their study still provided a prototypical or skeletal framework for the instructional design of materials in the current study. The current study also was an attempt to transplant the theoretical framework adopted by Raisig and Vode (2016) in their Writing Center workshops on source-based writing into the curriculum for regular composition classroom as a naturally embedded component.

Using Reading-to-Write Strategies for Source-based Writing Instruction

In L1 composition literature, important works about reading and writing connections have been done by some scholars, for example Nelson Spivey (1990, 1997).

Spivey proposed an important theoretical model to explicate the vital relationship between reading and writing in L1 composition processes. She succinctly summarized the composing process as such steps as “organizing, selecting, and connecting” when it comes to source-based writing. In the line of second language reading and writing research, Hirvela also proposed two key theoretical foundations, namely the “mining” notion and the “writerly reading” notion (2004). Besides these two key notions, research into ESL students’ paraphrasing practices in source-based writing using reading and writing integration, seemed to have been underexplored (Shi, 2018).

In addition to the fact that a plethora of effective second language writing instructions have been put forward and put into use, some scholars have proposed that promoting the acquisition of integrated language skills would be helpful to facilitate the development of second language writing skills. There is a general consensus that reading comprehension plays an important role in L2 writing for international students (Henney, 2015; Hirvela, 2004). Furthermore, L2 research has advocated for improving second language reading-to-write skills and strategies (McCulloch, 2013). Ethical and appropriate practices in reading-writing connection exercises provide a good gateway for students to enter the academic writing discourse community in English. Therefore, theoretically it holds water that there is a need for an appropriate amount of reading-to-write instructions in writing courses for international students.

Research into reading-to-write strategies has become a prominent trend in the past two decades (Spivey, 1997; Shi, 2018). Solid theoretical foundations have been set up (Spivey, 1997). The main theoretical framework lies in the connection between reading

and writing. Mastering reading-to-write strategy in English is important for students, including international students who came to study in the U.S.. It is a necessary transitional stage to a new academic discourse community. However, some of the barriers and challenges come from cultural differences or the change of academic cultural environment (Chandrasoma, Thompson, & Pennycook, 2004; Liu, 2005; Pennycook, 1996). Exercises and practices in paraphrasing take up a very important role in source-based writing tasks for international students in composition classes. As Ling Shi comments, “The dynamic interaction between reading and writing constructs a joint meaning-making process of source-based writing” (Shi, 2018, p. 2474). Shi precisely illustrates the close relationship between reading-writing integration and source-based writing.

For either English as a first- or second-language writers, source-based writing is achieved through the process and tasks of reading to integrate information. Grabe and Stoller (2011) have characterised “reading to write” as a task variant of “reading to integrate information” (p. 8). Reading-to-write tasks and strategies can be reconstructed by the mining notion in the integrative relationship between reading and writing for ESL learners (Hirvela, 2004). Essentially and theoretically, the reading-to-write process can be explained and reflected by the mining notion when it is contextualized in source-based writing research literature. Examined closely, reading-to-write task completion and strategy execution is fulfilled through the utilization of a writer’s metalinguistic knowledge and metacognitive knowledge, since both types of knowledge are

indispensable parts of such literacy acts as reading and writing, or specifically meaning-making processes (Grabe & Stoller, 2011).

A few important direct quotes from Grabe and Stoller's book (2011) contain precise description of the two key concepts of "metalinguistic knowledge" and "metacognitive knowledge." They are as follows. The key concepts were essentially applied and utilized when the intervention materials were constructed for the current research.

"Metalinguistic knowledge: Our knowledge of how language works. Metalinguistic knowledge includes knowledge of letters and sounds and how they relate, knowledge of words and word parts, knowledge of sentences and their parts, and knowledge of texts and genres and how they are organised." (Grabe & Stoller, 2011, p. 40)

When designing the five-step paraphrasing approach, the processes of "breaking down" and "building up" were introduced in step three and step four. The process of "breaking down" and "building up" relied on participants' "knowledge of sentences and their parts" (p. 40).

"Metacognitive knowledge: Our knowledge of what we know. Simply put, this knowledge permits us to reflect on our planning, goal setting, processing of tasks, monitoring of progress, recognition of problems and repair of problems. Metacognitive knowledge represents a basic way to

understand learning strategies and, especially, our explicit and conscious use of reading strategies.” (Grabe & Stoller, 2011, p. 40)

When constructing the instructional or interventional materials, “the five-step paraphrasing approach” vividly presents to the participating novice writers the low-risk construction process of paraphrasing. It prioritizes the aspects of “processing of tasks” and “monitoring of progress” amongst all the aspects of metacognitive knowledge.

“In both cases, our knowledge includes not only what we know (declarative knowledge) but also how we use this knowledge (procedural and conditional knowledge). In both cases, it is not straightforward to assert a separation between linguistic and metalinguistic knowledge, or between cognitive knowledge and metacognitive knowledge.” (Grabe & Stoller, 2011, p. 40)

The above quote by Grabe and Stoller (2011, p. 40) to a certain extent shows other researchers and writing instruction practitioners that the framework of “declarative knowledge, procedural knowledge and conditional knowledge” would be a highly feasible and compatible carrier for the two types of key knowledge, namely “metalinguistic knowledge” and “metacognitive knowledge.” Comparing the above statements by Grabe and Stoller (2011, p. 40) with the overall design of the “five-step paraphrasing approach,” presented a practical carrier of the continuation and combination of “linguistic and metalinguistic” components, as well as “cognitive” and “metacognitive” knowledge. Each step in the “five-step paraphrasing approach” is also

intended to provide necessary scaffolds to novice English writers on the way to confidently produce their own paraphrases in an appropriate and meaningful way. In the five-step paraphrasing approach, each step is necessary and inter-related, but they are also progressively linear. More specifically, the prior steps pave the foundation for the subsequent steps. This could be the major difference between the framework in the current study and the framework in the Raisig and Vode's study (2016).

Practically, the design of this intervention program was highly contextualized in the local institutional setting in this south-central U.S. Research One University. The overarching principle for designing the intervention program was the dynamic interaction among declarative knowledge, procedural knowledge, and conditional knowledge (Schraw & Dennison, 1994, p. 474). Therefore, the intervention program used in the current dissertation study was highly compatible with the design principle of combining "metalinguistic knowledge" and "metacognitive knowledge."

Paraphrasing is a key intertextuality skill for writers in higher education settings (Shaw & Pecorari, 2013). Meanwhile, successful completion of paraphrasing tasks demands the skillful use of a set of reading-to-write strategies. Reading-to-write strategies, especially how to paraphrase, is a critical linkage point to help international students transition to the English academic discourse community.

Second language writing researchers have been advocating the need of explicit instructions to help ESL students with developing their reading comprehension skills (Grabe & Zhang, 2013). As research has shown, the act of reading is very important to writing because it provides input for writing (Hirvela, 2004). Furthermore, Leki (1997)

used case studies to show that there is a need for helping ESL learners with skills in reading and writing integration. Leki and Carson (1997) further argued that writing in content courses heavily relies on source-based writing, which demands a high level of reading-writing integration (1997). With paraphrasing being one vital type of source-based writing strategy, reading-to-write processes essentially guide and become especially significant for paraphrasing construction.

Working closely with writing researchers, writing instructors have already experimented with different types of intervention programs focusing on paraphrasing instructions in their local contexts. Few of them have been based on reading and writing integration. One important study that promotes reading and writing integration in source-based writing is Raisig and Vode (2016). As the prototypical pedagogical program or framework for the current study, Raisig & Vode (2016) details one training program provided by the University Writing Center at one of the universities in Germany. The program was presented by two writing center directors who have designed a series of stations in a workshop to walk students through different components of source-based writing. They adopted the idea of “stations” to give differentiated instructions based on the needs of their clients who would select the stations based on their individual needs. Each station has different focuses. The focuses of the seven stations were: “cluster reading,” “interview your text,” “know your audience,” “synthesizing and citing information,” “they say, I say,” “write but don’t look,” and “integrating sources.” Each of the seven stations holds a planned thirty-minute session.

To develop the paraphrasing skills of undergraduate students in the target university in the current study, a more localized system of instructional practice that provides sufficient scaffolding has long been in need. Thus, this study developed, implemented, and assessed the impact of a five-part training program based in reading-to-write strategy instruction. Using Raisig and Vode's (2016) as a prototypical framework, the key value of the approach featured in the current study is that the instructional procedures are explicit and each step was designed in such a way that it provided scaffolding for students to turn to their linguistic resources that they have already obtained. The innovative introduction of "breaking down" and "building up" processes has led the current study to rely more on increasing and utilizing explicit metacognitive awareness, the training of which has been embedded throughout the intervention program.

Research Questions

Despite success in previous intervention studies, their scopes and instructional focuses differed with little consensus about what specifically works. The current study tended to address this question by adapting an existing program that was structured based on reading-to-write strategies and tasks, which is one set of key skills and strategies for source-based writing. Raisig and Vode (2016) is one of the few interventional studies that utilize a reading-to-write instructional framework to guide the training process. In the study by Raisig and Vode (2016), assessment of what works is largely anecdotal and descriptive. More research is needed to collect empirical data to reflect on effectiveness of programs centered on reading-to-write strategies on paraphrasing construction

development. By examining the details of the developmental processes, researchers and practitioners will be at a better position for decision-making when designing effective pedagogical materials. The key reason for material innovation based on Raisig and Vode (2016) is that students need paraphrasing support that is locally contextualized. Therefore, it is necessary to redesign a program that suits the specific needs of students in the targeted university, so as also to make sure the innovated intervention can fit into the existing curriculum for the targeted international composition courses.

The aim of the current study was to answer the following research question, “How does reading-to-write strategy instruction impact ESL students’ abilities to paraphrase in authentic source-based writing tasks?”

To give a comprehensive answer to the overarching question, the research used the following three specific research questions to guide the analysis and evaluation:

- (1) To what extent does reading-to-write strategy instruction impact ESL students’ abilities to paraphrase in structured and unstructured source-based writing tasks?
- (2) What are students’ perceptions towards the impact of reading-to-write strategy instruction on their development of paraphrasing skills?
- (3) How do focal reader-writers differ before, during, and after experiencing the Five Steps to Paraphrasing Approach?

CHAPTER III

METHODOLOGY

Methods Overview

The current study was a quasi-experimental instructional intervention. The entire intervention was embedded in the regular curriculum for a second language writing course for freshmen. The Methodology chapter presents several key aspects of the study, which include details about the learning context, participants, instructional materials, data collection instruments, data collection procedures, and data analysis methods.

The current study investigated the effectiveness of an instructional program based on a prototypical teaching framework, which was shown to be well-received by participants in a writing center workshop context (Raisig & Vode, 2016). Data were collected and organized throughout the intervention. The instructional materials and data collection instruments were designed specifically for this study. The commencement of the intervention co-occurred with the introduction to the Compare and Contrast essay. The implementation of the instructional materials was arranged into eight mini-sessions, each of which was scheduled at the first twenty-minutes of a lesson period. Participants' exercises specifically relevant to paraphrasing were collected after each of the eight mini-

sessions. Participants' perception after each session was also collected. Participants completed a pre-task before the instructional program and a post-task after it. Five participants participated in an interview after the conclusion of the entire intervention. Data analysis methods included analysis of the quantitative data to reveal the effectiveness at the group level, as well as analysis of qualitative data that revealed individual differences during the acquisition process. One key characteristic of the data analysis in the current research is that the analysis was done on the basis of the comparison of the first and final drafts of each participant's essays. The revision process has been taken into consideration in that case. From the first draft to the final draft, how each participant worked on composing their paraphrases was unraveled to a certain extent.

Learning Context

The study took place in a south-central land grant university in the U.S.. This university is among the Research-One universities listed by Carnegie Mellon University in 2018 (Carnegie Mellon University, 2018), meaning it is a major research university where research is highly valued and the need to enter into one's discourse community through understanding of and writing about academic publications is important. However, gaining these skills is difficult, and the Director of the university's second language writing program noted that students especially in the freshman-level course struggle immensely with sharing their understanding of a text in writing with proper source-based writing skills, such as paraphrasing (personal communication). To best promote academic integrity in this context, proactive instructional practice is needed,

namely techniques and strategies for keeping students safe from plagiarism. In addition to warning stake-holders, such as students, of the potential penalties, it would be beneficial to teach skills to protect students from intentional and unintentional plagiarism. The university has been utilizing a program featuring a series of short “academic integrity” training videos. In the training videos, the focus of content is on potential penalties if plagiarism is found in students’ assignments, whereas only a very small portion is devoted to the effective ways to avoid plagiarism. The target university has already made it mandatory that each newly arrived international student take an online short training course titled “Academic Integrity Training for International Students” before they can remove a hold on their student profile prior to course enrollment and registration. In a few of the training videos in the online modules, the issue of plagiarism is discussed and presented by a few renowned professors in academia who also teach in this university. Despite these efforts, to fully internalize the ways to avoid plagiarism is dependent on hands-on practice that accompanies lectures about its importance. International composition courses can play a huge role in this regard, as mentioned in one of the training videos (refer to the training video for Module Six in the course). A better understanding and description of how novice ESL writers construct paraphrases could show researchers and practitioners the patterns of source-based writing acquisition process, so that they could compose instructional materials that can meet the needs of the developing writers. Making the best of the developmental stages observed amongst the participants who are taking the second language writing courses will also serve as a

proactive approach to help reduce the possibility of international students' committing intentional or unintentional plagiarism during their college life in the U.S..

The study was conducted in an intact English as a second language (ESL) classroom environment in the second language writing program. The learning objectives of this course can be reflected by the course overview on the syllabus, "This course concentrates on developing students' abilities to read analytically and develop revision skills in composing essays appropriate to varied task types. This course emphasizes critical thinking strategies, modes of organization, sentence editing, and revision as integral parts of the writing process" (syllabus for the course). The submissions of two major essays as data for unstructured writing tasks from all the voluntary participants were part of their coursework requirements. They donated two major essays to the current study: Compare and Contrast essay and Argumentative Essay. Students could choose their own specific topics for the essays as long as they fulfilled the major requirements for the essay assignment (see Appendix C). With the freedom the students had for choosing a preferred topic, the students were expected to choose their own outside sources to support their ideas, claims and arguments or counterarguments in their essay.

The two essays for each of which participants produced drafts, were characterized as unstructured tasks, in comparison to the pre- and post-tasks which were classified as structured tasks in the current study. A structured task is defined as a task in which doers receive on-scene guidance regarding its structure, design, and requirements (Tavakoli & Skehan, 2005; cited from Miri, 2015, p. 1683). In contrast, an unstructured task is a task for which the assigner gives fewer instructions or explanations on the detailed

requirements. The unstructured tasks allowed participants more flexibility and freedom to decide on the specific topic, the overall structure of the writing product, and the language choices they would have made. For the specific freshmen second language writing course, three types of unstructured writing assignments included Narrative Essay, Compare and Contrast essay, and Argumentative Essay. The latter two types are source-based writing tasks, in which students would borrow ideas or wordings from existing published writing. That is the key reason why the introduction of the Compare and Contrast essay provided a good opportunity for implementing this mini-intervention. The final writing production was expected to be roughly 1,000 words for each submission. In contrast, the structured tasks were close-ended tasks in which participants generate new texts by changing the language, without needing to modify the content and topics. The final writing production was expected to be of similar lengths to the prompt or source excerpts.

This freshmen second language writing course prioritized the integration of the four skills in English, namely reading, listening, speaking and writing. It adopted a highly adaptive task-based curriculum featuring the use of composition simulations. The instructional design focused on three simulations throughout that semester. Composition simulations are interactive and research-oriented “role play” tasks of an advanced level (Halleck, Moder, & Damron, 2002). Composition simulations relied on students’ engagement and involvement. Students writing assignments, namely unstructured writing tasks, drew ideas from the themes and topics of the three simulations.

Participants

The eighteen participants were freshmen at the time of this research (Table 2). They all were multilingual writers with English as their second/additional language from different countries around the world. Most of them had claimed different undergraduate majors. To get admitted into this university, they needed to obtain a certain required minimum total score in either IELTS or TOEFL tests. According to the official website of this university, the lowest total score for acceptance to this university for IELTS is 5.5, and the lowest total score for acceptance for TOEFL is 61. With the help of such benchmark tests, the participants should have reached an acceptable English proficiency level to be allowed to enroll in courses in this university. As a convenience sample, they were recruited from their intact, second language writing course. The Institutional Review Board approval for the current study was granted by the University Human Subjects Research Office on January 25th of 2018. A modified version was approved by the same office in November of 2018. By that time, the intervention was successfully carried out with some needs in wording modification in the first approved version of IRB. The IRB approval forms are included in Appendix I.

Table 2

Demographic Information About Participants (N = 18)

	n	%
Age		
18-20	18	100
Gender		
Female	6	33
Male	12	67

Country of origin		
China	11	61
Saudi Arabia	2	11
Kuwait	2	11
Japan	1	5.6
South Korea	1	5.6
Ethiopia	1	5.6

The instructor was an experienced ESL writing instructor who had taught English in various contexts. She had been a teaching associate at the university, and at the same time a Master's student in her program of study, namely Teaching English to Speakers of Other Languages (TESOL). During training sessions, the researcher took on the role of instructor, but was not the instructor of record, to ensure that the reading-writing strategy training sessions were conducted as planned. During the eight sessions of the mini-program, the researcher gave instructions on paraphrasing skills with the presence of the course instructor. Other than the time for the eight sessions of intervention, the researcher was a passive observer throughout the 16-week semester. When the researcher was not giving paraphrasing instructions, she attended all classes to take field notes that were used to triangulate the data and validate interpretations of results.

Two participants were chosen as case study participants. Based on results for Research Question One, specifically based on performance in pre-task and post-task, two participants were chosen. Both were Chinese and freshmen in college at the time of research. One is a female and the other is a male participant. They were chosen also because they both provided a relatively complete set of data records, which could have captured more details in their performance and perceptions during the intervention.

Instructional Materials

The materials selected were related to one theme: sustainability through the use of electric cars. The eight-session mini-training program made use of one single online article. Different excerpts were presented as eight prompts or reading materials or example passages throughout the intervention process. At the very beginning of the training program, student participants were encouraged to read the entire article. The title of the article was “The History of the Electric Car.” Material examples can be found in Appendix B.

Since the intervention was embedded in and served as the pre-designed curriculum for the international composition course, constant email communication and face-to-face discussion were on-going throughout the intervention between the researcher and the course instructor. Contents of communication included the specific arrangements of each mini-lesson, the distribution of Guided Exercises that were homework for the students, and homework submissions by the students, and so on. Both forms of communication were highly effective, which contributed to the success and effectiveness of the intervention.

The design of this intervention program was highly contextualized to the local setting. In the program, the instructional sessions were a natural part of the curriculum on the basis of the close collaboration between the course instructor and the researcher. The intervention featured eight, twenty-minute sessions that were an embedded component of the regular classroom activities for the participants. Along with the importance of

utilizing reading-to-write strategies, the overarching principle for designing the intervention program was the dynamic interaction among three nonlinear elements (Schraw & Dennison, 1994, p. 474):

- Element One: Declarative knowledge: in-class content instruction, namely eight twenty-minute mini-sessions.
- Element Two: Procedural knowledge: in-class activities that help students practice what they learn right after the mini-sessions
- Element Three: Conditional knowledge: after-class essay writing where the effects of in-class instruction could be tracked or traced.

The training materials, derived for the purposes of this study, were focused on the Five Steps to Paraphrasing Approach (herein the five-step approach): 1) understanding the text, 2) cluster reading, 3) expressing ideas orally, 4) expressing ideas in writing, and 5) writing for different audiences. Each step was necessary; they were progressively interrelated but also were non-linear. The choice of focus for the training program is from the linguistic perspective for composition instructors to help ESL freshmen with paraphrasing practice so as to build up students' academic literacy. Table 3 summarizes the components of each step, including the key teaching practices and learning activities. These components lay the foundation for the training and can be used as a guide for replication with the assumption that adjustments should be made based on context specificity. Each of these components will be further detailed in the following sections. A sample of the training materials can be found in Appendix B, namely the lesson for day two. The five-step approach was adapted from a prototypical instructional model used in

a workshop setting in Raisig and Vode's (2016) work. The key differences or advancements of the materials used in the current study compared to the materials in Raisig and Vode's (2016) study lied in the emphasis of the linguistic analytic process in both comprehension of source texts and production of paraphrases. Specifically, novice second language reader-writers were given instructions and guidance in "breaking down" the meanings in targeted source texts and in "building up" a paraphrase by using their own words.

Table 3

Summary of Training Components in Five Steps to Paraphrasing Approach

Steps	Learning outcome	Teaching Practices	Learning Activities	Metacognitive strategies or metacognitive knowledge
1) understanding the text	to help students to pay attention to input and train their noticing of input	demonstration of annotating as a note-taking strategy	Prior to the lesson, students completed Guided Exercise 1. The focus was verbatim note-taking.	planning; goal setting; processing of tasks; monitoring of progress
2) cluster reading	to comprehend input and organize the information in a logical way; to train students in getting to know the context of the ideas that they will borrow.	introduction to clustering using examples. Researcher encouraged participants to imitate making the clusters in their reading practice.	Students view a few common types of clusters, for example, chronological, cause-and-effect, problem-solution, on the PowerPoint. After class, they drew clusters based on an assigned reading in Guided Exercise 2.	planning; goal setting; processing of tasks; monitoring of progress
3) expressing ideas orally	to help students gain intake of the ideas that they are going to borrow from the source texts and then orally express the same meanings using their own words.	demonstration of how to read source texts and then use their own words to convey the same ideas as the source excerpt. The researcher encouraged students' expression of their own ideas orally using their own words. This is the initial practice of breaking down the source text excerpts.	Students were paired up to do a peer exercise. Each in a pair received two different excerpts and they would tell their partner what was in their own excerpt. The partner would rate their performance in orally expressing the content in a new way. In this step, participants receive linguistic scaffolds from the researcher. The process and techniques of "breaking down" is introduced. Specifically, participants "break" the original excerpts into smaller chunks and then use their own words to restate those parts, in preparation for the next step in which they will use	processing of tasks; monitoring of progress; recognition of problems

			those newly written chunks as “building blocks” to construct their paraphrases.	
4) expressing ideas in writing	to gain intake from the source texts, and then express in writing the same meanings in their own words.	guidance on how to continue breaking down the source text excerpts to write a message with the same ideas to different groups of intended audience by using language with different stylistic features.	Students wrote a few sentences based on the “broken-down” product; “broken-down product” refers to the shorter or smaller clauses that writers generated in preparation for constructing or building up their own new paraphrase.	processing of tasks; monitoring of progress; recognition of problems; repair of problems
5) writing for different audiences	to help students get to know the intended audience; to acquaint them with the actual need for paraphrasing in life situations; to train them to be aware of stylistic differences when expressing the same ideas to various intended groups of audience.	demonstration of how to express the same meanings through different language use when the target audiences change. Then researcher provided the source texts and guided participants in a language exercise in which they each practiced using language of differed styles when the imaginary audiences were different.	Students completed Guided Exercise 4 in class, in which they wrote their sentences for three audiences based on information from a same source text.	processing of tasks; monitoring of progress; recognition of problems; repair of problems

Step 1. Understanding the text

In this step, participants took notes. Note-taking is a connecting point between “copying” and “paraphrasing,” namely writing the same meanings using one’s own words. The aim of this step was to remind participants that reading input and comprehension are very important for source-based writing, paraphrasing included. Henney (2015) used a few case studies in her

dissertation and Hirvela (2004) also used case studies to show that reading comprehension is critical for the completion of reading-to-write tasks.

This step can train students in how to effectively locate the most important and relevant input from their outside sources. The main practice for the participants was to copy verbatim notes from the source text that they thought had conveyed the most important or relevant ideas to their own writing. The step of “copying,” essentially effective note-taking, has been considered by many source-based writing researchers as an important preparatory step for completing reading-to-write tasks (Currie, 1998; Keck, 2010; Pennycook, 1996; Shi, 2018). Students were given reading materials related to one theme: sustainability through the use of electric cars. The eight-session mini-training program utilized different excerpts from one article (Appendix B) to present as prompts, reading materials, or example passages throughout the intervention process. At the very beginning of the training program, student participants were encouraged to read the entire article at least one time to grasp the gist of the article. Different parts of the article were used as the source text excerpts for the exercises throughout the training intervention. Some of them were used in the pre-task and post-task. Some of them were used for the guided exercises which students worked on outside of the regular class session as either preparation exercises for the mini-sessions or the paraphrasing exercises after the sessions. This step prepared the participants for the next few steps by accurately comprehending ideas from the source texts.

Step 2. Cluster reading

The aim of this step was to introduce to the students some effective ways of organizing information with the help of visual aids. This step focuses on the accurate and adequate input of information before one engages in writing activities. The discovered logical relationship, based

on which the participants created the clusters, could pave a solid foundation for writing one's own paraphrases. This step also prepared the participants by helping them organize the ideas that they got from the source texts. This step also reminds participants that even though they only needed to use short excerpts from a source text, understanding the ideas from the entire piece of reading material, namely taking into consideration the bigger context where the excerpts were from, were vital for accurate construction of paraphrases. This way, participants can be aware of the caveat of avoiding "writing from sentences" (Howard, Serviss, & Rodrigue, 2010, p. 187).

Step 3. Expressing ideas orally

This step focuses on the connection between idea input and comprehension and initial as well as informal language production. This step shows that this intervention program has a social aspect. Inclusion of this step is in alignment with the tenet that writing is a social activity and writing development is also a social activity (Murray, 2014). Meanwhile, multimodal activities can facilitate the prewriting stage in which writers get themselves prepared for the real writing task (Murray, 2014). Different from the station two of "interviewing your text" in Raisig and Vode (2016) workshop plan, this step encouraged participants to use peer help. Participants engaged in a pair exercise in class in which they talked to their partner the content in their own excerpt. They were told to express the same ideas from the excerpts using their own words. Furthermore, when pair work is involved, the need for meaningful communication is authentic. Members in each pair were also held accountable towards one another in the process of this exercise or language practice activity.

Another significant feature of this step is that the process and techniques of "breaking down" are introduced in this step. "Breaking down" and "building up" are two key notions in

this intervention. The implementation and use practice of these two key notions are where the linguistic scaffold of this intervention comes in. The ideas and decision of establishing these two concepts originated from the key notions in a classic composition textbook by Strong (1983), in which sentence combination was the main topic. Both steps 3 and 4 are venues for the “breaking-down” and “building-up” processes.

Step 4. Expressing ideas in writing

This step aimed to provide participants with unthreatening opportunities to practice what they learned in the previous step. After practicing using spoken language to convey the ideas that they read about, they wrote down the ideas using their own language. One technique was used across both step three and step four, which was to first “break down” the source excerpt, and to then “build up” the new excerpts on the basis of the small chunks of language from the “break down” process. In this step, participants were engaged in individual exercise in class as well as outside of class.

This step is a natural continuation of step 3. This step also segues participants from informally talking about the meanings in their own words to semi-formally writing about the ideas in their own words on paper. This step imitates and echoes what is presented in station number six in Raisig and Vode’s (2016) workshop. This step of writing one’s own paraphrase essentially followed the suggestions in paraphrasing construction by instruction materials provided by many university Writing Centers (Guo, manuscript in preparation).

Step 5. Writing for different audiences

Raisig and Vode (2016) includes this step in their workshop. This step guides the current intervention in the direction of rhetorical consideration. The success in this step can facilitate

students' transition from fulfilling genre-specific goals to meeting the needs of the target audience ("Rhetorical Awareness and User-Centered Design", Purdue Online Writing Lab). This step conveyed to participants that styles of language might need to change according to the different audiences that writers need to address. The declarative knowledge demonstrated in this step is of an advanced level. Participants might have some difficulty grasping the key principles of the procedural knowledge at the beginning. Nevertheless, this is still a conducive practice for participants. Some of them mastered the techniques to write for different audiences by the end of the practice or intervention training, while others might only understand the principles after the researcher's explanation but lack skills to carry them out so as to write to different groups of audiences in appropriate ways.

Data collection instruments

Effects of the intervention can be shown through two perspectives. One is through the difference in the performance between pre-task and post-task, both of which could be taken as one type of structured writing task, and the other perspective is through participants' essay drafts to answer authentic prompts in the course, which is categorized as one type of unstructured writing task. The two essays, for each of which participants produced drafts, were characterized as unstructured tasks, in comparison to the pre- and post-tasks which were classified as structured tasks in the current study.

Structured writing task

The pre- and post-tasks consisted of four source text excerpts from two articles on a very similar subject, namely the use of electric cars to protect the environment (see Appendix D) to ensure comparable task familiarity. The source text excerpts were also very similar in terms of

their syntactic and lexical complexity as measures of readability. Before administering the pre- and post-tasks, Lextutor (www.lextutor.ca) was used to make sure the excerpts were highly comparable to limit the impact of task complexity on students' performance. The tool "VP-classic" on the website was used to measure the following aspects: Words in text (tokens); Different words (types); Type-token ratio; Lexical density (content words/total). Type-token ratio and lexical density are normalized measures of lexical complexity and so it was important for these values to be similar across prompts. When the numbers for these dimensions differed for the four excerpts, types and tokens were modified without changing the meanings of the original excerpts. Table 4 shows the comparison between prompts, indicating that the two prompts in pre-task and the two prompts in post-task are similar in type-token ratio and lexical density (content words/total).

Table 4

Comparison Between the Readability of Source Text Excerpts Used for Pre- and Post-tasks

	Pre-task: Excerpt 1	Pre-task: Excerpt 2	Post-task: Excerpt 1	Post-task: Excerpt 2
Words in text (tokens):	69	70	56	71
Different words (types):	49	50	43	52
Type-token ratio:	0.71	0.71	0.77	0.73
Lex density (content words/total)	0.65	0.63	0.68	0.63

Note: the four excerpts are detailed in Appendix D.

Unstructured writing task

Participants' two drafts for both types of essays, namely compare and contrast essay and argumentative essay, were collected. Instructors gave students the general topics related to technology and reading, as prompts for the two essays (details can be found in Appendix A). Students needed to narrow down to a specific topic prior to starting to write their first essay draft. The objective of these two writing assignments was to provide participants with the opportunities to utilize what they learned in the composition course to compose their own essay of their preferred topics. The essays were source-based writing tasks. In the assignment sheet for each of the two essays (Appendix A), the following sentence appears in the "instructions" section: "Your essay must make use of at least 3 sources, which you must cite using in-text citation (at least one for each source) and a reference page in APA style." The unstructured writing tasks resembled other essays that participants need to write throughout their college career to a larger extent than the structured tasks. The tasks also served as a testing field for verifying transfer of the knowledge participants learned and acquired about writing conventions and stylistic consideration in this international composition course.

Paraphrasing Exercises

Along with the six mini-lessons given at the first twenty-minutes of the formal lessons by the researcher (acting as instructor), predetermined exercises were used either prior to the mini-lesson as a warm-up exercise to get participants well-prepared for the up-coming contents in the five-step approach, or after the mini-lesson as checking-point exercises to assess how well they understood the specific components in the approach. Some of the exercises might not be paraphrasing exercises. Specifically, they were exercises focused on the target skill set for the

specific stages of the five-step approach. For example, at the beginning stage when carrying out the mini-lessons or the entire mini-intervention, some exercises were note-taking exercises. Another example is that an exercise in pairs which happened in class focused on peers orally conveying to one another the content in the excerpt they each received. However, different formats of exercises are from a real paraphrasing practice, with each of the pre-designed exercises purposefully serving the overarching goal of honing one's paraphrasing skills. The exact and specific guidelines for all the exercises utilized throughout this mini-training is displayed in Appendix A.

Survey

The targeted construct of the current study determined the type of data collection tools that were used. Self-efficacy is a focused construct in this study and it decided that participants' self-report efficacy as the study progressed would be recorded by the repetitive use of a series of short-answer survey questions. The specificity of the efficacy in the research context of the current study is multilingual college freshmen's reading-to-write self-efficacy. As a domain-specific construct (Bandura, 2006; as cited in Bruning et al., 2013), reading-to-write efficacy in the current study was firstly operationalized into a few short statements measured with a number scale, which consisted of complete numbers with interval of 10 between zero and a hundred (as has been discussed above), and secondly operationalized into three short-answer questions with responses recorded as open-ended statements.

This survey containing ten items regarding participants' perceptions related to both reading and writing aspects of the training program mini-lessons was carried out at the end of each of the eight mini-lessons. The survey took roughly five minutes to fill out each time. The

survey was designed by the researcher. The survey for each session was the same and each contained ten items, with short-answer questions. The design of the survey was inspired by the discussion on “dimensions of self-efficacy for writing” by Bruning, Dempsey, Kauffman, McKim, and Zumbrunn (2013). In the set of surveys, the construct of self-efficacies in reading and writing in English were being measured. The purpose of the survey was for participants to self-evaluate and record how confident they felt when they dealt with the reading tasks and the writing tasks during a mini-session. It asked students to rate their confidence levels using numbers between zero and one hundred in each item. The interval between two numbers on the scale is ten. The survey can be found in Appendix E.

Interviews

Interviews were done after the entire training program. The five interviews were conducted twelve to nineteen days after the last day of the intervention. In order not to disturb participants’ busy daily schedule, not to let the interview become a burden for voluntary participants, and in the meantime to soon record their retrospective ideas about the mini-intervention, voluntary interview participants reached an agreement with the researcher to attend an interview within twelve to nineteen days after the completion of the entire mini-program. Five participants among the eighteen were willing to participate in an interview. The interview recorded participants’ perceptions on benefits and difficulties when using the five-step approach. The interview was a semi-structured interview. It had three parts. Part one contained remembering questions and evaluations questions. There were six short-answer questions in Part one. Part two asked interviewees to perform an imaginary task. Part three was an open-ended question that tied the interview back to the objective of letting interviewees share their

perceptions of the impact of reading-to-write strategy instruction. The interview questions are in Appendix F. The interview questions were peer-reviewed and piloted in a smaller pilot study prior to this dissertation research. Five interviews were collected. The interviews ranged from twenty minutes to thirty-five minutes. All the five interviews were audio-recorded and transcribed verbatim afterwards. Interviewees' perceptions of usefulness and difficulty levels of the intervention were collected. Task performance during the interview demanded interviewees to show their skills. Interview, as a retrospective type of data collection tool, was necessary and appropriate, due to the fact that "impact" was an important construct for this study (see "Data Analysis" for operationalization of "impact").

In the interview, participants shared their thoughts about which steps among the five they thought have been most useful for paraphrasing when they write in English. At the end, some of them also made some suggestions on how to improve the training program, since the researcher herself admitted that there could be some room for improvement for the training program.

Confidence data could also be found in what the participants shared in the interviews, despite that the main focus of the interviews was participants' perceptions on the usefulness and effectiveness of the mini-training program. Short excerpts are presented in the results section.

Logistics of Intervention

The mini-training lasted four weeks. Altogether it had eight sessions, including one preparation session preceding the very first real training session (Table 4). The entire mini-intervention spread into eight mini-sections which were each scheduled to last twenty minutes, despite two sections in which consumption of more time was unexpected. The mini-intervention

co-occurred with the compare and contrast essay unit, which spanned the month of October during that semester. A short preparatory lesson to introduce the goal and format of the intervention, happened during the last day of class in September, right during the introductory lesson to the compare and contrast essay unit. The excerpts selected as example source texts or for the pre- and post-tasks are part of two different articles on a similar topic. By the end of the mini-intervention, student participants would have read the entire article at least a few times. Therefore, the extracted passages are contextualized materials. This is different from the majority of the examples in the handouts or on the webpages presented by the university Writing Center websites (Guo, manuscript in preparation).

Table 5

Overview of the Intervention

Days	Training step	Lesson focus	Language objectives (LO) or Content objectives (CO)
Day 1	Introduction	Overview of the training	CO: Training preview
Guided Exercise 1*	Step 1: Understanding the text	Verbatim note-taking	LO: Attention to and noticing of input
Day 2	Step 1: Understanding the text	Paraphrased notes (annotating)	LO: Attention to and noticing of input
Day 3	Step 2: Cluster read	Cluster reading (know the context of the idea that you will borrow)	LO: Comprehend input
Guided Exercise 2	Step 2: Cluster read	Submit cluster reading final product + read and take notes of an assigned passage to get prepared for the next step	CO: Preparation (for language production in the next step)
Day 4	Step 3:	Express orally (breaking	LO: intake (of language

	Express orally	down** Part 1)	components or idea units from source text)
Day 5	Step 4: Express in writing	Written work (breaking down Part 2)	LO: intake (of language components or idea units from source text)
Guided Exercise 3	Step 4: Express in writing	(in class for 15 minutes) continue breaking down; write a few sentences based on the “broken-down” product; submit by Wed.	CO: Practice (in “breaking down” process)
Day 6	Step 4: Express in writing	Written work (breaking down Part 3)	LO: intake (of language components or idea units from source text)
Day 7	Step 5: Write for different audiences	Write for different audiences (know your audience) {the actual need for paraphrasing in life situations; aware of stylistic differences}	LO: intake/integration (of language components or idea units from source text)
Guided Exercise 4	Step 5: Write for different audiences	Submit assignment for Day 7	CO: Practice (of the five-step approach)
Day 8	Step 5: Write for different audiences	A paraphrase in your essay	LO: integration (of the five steps)
Day 9	Conclude	Assessment	LO: integration (of the five steps)

*Notes: Guided Exercises were supposed to be completed outside of class.

**Notes: “break down” refers to the process of breaking down content/sentences/text

Data collection Procedures

The pre-task was administered in-person at the beginning of the intervention before Step One in the training was introduced. The post-task was carried out at the very last session of the intervention. To track participants’ consistency in performance, participants had twenty minutes to complete the two items in the pre-task at the beginning of the eight-week intervention and

another twenty minutes to work on two different items in the post-task at the end of the intervention. Students were told prior to the beginning of the tasks that they could use online dictionaries if they needed to during the task completion process; however, only one student did use a dictionary.

The unstructured tasks were the second and the third essays for the course, namely the compare and contrast essay and the argumentative essay. For each of the two essays, submissions of two drafts were mandatory for participants to get a score for the essay. Right after the first draft, participants got some feedback from the instructor. Participants needed to make revisions before submitting their second draft by the deadline. The instructor limited the scope of participants' essay submission to a general topic by the form of assignment sheets, while participants still had much freedom and flexibility in the specific topic they wanted to write about, the thesis statement that they wanted to use their writing to support, and the outside sources that they would use as references in their essays. They chose their own outside sources for the essays. The source texts were identified with the help of the References List at the end of participants' essay submissions. The submitted essays each were roughly 1,000 words long. Authors of the essays were anonymized with pseudonyms after essay submissions.

Data Analysis Methods

The key notion or construct in the current study is "impact." Operationally, "impact" is defined quantitatively at the group and individual level as the increase or decrease in the number and percentages of shared wording between the source text and the attempted paraphrases, whereas qualitatively at the group and individual level as the changes of numbers and percentages in the types of paraphrasing strategies used. If decrease in the number and

percentages of shared wording occurred from the source text to the attempted paraphrases, that characterises positive impact; if participants as a group and as individuals used more advanced-level strategies and/or fewer lower-level strategies, then the change reflected positive impact.

To answer the first research question about the impact of reading-to-write strategy instruction on ESL students' abilities to paraphrase in authentic source-based writing tasks, pre- and post-paraphrasing tasks and students' source-based writing were analyzed. Participants' progress was examined and reported from both quantitative and qualitative perspectives, mainly at the group level. The purpose of analysis is to find out whether participants made improvement after attending the mini-sessions for the intervention. Quantitative examination can show the difference before and after the intervention. Coders carefully matched attempted paraphrases with excerpts in the source texts. To examine the progressive or regressive processes during paraphrasing acquisition in a more in-depth manner, a further question for investigation is to find out in what aspects and to what extent they as a group made progress. Qualitative investigation can demonstrate changes in the various linguistic aspects of the attempted paraphrases and further showcase the paraphrasing strategies used through inference. Looking at strategy use before and after the intervention can also be telling about the effects of the intervention centered on reading-to-write strategy instruction.

Participants' paraphrases (from both the structured and unstructured tasks) were examined using Keck's (2006, 2010) frameworks for characterizing second language writers' paraphrasing strategies. In her first framework, Keck (2006) examined "unique links" and "general links." Both "unique links" and "general links" are shared words between the attempted paraphrase and the source texts. They differ in some qualities or aspects. According to Keck,

“unique links” refer to “individual lexical words (i.e., nouns, verbs, adjectives, or adverbs), or exactly copied strings of words used in the paraphrase that (a) also occurred in the original excerpt but, (b) occurred in no other place in the original text” (p. 266). “General links” are “lexical words used in the paraphrase that occurred in the original excerpt but that also occurred elsewhere in the original text” (p. 267).

Keck’s (2006) framework classifies types of paraphrases (Table 6). In the current study, instances of attempted paraphrases were first identified through the instances of in-text citations. Then the attempted paraphrases were categorized into different types based on the number of shared words when compared against the source text, based on Keck’s (2006) categorization scheme. The types are “Near Copy,” “Minimal Revision,” “Moderate Revision,” and “Substantial Revision” (Keck, 2006, p. 268). The grammatical structures of the attempted paraphrases were also analyzed to identify the potential use of paraphrasing strategies, also on the basis of Keck’s (2010) framework. Keck’s two frameworks (2006; 2010) are complementary and have been proven fruitful and productive for analyzing attempted paraphrases. Therefore, the two frameworks provided strong starting points and solid instrumental support for investigating the effectiveness of the five-step approach on students’ paraphrasing skills.

Table 6

Classification of Paraphrase Types with Examples

Code	Linguistic criteria	Examples	
		Source Text Excerpt: (can be found in Appendix D. Pre-task prompt One.)	Percentage of unique links
Near Copy	50% or more words contained within unique links	In 2006, Tesla Motors started producing a luxury electric sports car which could go more than 200 miles on a single charge.	92%

		Then Tesla received a \$465 million loan to establish a manufacturing facility in California in 2010 . (pre-task example)	
Minimal Revision	20-49% words contained within unique links	In 2006, a small startup, Tesla Motors, would begin to make a new kind of car which would be able to go more than 200 miles on only one charge . This announcement made a large progress in electric vehicles. A \$465 million loan was received from <u>the Department of Energy's Loan Programs Office</u> -a loan which Tesla repaid in 9 years in California in order to set up a manufacturing facility . (pre-task example)	46%
Moderate Revision	1-19% words contained within unique links	Source text: In recent years, <u>the Department of Energy's Loan Programs Office</u> has invested in battery research and development. This investment has helped cut electric vehicle battery costs by 50 percent in the last four years while simultaneously improving the vehicle batteries' performance (meaning their power, energy and durability). The change in turn has helped lower the costs of electric vehicles and has made them more affordable for consumers. Paraphrase: <u>The Department of Energy</u> has focused on creating battery research and evolvment. Their innovations have been helpful for reducing electric vehicle battery's price to half of the earlier price. Batteries' ability strongly evolved. Turn has significantly changed, and it contributed in the decline of electric vehicle's prices. (post-task example)	6%
Substantial Revision	No unique links	No examples from pre-task or post-task responses	N/A

Note: Classification scheme is adopted from Keck (2006) with examples from the present study. The wordings in boldface are identified shared words between the source texts and the attempted paraphrases. Moderate and substantial revision was not found after analyzing pre-task paraphrases.

To answer the research question of effectiveness, Keck’s (2010, p. 204) framework was utilized to dissect the paraphrasing strategies used by the participants. The categorization scheme by Keck (2010) provided an analysis framework of strategy use in the participants’ responses to the pre-and post-tasks, as well as excerpts from their submissions to the unstructured writing tasks, namely Compare and Contrast essay and Argumentative Essay. The following table (Table 7) demonstrated the categorization of strategy use through the example responses to pre-tasks and post-tasks by the participants.

Table 7

Examples from Participants’ Pre-tasks or Post-tasks to Demonstrate the Three Types of Strategies

Code	Description	Reference Text	Paraphrase	Example Analysis
Substitution	“Instances in a paraphrase where the student borrowed at least three consecutive words from the original, and then made changes to the borrowed string by replacing words with synonyms” (Keck, 2010, p. 204).	An event that reshaped electric vehicles was the announcement in 2006 that a small startup, Tesla Motors , would start producing a luxury electric sports car that could go more than 200 miles on a single charge .	Tesla Motors announced a small startup of reshaped electric vehicles could go more than 200 miles with a single charge .	on a single charge → with a single charge
Addition	“Instances in a paraphrase where the student borrowed at least three consecutive words from the original, and then made changes to the borrowed	If we transitioned all the light-duty vehicles in the U.S. to hybrids or plug-in electric vehicles using the current technology, we could reduce our dependence on	In 2012 Obama launched a project, whose goal is make electric vehicle as affordable as gasoline-powered vehicle by 2020 . Because we can reduce the use of foreign oil	in the U.S. → in the whole U.S.

	string by adding additional words” (Keck, 2010, p. 204).	foreign oil by 30-60 percent, while lowering the carbon pollution from transportation by 20 percent . To help reach these goals, in 2012 Obama launched an initiative that recruits America’s elites to make electric vehicles as affordable as gasoline-powered vehicles by 2020 .	by 30-60 and also can reduce carbon pollution by 20% if we use light-duty vehicle in the whole U.S.	
Deletion	“Instances in a paraphrase where the student borrowed at least three consecutive words from the original, and then made changes to the borrowed string by deleting words from the borrowed string” (Keck, 2010, p. 204).	An event that reshaped electric vehicles was the announcement in 2006 that a small startup, Tesla Motors , would start producing a luxury electric sports car that could go more than 200 miles on a single charge . In 2010, Tesla received a \$465 million loan from the Department of Energy’s Loan Programs Office-a loan that Tesla repaid in full nine years early-to establish a manufacturing facility in California .	In 2006, a small startup, Tesla Motors , would begin to make a new kind of car which would be able to go more than 200 miles on only one charge . This announcement made a large progress in electric vehicles. A \$465 million loan was received from the Department of Energy’s Loan Programs Office-a loan which Tesla repaid in 9 years in California in order to set up a manufacturing facility .	Deletion (1): in full nine years → in 9 years Deletion (2): in full nine years early → in 9 years X

<p>Clause Element Revision</p>	<p>“A phrase or clause in the paraphrase which: did not use a Deletion/Addition/Substitution strategy could be linguistically linked to a clause element in the original, through the use of shared words, synonyms and/or shared clause patterns; and attempted to convey the same meaning of the clause element it was linked to linguistically” (Keck, 2010, p. 204).</p>	<p>An event that reshaped electric vehicles was the announcement in 2006 that a small startup, Tesla Motors, would start producing a luxury electric sports car that could go more than 200 miles on a single charge. In 2010, Tesla received a \$465 million loan from the Department of Energy’s Loan Programs Office-a loan that Tesla repaid in full nine years early-to establish a manufacturing facility in California.</p>	<p>In 2006, a small startup, Tesla Motors, would begin to make a new kind of car which would be able to go more than 200 miles on only one charge. This announcement made a large progress in electric vehicles. A \$465 million loan was received from the Department of Energy’s Loan Programs Office-a loan which Tesla repaid in 9 years in California in order to set up a manufacturing facility.</p>	<p>Example One: An event that reshaped electric vehicles was the announcement → This announcement made a large progress in electric vehicles.</p> <p>Example Two: Tesla received a \$465 million loan from the Department of Energy’s Loan Programs Office → A \$465 million loan was received from the Department of Energy’s Loan Programs Office.</p>
<p>Clause Element Creation</p>	<p>“A phrase or clause in the paraphrase which: could not be matched to a phrase or clause in the original because it contained few, if any, linguistic links to the original excerpt; and conveyed ideas that were not explicitly stated in the original” (Keck, 2010, p. 204).</p>	<p>An event that reshaped electric vehicles was the announcement in 2006 that a small startup, Tesla Motors, would start producing a luxury electric sports car that could go more than 200 miles on a single charge. In 2010, Tesla received a \$465 million loan from the Department of Energy’s Loan Programs Office-a loan that Tesla repaid in full nine years early-to establish a manufacturing</p>	<p>Tesla Motors announced in 2006 that they would start producing a luxury electric sports car that could go more than 200 miles. This is regarded as an event that reshaped electric vehicles. Due to Tesla’s repaid in full nine years early to found a manufacturing facility in California, Telsa received a loan of \$465 from the DELP in 2010.</p>	<p><i>Due to</i> Tesla’s repaid in full nine years early to found a manufacturing facility in California, Telsa received a loan of \$465 from <u>the DELP</u> in 2010.</p>

		facility in California.		
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Also to enhance the objectivity of the answers to research question one, the primary investigator of this study invited three of her colleagues to help with the data analysis process. The three colleagues had rich experience in teaching Freshman composition courses. Two colleagues have taught International Freshman composition a few times, while the third colleague has taught English composition to domestic freshmen quite a few times. The three coders helped with identifying general links and unique links from excerpts from participants' CC and AE essays.

To answer research question two, all participants were asked to participate in the interview. Five reader-writers each voluntarily participated in a one-on-one interview. The interview was a semi-structured interview. Interview responses were audio-recorded, then transcribed verbatim. The interview transcripts were examined and analyzed, so that theme categories emerged. The five students who agreed to participate in a post-intervention interview were: Xiao, Sunny, Kai, Momo, and Qing. Table 8 shows the overall performance by value scores in both pre-task and post-task for all the eighteen participants.

Table 8

Scores for Paraphrases in Pre-task and Post-task by Individual Participants

Participants	Total Scores on Task Performance ^a
<i>Low performers</i>	
Jian	3
Albert	3
Ruth	4
Chen	4
Jane	5

Jerry	5
Sunny*	5
Yong	5
Jack	5
<i>Mid performers</i>	
Ron	6
Abdul	6
Xiao*	7
Rui	7
Momo*	7
Kai*	7
Dora	7
<i>High performers</i>	
Qing*	8
Kathy	11

^a scores based on a sum of scores using the scheme: Near Copy = 1; Minimal Revision = 2; Moderate Revision = 3; Substantial Revision = 4; N/A = 0; and direct quote = 0

Notes: * = interview participants; Names in the table are pseudonyms.

To answer research question three, two reader-writers were selected. They were selected based on their performance in both the pre-task and post-task, their TOEFL scores when entering this university as freshmen, and their completion of a final interview. Sunny, with a score of 5, is one of the participants who had one of two mode scores among this group. The two mode scores are five and seven. If the two participants with the score of 6 (the medium score) were identified as “mid performers,” then Sunny would be classified as a mid-low performer. Qing scored 8, which is the second highest score among this group. Another participant had the highest score of 11. Therefore, Qing was identified as a mid-high performer in this group.

In order to present a comprehensive picture of the developmental process of a reader-writer during the intervention, Sunny as a mid-low performer and Qing as a mid-high performer, were selected as focal participants for the case studies. Besides the clear gap in the performance in the sum of pre-task and post-task [as shown in Table 8 above], the distinction in English

proficiency levels was clear between Qing and Sunny [as shown in Table 9 below]. Furthermore, they each provided the most complete set of data amongst all the participants.

Table 9

Qing’s and Sunny’s Self-report TOEFL Scores

Qing	Sunny
TOEFL total score: 98.	TOEFL total score: 65.
TOEFL subsection scores:	TOEFL subsection scores:
Reading: 26	Reading: 10
Listening: 24	Listening: 17
Speaking: 24	Speaking: 18
Writing: 24	Writing: 20

Sunny’s matriculation TOEFL score was only a bit higher than the minimum score required for international freshmen applicants to this university, which was 60. Qing’s TOEFL score when matriculated to this university was relatively high, which was 98. Her performances in reading and writing were balanced, specifically 26 and 24 points. Qing had been recognized as a pretty balanced English as a second language user, and her overall English proficiency was high. As for Sunny, his performances in reading and writing had a drastic gap, specifically between 10 and 20. Therefore, Sunny was identified as an imbalanced ESL user, and his overall English proficiency was relatively low despite that he qualified to start academic study in this university.

For Research Question Two, perception data included participants' responses to short-answer questions in the survey carried out at the end of the mini-lesson, and responses to the post-intervention interview. Data were analyzed inductively for both types of perception data. Theme emerged from responses to the short-answer questions to reflect participants' immediate perceptions regarding the three target questions, namely "factors" question, "difficult" question, and "helpful" question. Several themes related to the reading-to-write task completion emerged from interview data from five voluntary interviewees. Furthermore, the framework of subcategories of metacognitive knowledge and awareness by Grabe and Stoller (2011) was borrowed to dissect the metacognitive aspects presented in interviewees' responses. To a very large extent, the themes presented how novice international reader-writers perceive reading-to-write tasks within the ESL college academic discourse context.

For Research Question Three, data collected from Qing and Sunny were analyzed in-depth. Their responses to pre-task and post-task, their submission of Guided Exercises, and their final drafts of the CC and AE essays were collected as performance data. Their responses to the short-answer questions in after-session surveys, and their responses to the post-interview interview were collected as perception data. The key distinctions in response between Research Questions Two and Three lie in that the response to RQ 3 unraveled individual differences during the paraphrasing skills acquisition process. Data were also analyzed inductively, and interactions were examined amongst different types of data, which were strung together by each of the two focal reader-writers.

CHAPTER IV

FINDINGS

This chapter first examines the overall effects of the intervention at the group level and individual level by looking into the participants' performance in structured and unstructured tasks. Secondly, the chapter unravels students' perceptions towards the impact of reading-to-write strategy instruction on their development of paraphrasing skills. Specifically, changes in confidence levels and general attitudes based on questionnaire and interview results will be presented. Thirdly, the chapter reveals individual differences in acquisition of paraphrasing construction by describing the experiences of two focal reader-writers.

Participants' progress was investigated from both quantitative and qualitative perspectives, as well as from a group and individual perspective. The purpose of the analysis is to find out whether participants' performance showed improvement after attending the mini-sessions for the intervention. Quantitative data show the difference before and after the intervention. It is also important to examine how and in what aspects they as a group and individually develop differently in their paraphrasing behaviors, performance, and perception toward training. Thus, qualitative findings demonstrate the varied or similar paraphrasing strategy use by students before and after the intervention.

The overarching aim of this research is to measure and evaluate the actual and perceived effects of reading-to-write strategy instruction on ESL students' abilities to paraphrase. To achieve this aim, both group data and individual data are presented and interpreted following three specific research questions:

- (1) To what extent does reading-to-write strategy instruction impact ESL students' abilities to paraphrase in structured and unstructured source-based writing tasks?
- (2) What are students' perceptions towards the impact of reading-to-write strategy instruction on their development of paraphrasing skills?
- (3) How do focal reader-writers differ before, during, and after experiencing the Five Steps to Paraphrasing Approach?

Research Question One

This section presents results to answer the research question: To what extent does reading-to-write strategy instruction impact ESL students' abilities to paraphrase in structured (i.e., the pre-task and the post-task) and unstructured (i.e., the two major essays) source-based writing tasks? Quantitatively, impact was investigated by examining quantity and quality of paraphrasing before and after completion of the structured and unstructured tasks, as described by Keck (2006). Impact was also determined by changes in strategy use, which can be telling of the effects specific to reading-to-write strategy instruction. Qualitatively, this section attempts to describe the impact in greater depth by demonstrating changes in the various linguistic aspects of the attempted paraphrases and further showcasing the paraphrasing strategies students used.

Structured Writing Task

In the pre-task responses, 26 attempted paraphrases were collected. In the post-task responses, 34 attempted paraphrases were collected. As an initial observation, students were able to complete more paraphrases after the intervention during the same timeframe, namely within twenty minutes. It is possible that the intervention provided students with strategies to paraphrase at a faster speed. Future research with more paraphrasing tasks than the two utilized in this study could provide more insight into this trend. However, a concern of higher importance is whether students were able to produce higher quality paraphrases (i.e., changes in lexical characteristics and grammatical strategy use), which is what the next set of results sought to uncover. These results will be discussed at the group level first and then proceeded with individual-level comparisons.

Group- and individual-level comparison in lexical characteristics. To quantitatively evaluate the quality of the attempted paraphrases in the pre- and post-tasks, Keck's (2006) framework was used to measure the instances written by the participants. Again, according to Keck (2006), *unique links* refers to individual lexical words or word strings that also occur in the reference text but occurred in no other place in the original text while *general links* refers to shared chunk of wordings that appear in a specific passage, and then once again in other parts of the bigger context where the passage lies. Length here specifically refers to the number of words.

Theoretically, the shorter the length of wordings of unique links, namely the fewer number of words in a chunk, the more likely the attempted paraphrase was

constructed in the participant's own words. Thus, a decrease in mean length of unique or general links suggests greater difference in lexical characteristics from reference to paraphrased text from pre- to post-task. A Friedman Test was performed to determine the difference in performance from pre- to post-task. This test is a nonparametric alternative to a repeated measures ANOVA, which is appropriate given its value for pre-/post-test designs. A nonparametric test was necessary because of the small sample size. Table 10 shows paraphrase length, mean number of words contained in unique and general links, and mean percent of total unique and general links for the attempted paraphrases. The table also shows the results of group differences in lexical characteristics from pre- to post-structured tasks, as illustrated by means, SD, Median, and results from a series of Friedman tests to determine statistical significance.

Table 10

Lexical Characteristics of Paraphrases Identified in Pre- and Post-structured Tasks

(Friedman Test)

Lexical characteristics	Pre-task (N=26)			Post-task (N=36)			χ^2	p (df = 1)
	M	SD	Md	M	SD	Md		
Length in total words	17.94	14.64	15.5	21.44	8.69	20.5	.118	.732
Mean length of unique links	2.35	2.08	2.47	2.87	1.22	2.47	.257	.612
Mean length of general links	2.25	2.13	2.5	3.89	2.29	4	7.76	.005*
Mean percent of unique links	36.64	28.87	39.23	34.78	17.992	33	0.444	0.505

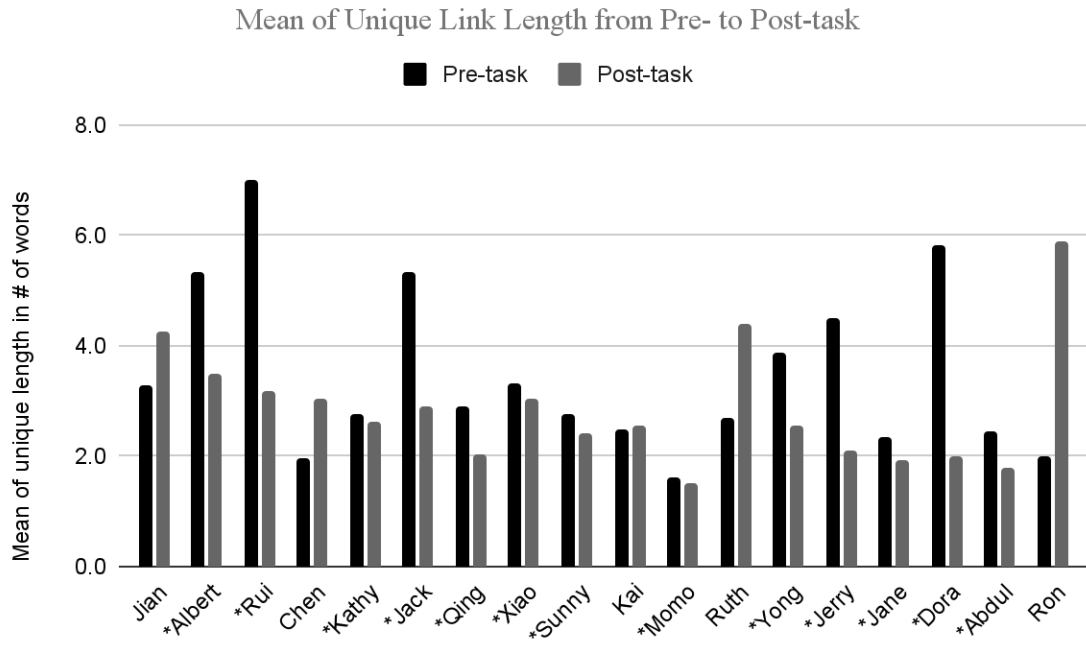
Mean percent of general links	8.27	7.35	6.5	8.62	5.74	8.5	2.130	.144
* p < .05								

Although the mean length of unique links seemed to increase from pre- to post-task, results of the Friedman test did not show statistically significant difference ($p > .05$). However, students seemed to use more general links in their paraphrase from pre-task (Md=2.5) to post-task (Md=4), $\chi^2(1) = 7.76, p = 0.005$, which may be indicative of varying forms of strategy use.

Students' overall limited change may seem alarming, and a replication of this study with more students and a longer time frame could impact the results significantly. However, from an individual level, 13 of 18 students decreased their mean unique link length at the time of the structured post-task. Additionally, among the eighteen participants, from pre-task to post-task, seven of them wrote paraphrases that had a lower percentage of unique links, while eleven of them wrote paraphrases with an increase of percentage in the use of unique links from the source text. Figure 1 illustrates this trend. For either unique links or general links, shorter strings are more desirable. Unique links and general links are shared wordings. Shorter shared wordings would probably indicate longer strings of words produced by the reader-writers themselves. Therefore, thirteen participants among the eighteen demonstrated a more desirable outcome in the current study.

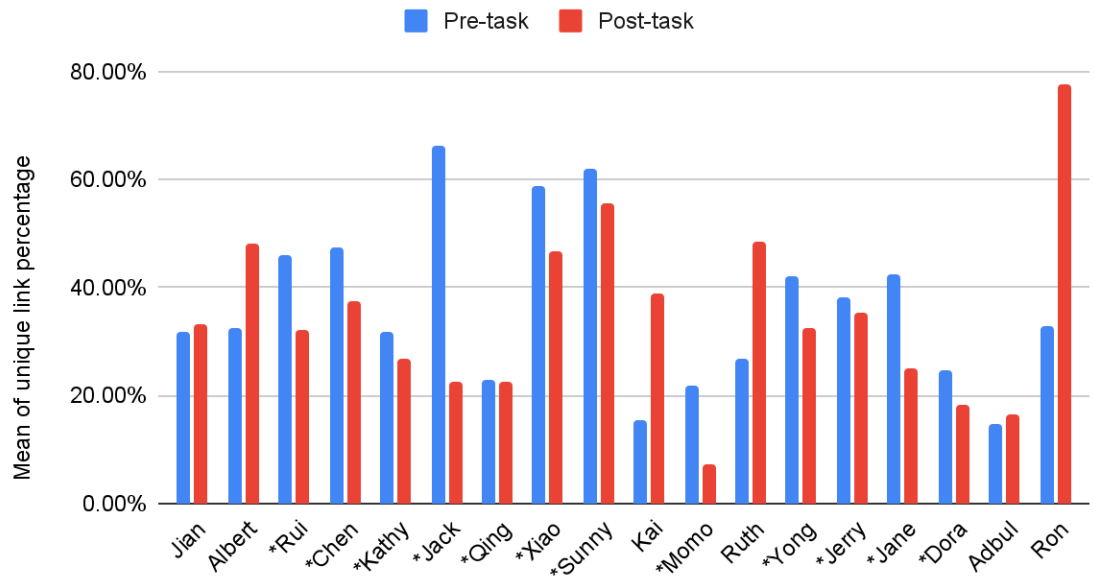
Figure 1

Individual Differences in (a) Mean Unique Link Length and (b) Mean Unique Link Percent from Pre- to Post-task (Structured Task)



(a) *=students showing a decrease in mean unique link length from pre- to post-task.

Mean of Unique Link Percentage from Pre- to Post-task



b) *=students showing a decrease in mean unique link percentage from pre- to post-task.

Group- and individual-level comparison between paraphrase types. Table 11 shows students’ performance in terms of paraphrasing types. As mentioned earlier, some participants could not complete the second item during the pre-task. Therefore, there were altogether ten instances from the pre-task that were labeled as part of the category of “could not complete” within the twenty-minute timeframe. In the post-task, every one of the participants was able to finish both items in twenty minutes. From this, it was clear that participants made some progress in dealing with reading-to-write tasks within the same time constraints, if ideally and hypothetically practice effects did not impact the results.

Table 11

Distribution of Identified Paraphrase Types in Pretask and Posttask

Paraphrase Types	Pre-task		Post-task		Total	
	N	%	N	%	N	%
Could not complete	10	27.78	0	0	10	14.29
Near Copy	14	38.89	6	17.65	20	28.57
Minimal Revision	11	30.56	22	64.71	33	47.14
Moderate Revision	1	2.78	6	17.65	7	10
Substantial Revision	0	0	0	0	0	0
Total	36	100	34	100	70	100

In the pre-task, students' paraphrases were primarily categorized as Near Copy (38.89%) and Minimal Revision (30.56%) with only a small fraction representing Moderate Revision (2.78%). It is also noted that 27.78% of paraphrases were coded as "Could not complete". In the post-task, paraphrases were primarily Minimal Revision (64.71%) and Moderate Revision (17.65%). Paraphrases categorized as Near Copy decreased to 17.65%. Substantial revisions were not found in pre- or post-task paraphrases.

These findings indicated that, given the same time constraints and similar level of difficulty in the items, participants as a group seemed to become more capable of completing the post-task compared to when they worked on the pre-task. They produced

fewer paraphrases of “Near Copy” type, but more paraphrases of “Minimal Revision” type, in the post-task.

Table 12 displays individual performance of all the participants by categorizing their structured writing responses into the four types of paraphrase attempts. In bold are results from the focal participants examined in the third research question. During the data collection process, some items were left blank by the participants in their responses to the structured writing tasks. These items received the label of “N/A” during the data organization process. If participants did not write anything for prompt two in the pre-task but gave an answer to prompt two in the post-task, then it is considered progress.

Table 12

Paraphrase Types Produced by Individuals in the Structured Writing Tasks

Participant	Pre- prompt 1	Pre- prompt 2	Post- prompt 1	Post- prompt 2
Jian	NC	N/A	Mod R (↑)	NC (↑)
Albert	NC	N/A	Min R (↑)	NC (↑)
Rui	NC	N/A	Min R (↑)	Min R (↑)
Chen	NC	Min R	Min R (↑)	Min R (↔)
Kathy	Min R	Min R	Mod R (↑)	Min R (↔)
Jack	NC	NC	Min R (↑)	Min R (↑)
Qing	Min R	N/A	Min R (↔)	Min R (↑)
Xiao	NC	NC	Min R (↑)	Min R (↑)
Sunny	NC	NC	Min R (↑)	NC (↔)
Kai	Min R	N/A	Min R (↔)	Min R (↑)

Momo	Min R	Mod R	Mod R (↑)	Mod R (↔)
Ruth	NC	N/A	Min R (↑)	NC (↑)
Yong	NC	N/A	Min R (↑)	Min R (↑)
Jerry	NC	N/A	Min R (↑)	Min R (↑)
Jane	NC	Min R	Min R (↑)	Min R (↔)
Dora	Min R	N/A	Mod R (↑)	Min R (↑)
Abdul	Min R	N/A	Mod R (↑)	Mod R (↑)
Ron	Min R	Min R	NC (↓)	NC (↓)

Note: the symbols “(↑)”, “(↓)”, and “(↔)” after the categories for prompt 1 and prompt 2 in post-tasks indicate whether or not there has been progress in responses between pre-task and post-task. “NC” = Near Copy; “Mod R” = Moderate Revision; “Min R” = “Minimal Revision”.

Based on the directions of the arrows in the above table, results seem to suggest that for prompt one from pre-task to post-task, fifteen participants made progress and three participants did not. As for prompt two from pre-task to post-task, twelve participants made progress and six students did not. From the categorizations of the paraphrase types, the above table showed that a bigger portion of participants made progress in both the first prompts and the second prompts in both pre-task and post-task.

To further illustrate these findings, Table 13 provides representative examples of Near Copy, Minimal Revision, Moderate Revision, and Substantial Revision. From “Near Copy” to “Substantial Revision,” the proportion of exact wordings decreased. However, the order of ideas or information could not be linked to the four types of paraphrases. For example, chunks of shared words in the example for “Near Copy” follow a different

order than when they are in the source text. The chunks of shared words in the “Minimal Revision” example present the same order as when they are in the source text.

Table 13

Example Attempted Paraphrases for the Four Types in Keck’s (2006) Scheme

Type (participant)	Source text ^a	Attempted paraphrase	% of unique link length
Near Copy (example by Jian)	Spending on mobile phone accessories is expected to reach \$107.3 billion by 2022, according to Allied Market Research, up from about \$61 billion in 2014.	According to Allied Market Research (Brian, 2017),, up from about \$61 billion in 2014, cost on smart phone accessories is expected to reach \$107.3 billion by 2022. (Brian, 2017).	80%
Minimal Revision (example by Kathy)	From the viewpoint of supporters of virtual currencies, national governments often impose undesirable controls , such as restrictions on convertibility , while central banks may facilitate an oversupply of currency , leading to hyperinflation .	In the view of virtual currency advocates, unsatisfying controls like restrictions on convertibility are often be forced by national governments , and central banks may cause an oversupply onto currency , which will bring about hyperinflation (Lo & Wang, 2014, p.2).	35.29%
Moderate Revision (example by Abdul)	If you have a massive library of old Xbox games , however, the Xbox One might be a better buy for you. More than 400 Xbox 360 games are currently playable on Microsoft's new console , including Mass Effect, Splinter Cell: Conviction and the entire Gears of War series.	Currently it holds at four-hundred old Xbox games can be compatible forwith the new one. console (Andronico, 2018).	8.33%
Substantial Revision (example by Yong)	If you’re buying a new smartphone today, chances are very good that it will run one of two operating systems: Google’s Android or Apple’s iOS . These two platforms accounted for virtually all new	However, according to the International Data Corporation (IDC),, most of us always choose the Android operating systems or the IOS , and other systems are nearly non-existent.	0%

smartphones shipped in the last
couple of years, according to IDC.

^aSource texts are from the following resources: Andronico, 2018; Brian, 2017; Lo & Wang, 2014. Both unique links and general links are in boldface.

In the example for “Near Copy,” the chunks in the attempted paraphrase were borrowed from the original text. The chunks include: “**According to Allied Market Research,**” “**up from about \$61 billion in 2014,**” and “**cost on smart phone accessories is expected to reach \$107.3 billion by 2022.**” The third long chunk was from the source text with the word “spending” replaced by the word “cost,” and “mobile phone” replaced by “smart phone.” The main skeleton of the sentence in the source text and the adverbial clause and phrase were intact from the source excerpt to the attempted paraphrase. In the example for Minimal Revision, the writer succeeded in changing the order of information in the attempted paraphrase through the change from active voice to passive voice. Common proper nouns, like “central banks” and “national governments” were kept. They are the general links in this attempted paraphrase. Other more specialized phrases, including “virtual currency,” “restrictions on convertibility,” “an oversupply * currency,” and “hyperinflation,” were also borrowed exactly from the source text but where they were positioned differed between source text and the attempted paraphrase. Despite how the order of information was modified, a large portion of wording is exactly the same. Therefore, this is an instance of “Minimal Revision.”

As for the example for “moderate revision,” the boldface phrases mainly were categorized as “general links,” except the figure “400” (or “four hundred”) in the attempted paraphrase. This number is a piece of specific information that is the unique

provision of this sentence. Low percentage of shared wording, made this a good example of “Moderate revision.” In the example for “Substantial Revision,” only wordings in general links could be identified. No wordings in unique links were found. Therefore, this is a typical example of “substantial revision.”

Group- and individual-level comparison between strategy use. In Keck (2010), students with higher quality paraphrases utilized revision and creation strategies whereas lower quality paraphrases were derived from strategies of deletion/addition/substitution, which relies only on word-level changes and simple word strings versus the revision of whole phrases and/or clauses (revision) or the creation of new phrases and/or clauses (creation). Overall, the students in this study seemed to use more strategies in the post-task (n = 202) compared to the pre-task (n = 105). Figure 2 shows the distribution of strategy usage from structured pre- to post-tasks. At the time of the pre-task, students used deletion/addition/substitution (n = 44) and revision (n = 54) at comparable frequencies. However, at the time of the post-task, students began using more revision strategies (n = 114) compared to deletion/addition/substitution (n = 81).

The use of revision strategy in post-task responses was more than twice that in pre-task responses. Creation strategy usage stayed the same across task times, indicating that the students struggled to formulate their own restructuring of the source text. Novice writers were faced with a higher level of cognitive demand, from deletion/addition/substitution to clause revision strategy to clause creation strategy. Both deletion/addition/substitution strategies and clause revision strategies showed an increase

by 100% in responses from pre-tasks to post-tasks. Therefore, the higher number of instances in the higher level of this cognitive “ladder” indicated progress in this group of participants in their responses from pre-task to post-task. Figure 2 displays the comparison of strategy use between pre-task and post-task amongst the entire group of reader-writers. Changes were observed in all the grammatical strategy types, except for the type of Clause Element Creation. This group of reader-writers used more deletion/addition/substitution and Clause Element Revision strategies in their post-task responses than those of pre-task responses.

Figure 2

Group-level Comparison of Strategy Use Between Pre- and Post-task (Structured Task)

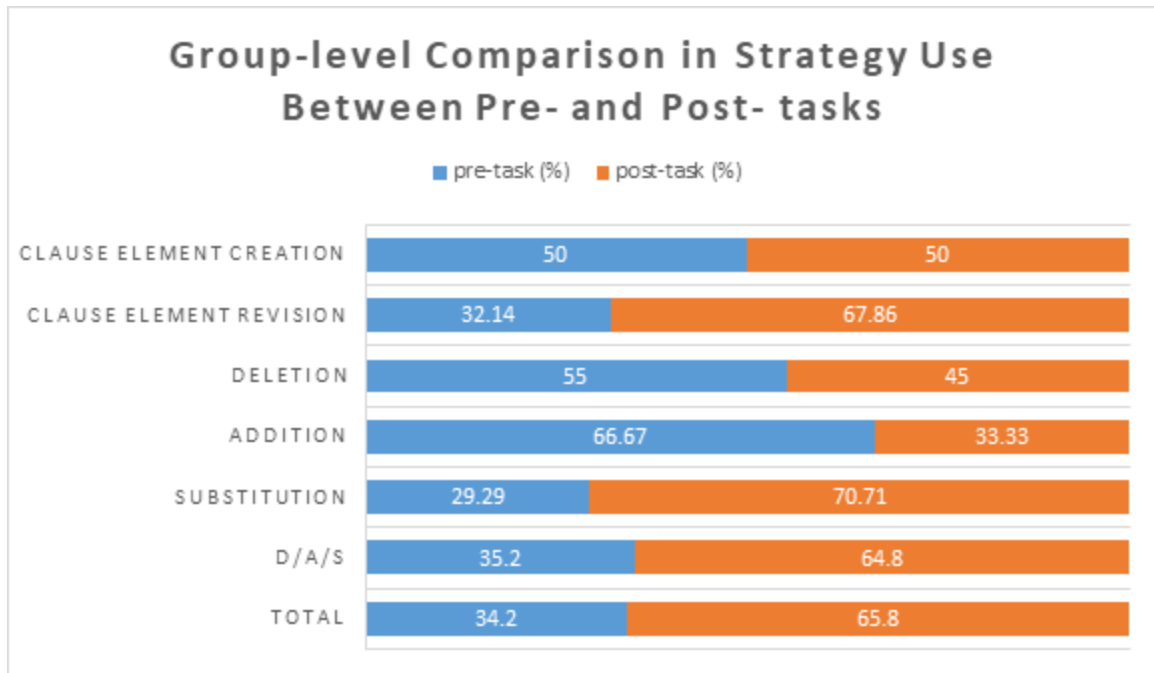


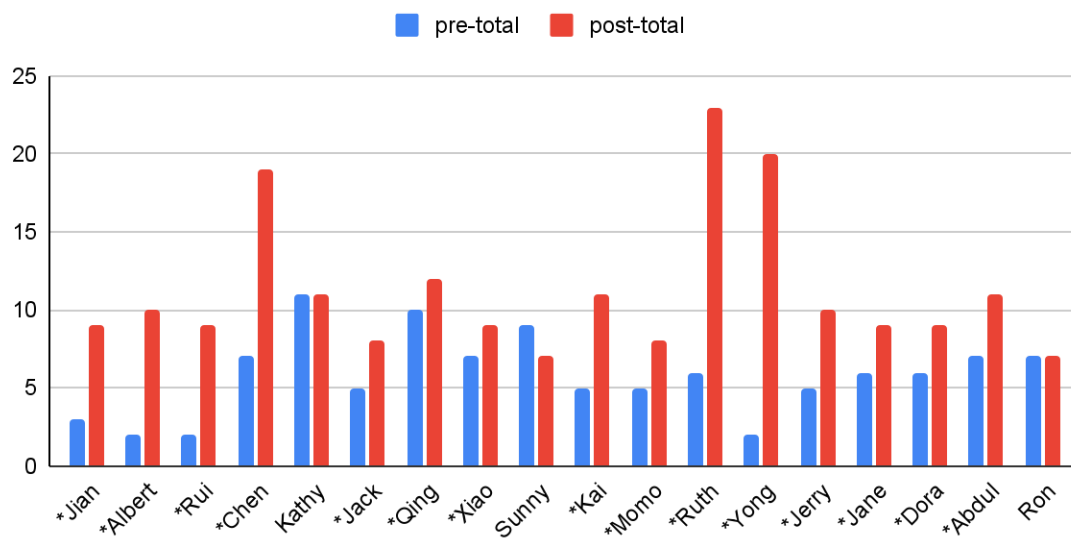
Figure 3 shows the use of paraphrasing strategies by each individual participant in their responses to pre-task and post-task prompts. Based on the number of instances of

strategy use, fifteen among the eighteen participants wrote more instances of paraphrases, the strategy use of which could be identified. Solely based on the increase of number, this was progress seen in the entire group of participants. Two participants showed “no change” in the number of instances of strategy use, and only one participant showed a decrease in the number of instances of strategy use. In his responses to post-task prompts, he used two fewer instances of strategy use than in his response to pre-task prompts.

Figure 3

Paraphrasing Strategies by Individuals in Pre- and Post-task (Structured Task)

Paraphrasing Strategies by Individuals in Pre- and Post-task (Structured)



*=students showing an increase in paraphrasing strategy use from pre-task to post-task.

From the figure, the majority of the participants made progress based on the number of instances of paraphrasing strategy use. There were only a few cases where progress was not seen. They were as follows. Kathy and Ron did not have changes in the

number of paraphrasing strategy use between pre-task and post-task. Sunny was the only participant who had a decreased number of strategy use in his response to the post-task prompt. Based on the changes in the number of instances of paraphrasing strategy use, it is safe to reach a preliminary conclusion that the overall effectiveness of the mini-intervention is positive. However, careful examination of the quality of the responses to pre-task and post-task could reveal more about whether the intervention promoted progress.

Unstructured Paraphrasing Task

Altogether 216 in-text citations were identified from participants' submissions of the two types of essays. These excerpts were all included during the first stage of classification prior to more in-depth analysis. A few attempted paraphrases were identified also by the coders during their process of careful examination of the submissions, despite the participants' intentional or unintentional leaving out an in-text citation. Coders also found some of the in-text citations provided incorrect information from the source texts. The coders were the researcher herself and three of her colleagues, whose credentials have been described in the Methods section. Some excerpts were attempted paraphrases, while others were direct quotes. After excluding some that are not attempted paraphrases, the total number of attempted paraphrases is 149. The excluded paraphrases will be the subject of future analysis, which is beyond the scope of the current study.

Group- and individual-level comparison in lexical characteristics. In Table 15, the mean lengths of the paraphrases in CC essays (26.63) and in AE essays (26.49)

were very similar. Both of them were very close to the overall mean length for all the paraphrases, namely 26.58. However, the standard deviation for the mean length of paraphrases in AE essays was 9.51, which is less variation than that in CC essays, namely 15.80. Therefore, the variation in lengths of paraphrases in AE essays seemed to be less than that in CC essays. The percentage of unique links for CC essays (15.59%) was more than AE essays (7.59%). That is, participants in this group seemed to use more wordings in unique links in their CC essays than in their AE essays. In the meantime, the variation of percentages of unique links in CC essays ($SD=0.192$) was more drastic compared to that in AE essays ($SD=0.08$). It is also noteworthy that the percentage of unique links in CC essays was 15.59%, whereas the percentage of unique links in AE essays was 7.59%. Furthermore, the percentage of unique links in CC essays was roughly twice that of AE essays, 15.59% roughly equal to two times of 7.59%. Percentages of general links in CC essays and in AE essays were similar, along with similar standard deviations, despite that the percentage in CC essays (3.93%) seemed to be more than that in AE essays (2.75%). Therefore, from CC essays to AE essays, percentages for both unique links and general links decreased among this group of participants. This supports the argument by numerous writing scholars that source-based writing developmental process for many novice ESL writers is a process that goes from higher level of reliance on the outside referenced sources, typically with there being many shared words between source texts and attempted paraphrases, to lower level through more use of a writer's own wording to express the same meanings (Shi & Beckett, 2002; Spack, 1997).

Table 14

Lexical Characteristics of Paraphrases Identified in Compare and Contrast (CC) and Argumentative Essays (AE)

Lexical characteristics	M	SD
Length (in words)		
All paraphrases	26.58	13.76
CC essays	26.63	15.80
AE essays	26.49	9.51
Words in unique links (as percentage of paraphrase)		
All paraphrases	12.56	0.16
CC essays	15.59	0.19
AE essays	7.59	0.08
Words in general links (as percentage of paraphrase)		
All paraphrases	3.47	0.04 (0.042)
CC essays	3.93	0.04 (0.044)
AE essays	2.75	0.04 (0.037)

Note: the numbers in parentheses in the column of “SD” for the section “Words in general links” are the more accurate and detailed numbers for the Standard Deviation.
 CC= Compare and Contrast essay
 AE=Argumentative Essay

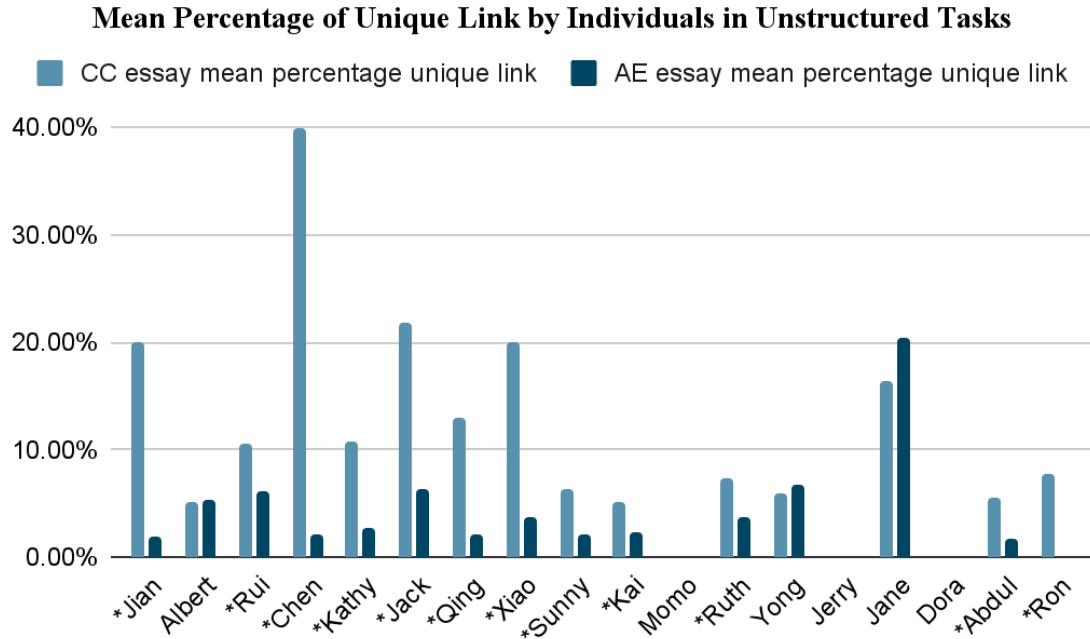
Compare and Contrast essay is one type of informational essay, while Argumentative Essay is one type of persuasive essay that aims to convince readers to adopt a certain point of view (Wilhoit, 2010). Informational essays are more likely to

present technical terms or more conventionalized proper noun phrases (Wilhoit, 2010). Some technical terminologies are difficult to be replaced by their synonymous expressions (Wilhoit, 2010; Michiel, 2009; McInnis, 2009). Moreover, even slight changes in the wording of some proper noun phrases could result in differences in meanings. What is more, jargon in a certain field can enhance communication efficiency within the same discourse community. Writers are more likely to use the exact proper nouns so as to keep consistency when referencing the same concepts, which could inevitably result in more shared words. Specifically, either more unique links or more general links would result. Writers of argumentative essays take information from outside sources or reference source texts as evidence for support. Writers are more likely to use their own words to express the same meanings to eventually support their own argument or thesis. Setoodeh (2015) concluded through his careful examination that the writing task types had not made a very evident impact on the paraphrase type choice in participants' essay submissions. In his investigation, the two types of essays examined were summary essays and opinion essays.

Individual differences in the choice of different types of paraphrasing can show a more comprehensive picture of the participants' performance. In Table 16, the average percentages of unique links by each individual participant in CC essay and AE essay is presented. A general glimpse of the types of paraphrases were inferable based on the results presented in the table. Therefore, to a large extent, findings reflected individual participant's performance.

Figure 4

Mean Percentage of Unique Link by Individuals in Unstructured Tasks



Note: *=students who showed a decrease in mean percentage of unique link from CC to AE essay.

Group- and individual-level comparison in paraphrase types. The results for the lengths of unique links in both types of essays, showed that participants in this group used more wordings in unique links in CC essays than in AE essays. That means, participants as a group used fewer shared words, which were exactly copied from the source text, in their AE essays, compared to their CC essays. This seems to imply that as time went on with the progression of the intervention program focused on paraphrasing, participants made improvement in their writing drafts when it comes to appropriately using the wordings from the source text. This inference could only be reached with the assumption that fewer shared words between the attempted paraphrases and the source

texts imply better textual borrowing practice among writers. Table 15 illustrates students' performance on the unstructured paraphrasing task in terms of paraphrasing types.

Table 15

Distribution of Identified Paraphrase Types in Two Essay Types

	CC essay		AE essay		Total	
	N	%	N	%	N	%
Near Copy	18	19.565	5	8.77	23	15.44
Minimal Revision	30	32.61	17	29.82	47	31.54
Moderate Revision	26	28.26	20	35.09	46	30.87
Substantial Revision	18	19.565	15	26.32	33	22.15
Total	92	100	57	100	149	100

In participants' CC essay, the type with the biggest proportion was Minimal Revision (32.61%), whereas in AE essay, the type with the biggest proportion was Moderate Revision (35.09%). A decrease was found from CC essay to AE essay in the type of "Near Copy," while an increase was shown from CC essay to AE essay in the category of "Substantial Revision." This change shows us the participants' progress from their CC essays to AE essays. The decrease for the former type, namely Near Copy, was roughly 10%. The increase for Substantial Revision was a little less than 7%.

To quantify participants' individual performance, a value system was designed based on the numbers of shared words. To make it simple, Keck's (2006) framework was used to weigh the value of the four classifications of paraphrases. For each individual, the scores were calculated by the number of instances of different types of attempted paraphrases multiplying its corresponding value of score for each type. The following value of score for each type was predetermined (by the researcher) prior to calculation (from "Near Copy" to "Substantial Revision," there is a tendency of a descending number of shared words; therefore, the scores are predetermined as ascending by one point at a time.):

Near Copy = 1;

Minimal Revision = 2;

Moderate Revision = 3;

Substantial Revision = 4;

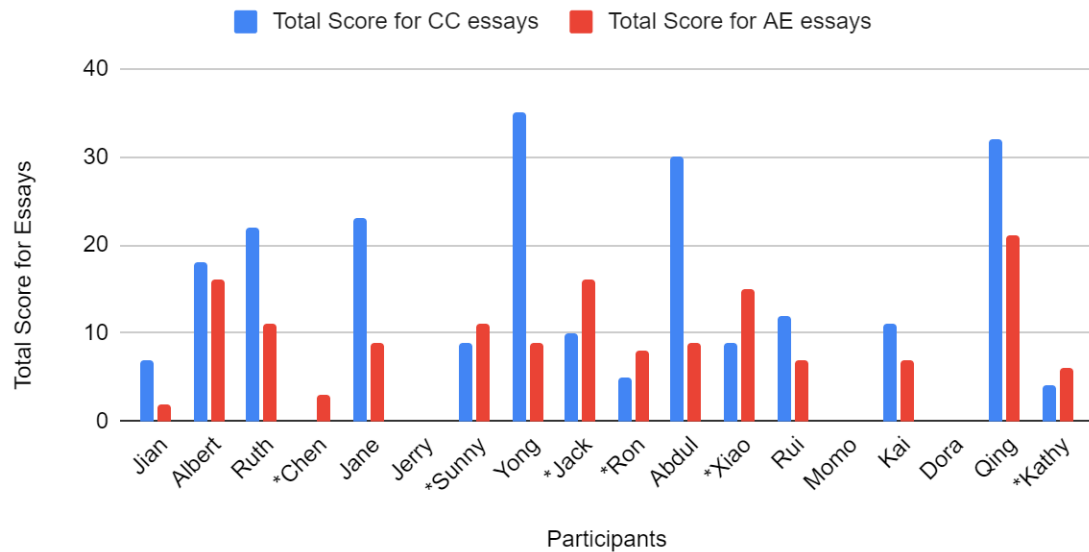
N/A = 0; and direct quote = 0.

Figure 5 shows the results of participants' obtained scores in CC and AE essays by demonstrating their value scores for paraphrases based on the above value system came up with by the researcher.

Figure 5

Value Scores for Paraphrases in Unstructured Tasks by Individual Participants

Value Scores for Paraphrases in Unstructured Tasks by Individual Participants



Notes: Names of participants with “*” in front indicated that the participant showed an increase in value scores from CC essay to AE essay.

The score calculation excluded instances of direct quotes. Only attempted paraphrases were assigned a score in this stage of analysis. Among all the participants, nine of them received a lower score in argumentative essays than in compare and contrast essays. Six of them earned a higher score, and one of them received the same score, namely zeros in both essays for Jerry.

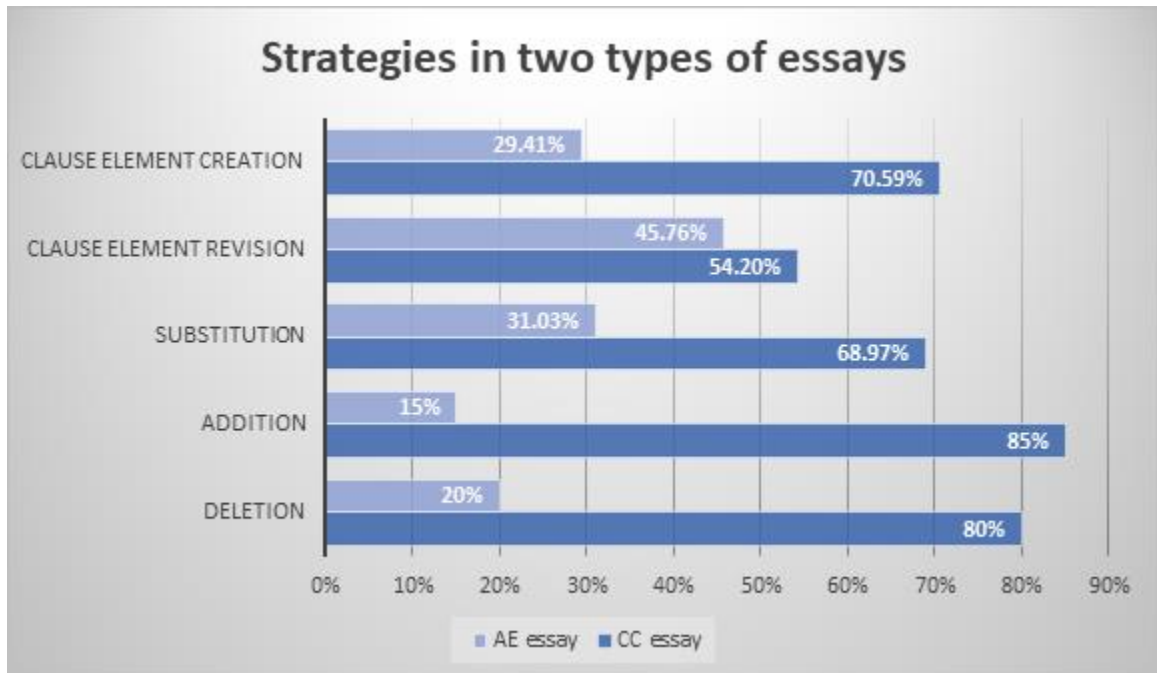
Group- and individual-level comparison in strategy use. Up to this point, the writing products by the participants have been quantified to measure such key concepts as general links and unique links, and classified into the type scheme (Keck, 2006). To show more of the nature of the writing performance by participating reader-writers,

strategy use analysis based on the final writing products would also reveal a lot of how they performed during the construction process of those writing products.

Figure 6 presents percentages of strategy use of the three major types of paraphrasing strategies in both the CC essay and the AE essay. The category of D/A/S strategies were presented as the three individual types of Deletion, Addition, and Substitution strategies. Results showed the change in the use of each type of strategy. For all the five types of strategies (two major types and three sub-types under “D/A/S” strategy), instances in CC essay comprised a bigger portion than that in AE essay. The strategy type with the biggest gap between CC essays and AE essays was Addition with the decrease being 70%. The strategy type with the second biggest gap between the essay types was Deletion, with the decrease being 60%.

Figure 6

Percentages of all the strategy types in Compare and Contrast essays (CC) and Argumentative Essays (AE)



The strategy of clause element revision was the most popular type of strategy for both types of essays (49.81% for CC essay and 69.68% for AE essay) compared to the other types namely D/A/S or clause element creation strategies. Despite the decrease in raw numbers, the increase in the weight of clause element revision, represented by percentage was significant. It showed a 39.89% increase. As time elapsed, and as a group of paraphrasing strategies, D/A/S went from 31.51% in CC essay to 17.42% in AE essay. Therefore, from CC essay to AE essay, the participants as a group used a fewer number of the D/A/S strategy, specifically the decrease was 44.72%. This was a desirable outcome, since D/A/S is a set of lower level paraphrasing strategies. The decrease of this

set of strategies together with an increase in the other two more advanced levels of paraphrasing strategies would indicate progress amongst this group of participants. However, the use of the other two types of strategies also presented a decrease, but with a smaller extent, namely 39.89% of decrease for clause element revision strategies, and 30.94% of decrease for clause element creation strategies. The use of the third type of strategy, namely clause element creation strategy also showed a decrease from CC essay to AE essay, to be specific, a 30.94% decrease.

There were three possible reasons why decrease was the trend for the third type of strategy. A possible reason is that more direct quotes were used in AE essays by this group of participants. Another possible reason is that the third type of paraphrase strategy is more subjective and more advanced than the other two types, and hence more difficult to grasp and acquire, or had a higher level of cognitive demand on the participants. Therefore, this group of participating reader-writers seemed to be less comfortable or confident in adopting clause element creation strategies as time went on. A third possible reason is that coders could have had lower accuracy rates when identifying clause element creation strategies due to the fact that the identification task was more demanding than that for the first two types of strategies, and allowed more discrepancy in their decision on the use of the third type. In Keck's (2010) study, D/A/S strategies took up the largest portion among the three major types of strategies based on the collected data. While in the current study, D/A/S strategies were the second largest type of strategies used both in CC essays and AE essays, with "Clause Element Revision" being the largest type.

The number of attempts of paraphrasing in CC essay is 95, while that of attempts of paraphrases in AE essay is 57. Comparing the use of different strategies in the Compare and Contrast essay and in the Argumentative essay, increase in percentage can only be seen in the use of “clause element revision” strategy, whereas the percentage of use in all the other categories showed different levels of decrease. More instances of the use of “clause element creation” strategy were found in Compare and Contrast essay than in Argumentative essay.

Compare and Contrast essay (altogether 257 instances, namely 62.38%) as a whole contained more instances of attempted paraphrases than Argumentative essay (altogether 155 instances, namely 37.62%) in its entirety. Among all the instances from the compare and contrast essays, five instances are direct quotes. In the meantime, among all the instances identified from the argumentative essays, twenty-four are instances of direct quotes.

D/A/S strategy set has been identified by many previous research studies to be a popular type of paraphrasing strategy used by developing second language reader-writers, who are often observed to replace phrases in the source text with synonymous expressions and to modify wordings “locally” while taking into consideration the bigger context of the excerpt where they intended to borrow ideas from (Keck, 2006; Pecorari, 2003; Storch, 2009; Walker, 2008; etc.). Within this short time period for the mini-intervention program, participants composed more paraphrases using D/A/S strategy in the early stage of writing their CC essays (31.51%) than in the later stage of writing their AE essays (17.42%). In the meantime, the strategy type of “Clause Element Revision”

has more instances in AE essays (69.68%) than in CC essays (49.81%) by this group of participants. It could be inferred that there has been a shift of weight in the strategy used by this group, specifically from D/A/S to the type of Clause Element Revision, with the type of Clause Element Creation being relatively stable when 18.68% and 12.90% were observed.

In Walker's (2008) study, deletion/addition/substitution were three among the five perspectives in her data analysis scheme as key measurement items. The D/A/S strategy type in Keck's (2010) framework overlaps with Walker's scheme. Walker's (2008) research is a quasi-experimental study with an experimental/training group and a control group as a benchmark reference. To add to Walker's study, the current study took into consideration the time factor. That is, the current study implemented timed components throughout the training session, which was missing in Walker's (2008). The intervention in this research study consisted of eight twenty-minute sessions.

In Keck's (2010) study, 113 instances of the use of the strategy "clause element revision" were identified among the total number of instances of strategy use, namely 255. Therefore, the clause element revision strategy used by the participants in her study was 44.31%. Keck's comment was that "almost half of the paraphrases ... used Clause Element Revision strategies" (p. 210). In the current study, for this group of participants, their use of the clause element revision strategy took up 49.81% in their CC essays, and 69.68% in their AE essays. With Keck's percentage as a bench-mark since Keck (2010) was an observational study and the current study as an interventional study, the increase in percentage of the clause element revision seemed to support the claim that the

intervention featured in the current study is helpful to promote the acquisition of clause element revision strategy among this group of second language freshman reader-writers.

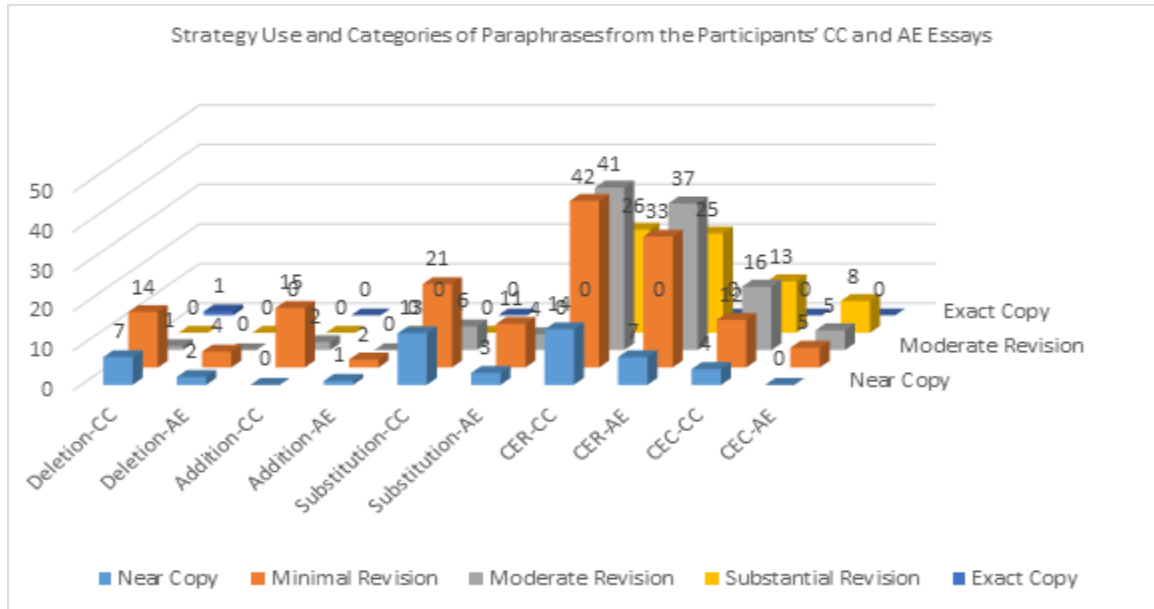
With the categories for the attempted paraphrases examined, it seems safe to infer that intervention in the current study has not been able to help participants to develop into advanced source-based writers, which in fact was the same case for Wette's (2010) interventional study. This is especially evidential from the finding that the numbers of instances for "Substantial Revision" in pre-task and post-task are both zero.

Figure 7 shows the trend in how the strategy use and the categories of paraphrases interact in their CC and AE essays by all the participants as a group. From the a) figure in Figure 7, it is noted that for each individual type of strategy, a bigger number of instances were present in CC essays than in AE essays. From the b) figure in Figure 7, noteworthy is that a bigger chunk of strategies were present in Minimal Revision and Moderate Revision types of paraphrases.

Figure 7

Strategy Use and Categories of Paraphrases from the Participants' Essays [a) shows CC vs. AE for each strategy type; b) shows each strategy type as a whole]

a)



b)

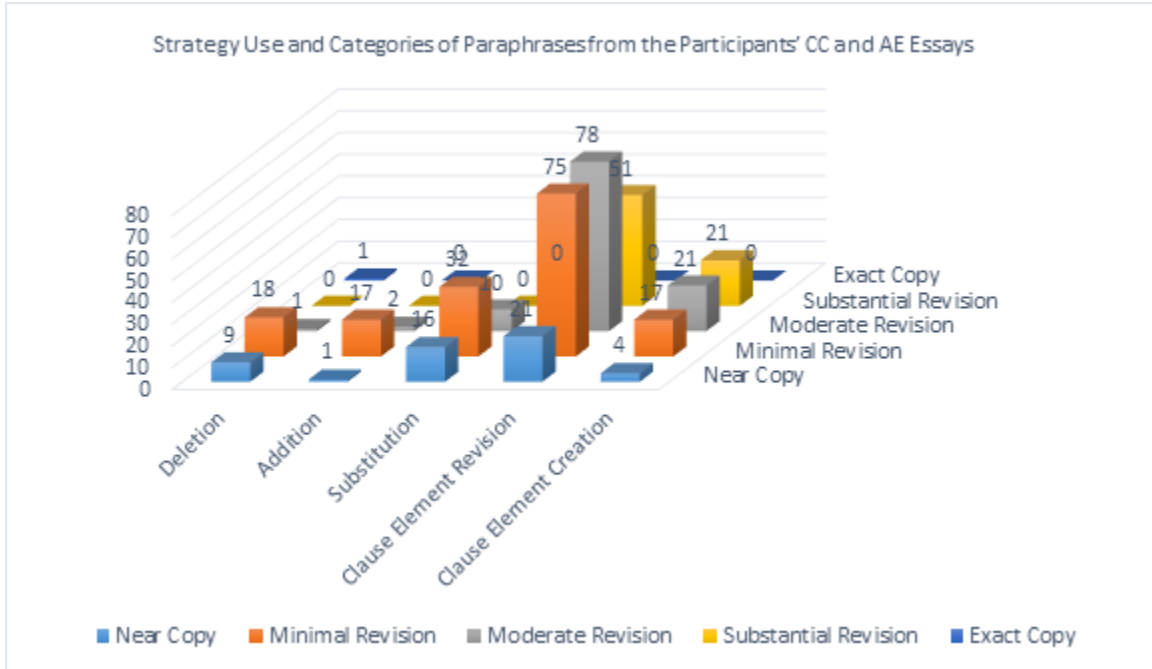
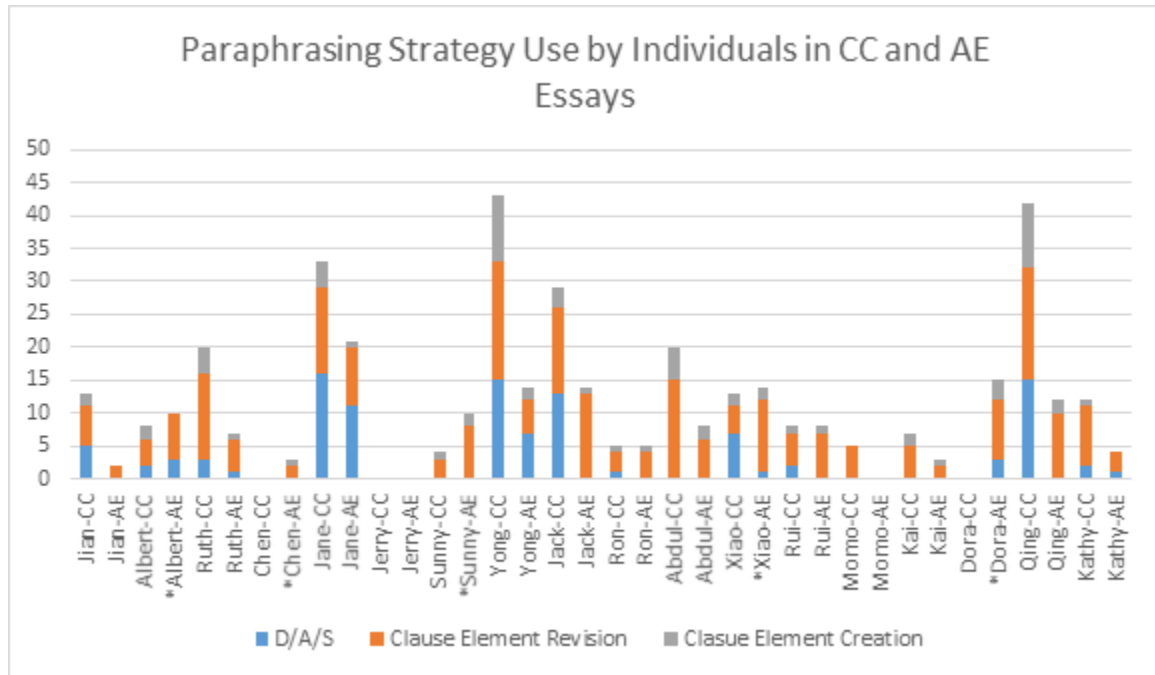


Figure 8 highlights paraphrasing strategy use from the individual reader-writer level. The following figure showed the individual paraphrasing strategy use in their CC essays and AE essays submission.

Figure 8

Paraphrasing Strategy Use by Individuals in CC and AE essays



Notes: names with a “*” mark in front indicated that the reader-writer presented an increase in strategy use from their own CC essay to AE essay.

As seen in the above figure, five participants, namely Albert, Chen, Sunny, Xiao, and Dora, showed an increase in their paraphrasing strategy use from CC essay to AE essay. With their specific numbers examined, one instance of increase appeared in D/A/S, six instances of increase were in the category of “Clause Element Revision,” and two instances of increase were in “Clause Element Creation” category. In the meantime, when it comes to the total number of paraphrasing strategy use, four participants, Sunny, Albert, Xiao, and Chen, from CC essay to AE essay, presented an increase in the total numbers of strategy use.

Executive Summary of Research Question One

The answers to research question one came from the quantitative and qualitative analysis on reader-writers' actual performance data, which included their responses to pre-task, post-task, and paraphrases in CC essay submissions and AE essay submissions. Keck's frameworks (2006, 2010) were used to measure targeted comparison points on the data.

Performance data from both individuals and the group were collected, quantified, and analyzed to answer research question one. With the help of Keck's (2006) scheme, improvement in paraphrasing performance between pre-tasks and post-tasks was measured and presented. In pre-task, the type with the biggest portion was Near Copy, whereas in the post-task the type with the biggest portion was Minimal Revision. In the CC essay, the type with the biggest portion was Minimal Revision, while in the AE essay the type with the biggest proportion was Moderate Revision. Keck's (2010) framework was used to analyze the strategy used by the reader-writers. In the pre-task, the strategy type that took up the biggest portion was Clause Element Revision (51.43%); in the post-task, the strategy type that took up the biggest portion was also Clause Element Revision (56.44%). In participants' CC essay submissions, the strategy type with the biggest proportion was Clause Element Revision (50%), while in their AE essay submissions, the type of strategy with the biggest proportion was still Clause Element Revision (70%).

Research Question Two

The second research question is: What are students' perceptions towards the impact of reading-to-write strategy instruction on their development of paraphrasing

skills? Essentially, this inquiry aimed at getting an answer to the questions of how participants perceived their confidence levels across time and how they perceived the effects of the intervention through examining their survey and interview responses.

Participants’ Perceived Confidence

To determine whether paraphrasing instruction impacted students’ perception of their own performance in paraphrasing tasks, survey data were collected to record their confidence after each one of the eight mini-sessions. Survey results showed that students had heightened levels of confidence in their abilities to use paraphrasing skills (Table 16).

Table 16

Wilcoxon Signed-Ranks Test for Pre/Post Differences in Perceived Paraphrasing Confidence

	<u>Pre-survey</u>			<u>Post-survey</u>			z	p	r
	M	M	SD	M	Md	SD			
Reading	68.11	7	11.54	82.56	86	11.80	-3.27	.001	0.77
Items		0							
Writing	58.17	6	19.56	78.11	80	12.87	-3.55	.000	0.84
Items		1							
Combined	63.59	6	14.41	80.54	85	11.48	-3.46	.001	0.82
Items		5							

To investigate the construct of “self-efficacy” throughout the intervention by this group of novice second-language reader-writers, altogether 231 responses to the short-answer questions were collected and organized. The researcher did two rounds of coding. Both rounds of coding adopted the Bruning, Dempsey, Kauffman, McKim, and Zumbrunn’s (2013) framework. Bruning et al.’s (2013) framework established that writing self-efficacy has three dimensions, namely the “ideations” dimension, the “conventions” dimension, and the “self-regulation” dimension. As for the timing for the two times of coding, the first round of coding occurred in August 2020. The second round of coding was undertaken in December 2020. Between the first time of coding and the second time of coding, 101 tokens of short-answer responses received two different codes. The researcher re-coded all of the 101 tokens of responses based on a third time of reading and judgment. The coding process reached a point of conclusion when all the codes for the short-answer responses were finalized. After the entire coding process, 31 codes turned out to be in the “efficacy for ideation” category, and 71 codes were in the “efficacy for conventions” category, whereas 119 codes were identified as in the “efficacy for self-regulation” category. The rest of the tokens, namely 10 tokens, had more than one codes amongst the three types of efficacy categories.

In the following section, the 231 tokens of codes were further analyzed. They were first examined to generate the sub-categories for each of the three categories. Using Grounded Theory, researcher identified the sub-categories under each category. Next, all the three categories of tokens were looked into respectively depending on which days or which steps they described, and which question among the three they answered.

Table 17 summarizes the key notions participants presented under each category of efficacy in this reading-to-write intervention program. The key notions were extracted or abstracted from participants' exact comments. Some phrases that are in direct quotes were key words from the data, whereas other expressions were summarized by the researcher.

Table 17

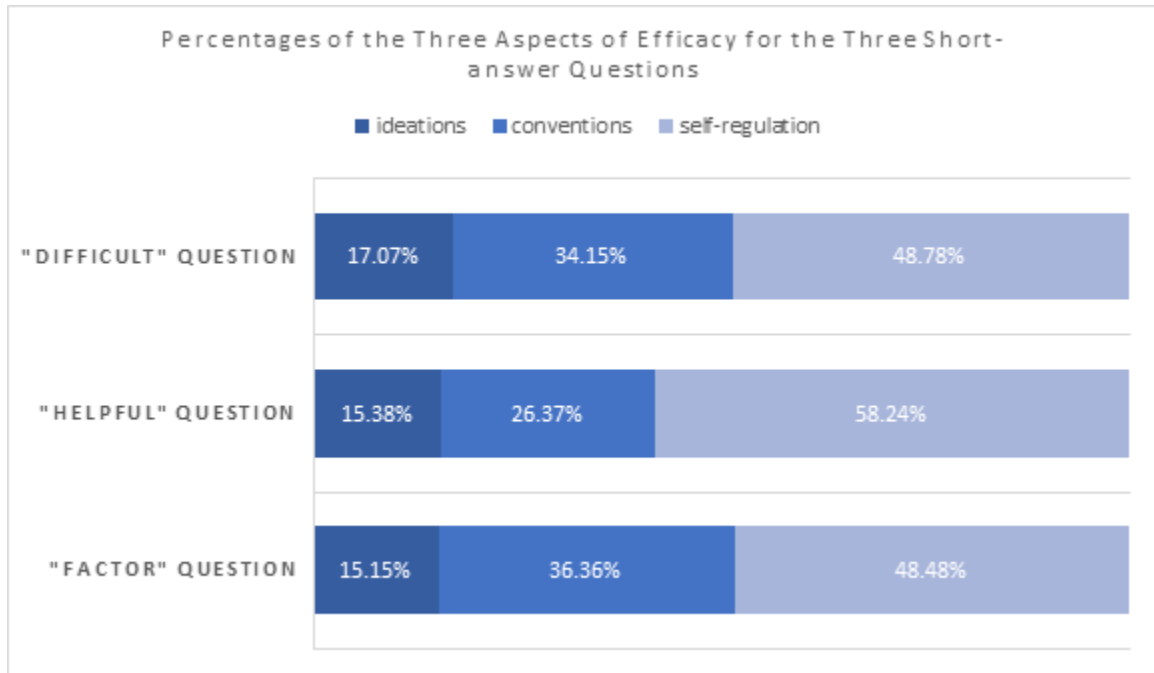
Sub-categories Within the Three Major Categories of Efficacy

	Ideation	Conventions	Self-regulation
Sub-categories	1) "ideas" 2) "understand" 3) "details" 4) "information" 5) "logical relationship" 6) Event with time points 7) Key words	1) features of texts 2) reader-writer's background 3) the relations between 1) and 2): check dictionary 4) the tone; words to use	1) completion speed 2) instructional materials (feedback, exercise, task expectation, examples, cluster, comparing notes, summary) 3) peer interaction 4) skills (personal), strategies, ability 5) fatigue 6) plagiarism 7) purposes, audiences 8) comparing 9) oral 10) paraphrasing

The above sub-categories were identified and organized after careful examination by researcher following the principles of Grounded Theory. The sub-categories in the “ideation” aspect were focused on the meaning of the texts. The “conventions” aspect was centered on the form of the texts. Therefore, both the “ideation” aspect and “conventions” aspect described reader-writers’ attending to intrinsic qualities of texts. On the other hand, other elements that are not intrinsic to texts, were classified as “self-regulation” aspect. In other words, the “self-regulation” aspect contained reader-writers’ attending to elements or factors that are extrinsic, specifically extrinsic to text in reading-to-write research. Self-monitoring of speed, evaluating assistance from instructional materials, facilitation of peer interactions, personal factors, institutional policies regarding plagiarism are a few examples in this subcategory. Figure 9 shows how the responses to the three questions in the short survey after each mini-lesson were classified into the three categories of efficacy, which is specifically reading-to-write efficacy.

Figure 9

Percentages of the Three Aspects of Efficacy for the Three Short-answer Questions



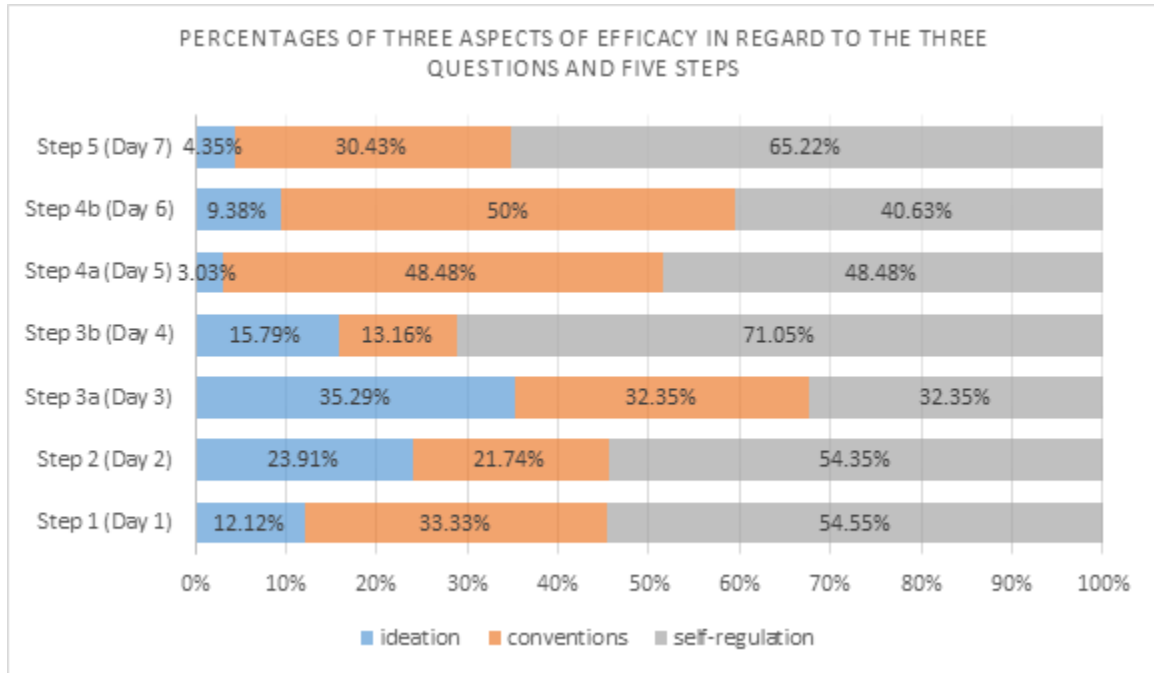
For all the three questions in the short-answer section of the surveys after each mini-lesson, the aspect of efficacy with the highest percentage of tokens is the “self-regulation” aspect of efficacy. Another pattern that applies to all the codes from answers to all three questions is that the “ideations” aspect always takes up the smallest proportion whereas the “conventions” aspect always takes up a bigger proportion than the “ideations” aspect.

In proportion to its own specific day, the highest percentage for the “ideation” dimension occurred on Day 3 (Figure 10, 35.29%), when step 3a was presented by the researcher and practiced by the participants. The highest percentage for the “conventions”

dimension appeared on Day 6, when step 4b was instructed. The next highest percentage was very close, namely 48.48%, and was on Day 5, namely step 4a. As for the dimension for “self-regulation,” the highest percentage was on Day 4 (71.05%), namely step 3b. The next highest percentage occurred on Day 7 (65.22%), i.e. Step 5. For four days, namely Day 1, Day 2, Day 4 and Day 7, the subcategory of “self regulation” took up more than 50% of the portions for that specific day.

Figure 10

Percentages of Three Aspects of Efficacy in Regard to the Three Questions and Five Steps

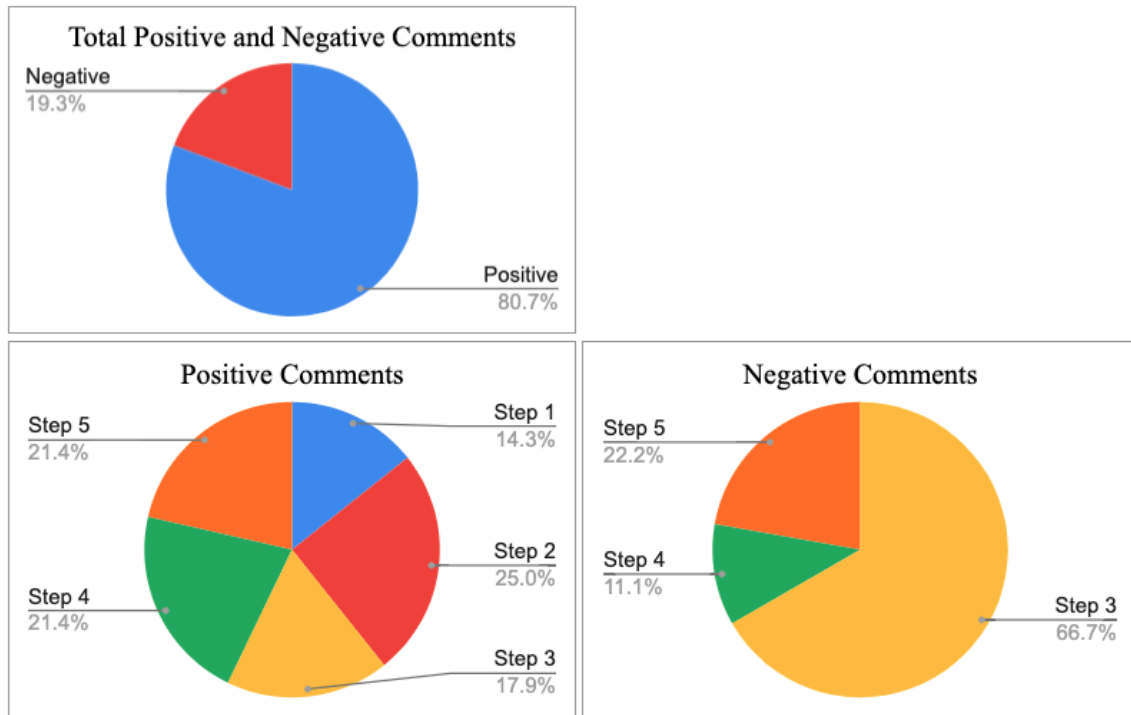


Perceptions Towards the Effects of Intervention

After open inductive coding, the two major categories for the comments are positive comments and negative comments (see Figure 11). The number of positive comments was 46 (80.70%), whereas the number of negative comments was 11 (19.30%). Focal interview participants had positive comments for all five steps and provided some constructive criticism for three steps.

Figure 11

Students' Perspectives Towards Steps 1 - 5 of the Five Steps to Paraphrasing Intervention



The figure above shows that the majority of comments are positive comments (80.7%), whereas negative comments take up a much smaller portion (19.3%). Seven comments (12.28%; 25% among the five steps) stated that step two had played a positive role in their learning and exercises. Regarding step two which centered on “cluster reading,” Sunny described it as making his reading comprehension “easier.” Momo described “cluster-reading” as a “supportive” step, as well as a step that left him the “deepest impression.” Furthermore, Momo admitted that the step of cluster-read was “easy” for him. From Xiao’s point of view, he thought of the cluster-read step as “beneficial,” and “giv[ing] [you] a brief concept of gaining information from the

sources,” and last but not least “a new way” for dealing with reading-to-write exercises. These above are the positive opinions on the step of “cluster-read.” None of the participants gave negative comments on the step of cluster-read.

Six comments (10.53%; 21.4% among the five steps) threw light on the positive effects of step four, namely the “express in writing” step, to be more specific, “break down and build up” step. Four comments directly reflected on the helpfulness of the “break down and build up” process. Qing described the “express in writing” step as “beneficial and helpful,” “practical,” “easy,” while Momo stated that for him the “breaking down exercise” is “mostly useful.” The other two comments portrayed the overall step of “express in writing” as having positive functions. Specifically, Qing described “express in writing” as “beneficial” and “helpful,” whereas Momo claimed that the step of “express in writing” “really helped [him] in writing some examples on [his] papers, and to facilitate [his] ideas to the readers.”

Six comments (10.53%; 21.4% among the five steps) depicted the positive role that the fifth step, namely “write for different audiences” had played in their learning and exercises. According to Momo, the step of “writ[ing] for different audiences” was “the most effective step to practice [it].” Xiao stated that the fifth step was “beneficial,” and “help [him] to focus on different groups of people so [he] can better satisfy their needs.” In the meantime, Xiao thought the fifth step was “easy.” Interestingly, Kai also considered the fifth step as “easy,” and he stated that “writing for different audiences” was in fact a process that happened to him “automatically” during his language learning process and writing process.

As for negative comments, among the five steps, the step that received the highest number of negative comments was Step three, namely 6 (10.53%) negative comments. Step three required that participants practice “expressing orally,” in which participants engaged themselves in pair work by orally describing to their partners the ideas of the source excerpts which their partners would record in writing. Potential reasons for receiving negative comments could be inferred from interview data by the five focal participants. The switch from written mode to spoken mode in step three could have confused the participants (examples a. and d. below). If the whole mini-lesson process was not organized well (the second comment in f.), or if participants were not clear about the purpose (c. as follows), or benefits of Step three (as the first comment in f.), it would cause them to feel that step three was less useful (a.; b.; c.) or even difficult (e.).

Reasons why the step of “express orally” received negative evaluation:

- a. "less useful": "**confused**"; "it's just write almost the same thing I said." (Qing)
- b. "less useful" (Momo)
- c. "less useful or less beneficial": "**because we are having a conversation class. Maybe we don't have the need of talk with others**" (Xiao)
- d. "a little bit **confusing**" (Xiao)
- e. "difficult" (Xiao)

f. "less useful": **"because I cannot understand the benefits of this step in the class."**

"Seems like we were making it a mess" (Kai)

As can be seen from the above bullet points, two participants expressed frustration about Step three due to the confusion they experienced during the practice session for this step, again as seen in (a) and (d). It was also noted from the above bullet points that among the five focal interview participants, four of them expressed that Step three was the relatively less useful or less beneficial step. Difficulty was also resulted, as was mentioned in (e).

If we examine the context of the interview excerpt of (d), we could find out more about this particular participant's perception of step three. The interview excerpt was as follows.

Excerpt 1:

Researcher: Ohh. Good. Good. So here you said you found understanding the task is difficult.

Xiao: Sometimes I get confused with our mission.

Researcher: I see. I see. Ok. Right. And that day we were working on this step, called "expressing orally." Was it a bit like confusing?

Xiao: Yes. I feel a little bit confusing. My partner also, he also thinks so.

Researcher: That actually was my bad. Because I think it was a little bit disorganized.

Based on this excerpt, participant Xiao was also not clear about the purpose of step three, as evidenced by his comment “Sometimes I get confused with our mission.” By “mission,” he probably meant the goal or aim of this step. At the end of this excerpt, the researcher also expressed that she realized that the practice session for step three was “disorganized,” a key word that also came up in the researcher designer’s reflection on the intervention process.

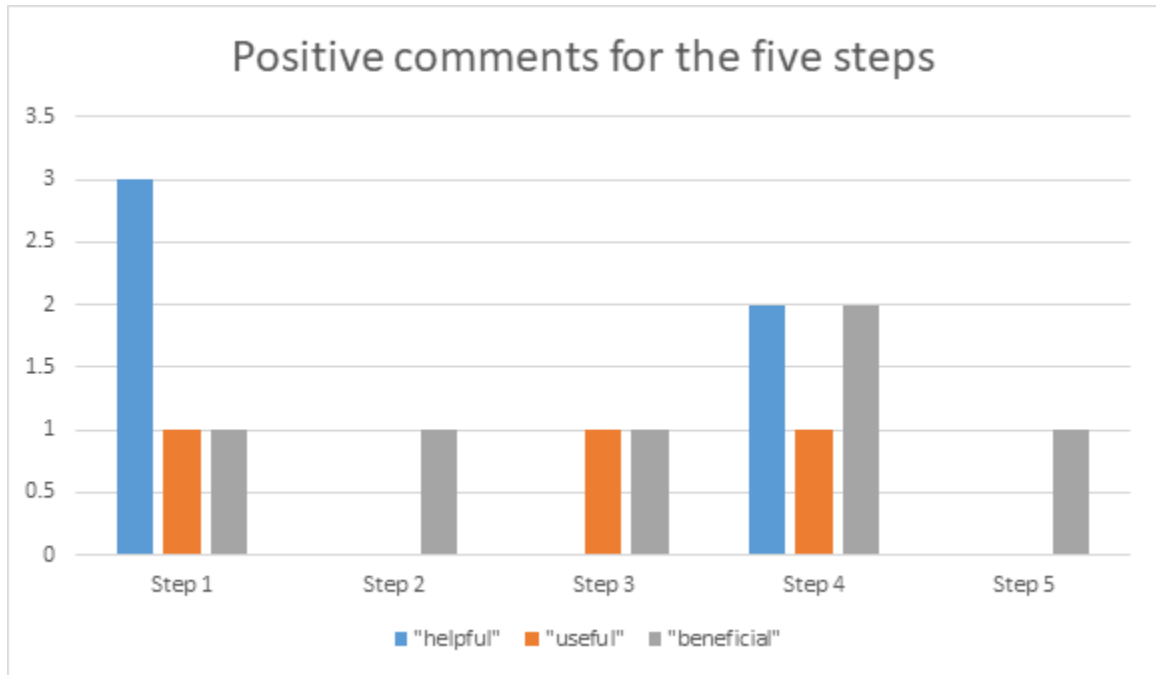
Among all the negative comments, the keyword of “difficulty” stood out, which was also a critical aspect explicitly investigated by the interview questions. Among all the tokens of negative comments, four of them mentioned what aspects they have the most difficulty with. One participant, namely Xiao, mentioned that the step of “express orally” was difficult. Two participants, specifically Sunny and Momo, mentioned that the step “Write for different audiences” was difficult. Sunny said that Step five was “the most difficult” step, but he did not give his reason for this claim. Momo said that the reason why Step five was difficult was that “I have to avoid the guessing and just more concentrate on the deep meaning.” Qing also mentioned one aspect that she thought was difficult, but the aspect she brought up was the structure of the source text, specifically the sentence structure of the text. This aspect could be associated with the “break down and build up” step, which is step four of the five-step approach instructions. She also further explained why that aspect was difficult, which was as follows, “But if the sentence is long, then I need to figure out what’s the logical relationship within the sentence.” Mentioning “the logical relationship between the sentence” obviously could be related to the second step of the instructions, namely “cluster-read.” A question for

further investigation could be whether Qing acquired the strategy of identifying logical relationship of the source text in the process of the instruction from this intervention, or whether her metacognitive awareness of the strategy of identifying logical relationship was increased by this intervention, or whether she had known how to use the specific strategy before receiving this intervention.

Among the positive comments, the evidence of success or effectiveness of the steps should be eagerly sought after so as to guide future practice of this particular type of intervention. Examining the labels for each of the five steps, each of them received positive comments regarding how useful, helpful, or beneficial they each were. The following figure briefly summarized the positive commentary instances on each of the five steps.

Figure 12

Positive Comments for the Five Steps



After identifying which steps received positive comments, it is of significance to find out how each of them had provided support to the learning process of the participants. Table 18 displays why and in what ways participants perceived the helpfulness or usefulness of each step.

Table 18

Participants' Perceptions on the Helpfulness or Usefulness of the Five Steps

	reasons for being helpful, useful, or beneficial (comment provider)
Step 1	a. "helpful for cluster reading" (Sunny) b. "helpful": " mentioning the important clues and the important hints in each article " (Momo) c. "useful, helpful": " it's also a mean of paraphrasing while we are reading sources " (Xiao) d. "beneficial": " that can help me to ignore something else " (Kai)
Step 2	a. "beneficial" (Xiao)
Step 3	a. "the most useful": " learn how to express our ideas clearly " (Sunny) b. "the most beneficial" (Sunny)
Step 4	a. "beneficial", "helpful": " applied into the following homework "; " easier to do the paraphrase " (Qing) b. "beneficial", "helpful": " applied into the following homework "; " easier to do the paraphrase " (Qing) c. "mostly useful": " I see a strong progress in my paraphrase " (Momo)
Step 5	a. "the most effective step to practice it": " they could have flexibility in their English "; " not ...just avoiding repetition in their working paper "

	(Momo) b. "beneficial" (Xiao)
--	----------------------------------

Four participants each gave one positive vote to step one, which is taking notes. The only among the five that did not cast a positive vote to step one was Qing. Meanwhile, Qing only cast her positive vote to step four. She viewed step four as both beneficial and helpful. Her reasons included that step four helped her by making it “easier to do the paraphrase,” and she “applied [step four] into the following homework.” Qing was one of the two focal reader-writers in the current study. Xiao was the only one that cast a positive vote to step two by considering it “beneficial.” He also cast a positive vote to step five, and meanwhile described step five as beneficial. Sunny was the only one that really favored step three; he described step three as “most useful” and “most beneficial.” His main reason for viewing step three as useful was that through step three he “learn[ed] how to express our[his] ideas clearly.” Sunny was the other focal reader-writer in the current study. Besides giving step one a positive vote, Momo also cast a favorable vote to step four and step five. His reason for considering step four as “mostly[most] useful” was that “[He] see[s] a strong progress in my[his] paraphrase.” Furthermore, he viewed step five as “the most effective step,” because step five assisted him to “have flexibility in their[his] English” and helped him to “avoiding[avoid] repetition in their[his] working paper.”

Among the fifty-seven interview excerpts, fifty-two tokens of thematic units were resulted from open inductive coding. The fifty-two tokens of thematic units were clustered into five higher-level themes, with two (“confidence” and “metalinguistic knowledge”) potentially being dropped due to each of them only having one instance. Despite the low numbers of instances, they were still worth discussing. The main reason is that “confidence” is highly related to one key construct in the current study, namely self-efficacy, and “metalinguistic knowledge” is an important counterpart of “metacognitive knowledge” under the language form and language use paradigm.

The theme with the highest number of tokens is “metacognitive knowledge and awareness,” with twenty-five tokens (48.08%). The theme with the second highest number is “help source text comprehension,” with twelve tokens (23.08%). The theme with the third highest number is “help language production,” with ten tokens (19.23%). The theme “explicitness” had three tokens (5.77%). Among the twenty tokens of instances in the theme “metacognitive knowledge and awareness,” the tokens could be categorized into different subcategories based on the specific aspect, on which they each reflect of the metacognitive awareness in their self-reports.

Table 19

Subcategories of Metacognition in Participants' Reading-to-write Perceptions

Subcategory	Number of tokens (%)	Example tokens
Metacognitive knowledge and awareness	25 (48.08%)	001) “express in writing”; “break down and build up” --- “beneficial”; “applied this into the following homework”; “helpful”; “easier to do the paraphrase” (by Qing)
help source text comprehension	12 (23.08%)	026) “annotation”--- “helpful”; “mentioning the important clues and the important hints in each article” (by Momo)
help language production	10 (19.23%)	015) “five steps”--- “better”; “I can express their ideas or use their ideas in a better way, to support my ideas” (by Sunny)
explicitness	3 (5.77%)	003) “break down and build up”--- “practical”; “just know this way” (by Qing)
confidence	1 (1.92%)	005) “reading-to-write strategy instruction”--- “easier”, “more confident”, “I don't need to worry about plagiarism” (by Qing)
metalinguistic knowledge	1 (1.92%)	048) “the structure”--- “difficult”; “But if the sentence is long, then I need to figure out what's the logical relationship within the sentence” (by Qing)

Metacognitive knowledge and awareness

Twenty-five instances belonged to the category of “metacognitive knowledge and awareness.” In this section, the twenty-five instances were categorized into the six subcategories of “metacognitive knowledge and awareness.”

Both Qing and Kai thought that Step three “express orally” was less useful than other steps. Qing felt “a little confused about” this step. She described that she and her partner just read to each other the sentences that they wrote while the other was taking notes. Therefore, she did not think that the step was helpful. Kai confirmed this point by Qing, and he expressed that he could not foresee the benefits of step three. He mentioned that the main reason was that when he and his partner were talking, they were “making it a mess.” The researcher also agreed that the practice process for this step was “a little bit messy.”

In the meantime, Qing thought that step four “express in writing” was more useful than other steps, and Momo also commented that specifically the breaking-down exercises were most useful when he studied. “Breaking-down” and “building-up” are the core content of step four. Furthermore, Qing added that “breaking-down” and “building-up” was helpful when she applied them into her homework for an academic English writing lesson; meanwhile, Momo found that “breaking-down” exercise had a good “impact in the end of the exercise” assigned to him. With explicit instruction in “breaking-down,” Qing described “it becomes easier to do the paraphrase,” and Momo saw “a strong progress in [his] paraphrase in English.”

Subcategories of metacognitive knowledge and awareness

Based on Grabe and Stoller’s (2011, p. 40) definition and description of “metacognitive knowledge and awareness,” a few specific aspects of the category are potentially identifiable. All the tokens in this category were linked to these five aspects:

conditional knowledge, monitoring of progress, learning strategies, processing of tasks, and goal setting.

Conditional Knowledge. Four instances of codes, which were classified into “metacognitive knowledge and awareness” for the five-step approach as a whole, presented how the participants considered this reading-to-write strategy as useful in a few types of exercises or tasks. Both Sunny and Momo mentioned that the five-step approach was helpful when they spent a short time working on the short exercise during the interview. In the exercise, they orally described how they imagined they would carry out the reading-to-write process to complete the task. Sunny also emphasized that he used the five-step approach when he worked on the Guided Exercises which were assigned as homework during the intervention program period and he thought the approach was “useful.” These provided evidence in which types of exercises the five-step approach would be useful.

Monitoring of Progress. Commenting on the five-step approach instruction, Momo and Xiao both monitored their own progress throughout the intervention program. They supported their claim that their paraphrasing skills improved, by providing the evidence that when they encountered outside sources that they intended to use they were clearer about what to do with them after the intervention. Specifically, Momo mentioned it was helpful for using online sources, while Xiao mentioned that he knew better how to organize the ideas in the source text.

Learning Strategies. In Momo’s words, he considered the five-step approach to be “the basic tools for writing paper.” He described in the interview how he would use each of the five steps when “reading research.” It seemed that Momo treated this specific reading-to-write instruction as one type of learning strategy training. The feedback the participants received during their acquisition process of this learning strategy was not adequate though, as commented by Xiao in the interview. Xiao gave a confirmative answer when asked whether the feedback was helpful by the researcher, but he added that he “didn’t receive much feedback.”

Processing of Tasks. In the participants’ interview responses, a few of them also shared their perceptions of task processing in relevance to the five-step approach. Qing commented that when she worked on the argumentative essay, she seemed to have subconsciously applied the steps. That is, she did not deliberately carry out breaking down and building up as the program instructed, but she afterwards realized that prior to attending the intervention program, her brain did carry out those steps without her noticing.

Kai shared similar reflections as Qing particularly on the final step “writing for different audiences.” He stated that he just “automatically change [his] tones” when he talked to different people. Because of this, he considered the final step very easy to carry out.

Comparing the five-step approach from this international composition course with some other courses, Xiao considered tasks from his speech class in parallel to the

exercises in which he practiced the five-step approach. What Xiao said could be found in Excerpt 2. When reflecting on the intervention in this composition course, Xiao suggested that the five steps be arranged in a “more clearly organized” way in future intervention, and that the steps be delivered in “more interesting ways.”

Excerpt 2:

Researcher: ... So and it's, it's not difficult to transfer. How to say? Or is it hard? Like we only practice this in an English class. But I know that we have some writing to do for other classes, right? At least there right? Then like when you write a paper for those classes, do you think it would be helpful?

Xiao: Yeah. It is the same as the conversation class. I have a speech class, and we need to do a speech report essay before a speech. So it's pretty..., same with the composition class.

Goal Setting. Some comments on the acquisition and application of the five-step approach also threw light upon the aspect of goal-setting in “metacognitive knowledge and awareness.” When discussing the overall impact of the reading-to-write strategy instruction, the five-step approach specifically in this case, Kai implied that after adequate practice the instructed steps would become part of his skillset. He imagined the long-term outcome of the practice would be positive and application of the five-step approach would be effective (Excerpt 3). Momo also shared how he envisioned the use of the five-step approach in different timeframes (Excerpt 4) and with different amounts of

source information. He later reached a conclusion that the final outcome would be as a result of the way that the reader-writer applies the five-step approach.

Excerpt 3:

Researcher: ... So this question is a general question. What do you think of the impact of reading-to-write strategy instruction on your development of paraphrasing skills?

Kai: I think this is like, step-by-step instruction. Not of paraphrasing. [Researcher: yes, yes.] How will you use that? I think that's just, if the skill means what ...I think this instruction, this instruction is like some, someone else skills, and they translated into words. And I translated these words into my skills. Things like that. [24:23] I don't know what to say about that. Does it make sense?

[Researcher: Yes.] The instruction is somebody else to describe their own skills. That's the instruction. [24:39] And if I learn it, that might become my skill. So the impact of instruction to my skill is like [Researcher: you know about it, right?] I don't know what to say. Something like a mother and a baby. [25:01]

Researcher: Yes, yes, because you learned the skill, you acquired the skill, right?

Kai: yeah, something like that.

Excerpt 4:

Researcher: Umm. I see. So did you find that step difficult? I'm just curious.

Momo: I think it is not difficult, if I just arrange what I am going to study for it. But if I just gather a lot of paper and audiences then I wanted to do it in a limited time, absolutely they are gonna be hard. It's gonna be hard, but if I just practice it accurately in the time which is more comfortable for me, and to just hand out the assignment. I will be fine. It would be easy for me.

Researcher: I understand. So maybe when you have more time to think about it, right? Then you can do a better job and feel it's easier.

Momo: Yeah, it depends on the use of the students. How students used it.

Help source text comprehension

The category “help source text comprehension” had twelve instances. If participants expressed that the five-step approach or one of the steps was helpful for their understanding of the source text, then the instance belongs to this category. Among the twelve instances, Sunny presented two instances, Momo gave four instances, Xiao used four instances, and Kai expressed two instances. Therefore, four of the five interview participants stated that the five-step approach was helpful for source text comprehension. Sunny mentioned that the five steps were “really important for our understanding of the passage or essay.” He also pointed out that “[he] may take some ideas from these passages into [his] passages.” Momo emphasized that both cluster-reading and expressing orally could help him to “get the important things from the author’s approach.” Meanwhile, Momo also considered cluster-read an easy process because it was like “chunking and grouping of information.” To add to his comments on cluster-reading, he

stated that annotation or note-taking was helpful, because “it concentrates on the goal, the objective of each article with mentioning the important clues and the important hints.” Xiao gave a similar comment by saying that cluster-reading could “give [him] a brief concept of gaining information from the sources.” After the intervention, he thought of the reading comprehension process as the beginning stage of paraphrasing, as evidenced by his comment that “[taking notes] is also a means of paraphrasing while we are reading sources.” He realized that after the intervention, the five steps were helpful when he did the paraphrasing, since “when [he] found a source, [he] kind of have a general idea about how to organize it,” and “[he] has a clear order of the reading process.” In other words, the five-step approach ensured a good start of his source text comprehension process. Kai’s comments also added to evidence of the five steps being helpful for source text comprehension. He claimed that the five-step approach “can help [him] to ignore something else,” which refers to irrelevant or less important ideas that he would not borrow from the source text. He also commented that in the long run, the five-step approach could provide a lot of assistance for him to extract, accumulate, and record useful ideas for his writing. He explained this point by saying that “there are [is] a lot of information [from the readings], and they are not always written in order.” Therefore, the steps in this reading-to-write approach could guide him to easily and clearly organize the ideas he obtained from his readings.

Help language production

The category “help language production” had ten instances. If an instance talked about how the five-step approach or one of the steps helped with expressing ideas, the

instance was categorized into this category. Among all the instances in this category, Sunny gave two instances, Momo presented four instances, and Xiao used four instances. Sunny said after practicing the five-step approach, he “learn[ed] how to express [his] ideas clearly to others, to let them know what [he] exactly want[ed] to say, to avoid the misunderstanding.” He could also “express [his] ideas or use [his] ideas in a better way, to support [his] ideas.” With the practice of the five-step approach, Momo seemed to have taken the rhetorical aspects of writing into consideration, as he mentioned “the fourth step, which is expressing in writing. So this step really helped me in writing some examples on my papers, and to just facilitate [his] ideas to the readers.” Meanwhile, Momo considered the fifth step, writing for different audiences, the most effective step, since it could help him to “writ[e] [his] ideas in a different way differently,” as well as “avoiding repetition in their working paper.” Also because of the function of step five, Momo thought that the five-step approach “are the basic tools for writing paper.” At the end, Momo added the comment that reading-to-write strategy had helped to improve his performance in this writing course “in a really strong way.” Also commenting on the supportive role of step five in students’ writing, Xiao mentioned that “writ[ing] for different audiences help [him] to focus on different groups of people so [he] can better satisfy their needs.” Furthermore, Xiao commented that finding out the logical relationship was helpful, when he paraphrased using his own words, and “it’s a very nice way to build [his] ability to paraphrase.” Most importantly, Xiao claimed that he made improvements on paraphrasing. As a result, he realized that his final papers were “more standard.”

Explicitness

The category “explicitness” had three instances. When participants mentioned that the process of applying the five-step approach was automatically happening in their brain, the instances were categorized into this category. One instance was used by Qing, and the other two instances were by Kai. Qing mentioned that she did not feel she carried out breaking down and building up in a clear-cut manner or consciously as two distinguishably separate steps, and it seemed that she just knew how to do them “in [her] brain.” Her description made one of the characteristics of the five-step approach stand out, which was its explicitness of the procedural operations of paraphrasing. Kai’s perception sharing in the interview pointed to some key ideas regarding this characteristic mentioned by Qing. When talking about step five, namely writing for different audiences specifically, Kai stated that he actually performed this step subconsciously, as evidenced by his claim, “I implemented this step in my mind automatically and I didn’t realize it.” He emphasized this point later by saying that he changed his tones in a very natural way when facing different people. When asked about which step made him feel most at ease, he presented the same example from the use of step five by emphasizing its feature of functioning “automatically” when he did it. Kai’s repetitive mention of his being subconscious of the process and non-purposeful using step five prior to and during the intervention echoed Qing’s comments. Therefore, his commentary also supported that the intervention program has the purpose and function of making the thinking or cognitive operational process of paraphrasing more explicit and tangible.

Confidence

The category “confidence” only had one instance. Qing used one token of confidence in the interview, as can be seen in the following excerpt. In the excerpt, Qing commented that one important impact of this reading-to-write instruction was that it has made her feel more confident when facing paraphrasing tasks. This comment of making her more “confident” followed her comment of the strategy making the paraphrasing task easier.

Excerpt 5:

Researcher: ... So do you think, what type of impact will this instruction have on your development of paraphrasing skills?

Qing: I think it would be easier for me to paraphrase. And umm, yes. {both laughed.} yes. Because sometimes it's difficult to paraphrase, especially when I first started to write academic articles. I did lots of research and tried to paraphrase them. And with this strategy, I can do it easier. And maybe more confident. And I don't need to too worry about the, umm, how to say “Chaoxi” (“plagiarism” in Chinese when she said it)?

Researcher: Plagiarism.

Qing: Yes. That kind of thing.

The main reason for keeping this category label despite the low number of tokens was that this category is highly relevant to the construct of self-efficacy, which has been a

key construct for the current study. Its important implication can be unravelled from the following two points. Firstly, the category of “confidence” was used for examining participants’ responses to the short-answer questions in the survey after each mini-lesson. Secondly, the discussion of being “confident” when facing the task can be related to reader-writers’ metacognitive aspect. This only instance from Qing also appeared to show that as a high-proficient reader-writer within this group of participants, Qing was more aware of her own cognitive changes from before the mini-intervention to after it. This point can be supported by what Qing recorded as her immediate retrospective thoughts after each mini-lesson. The amount and the contents of her responses were key to supporting that she maintained a higher level of awareness throughout the instructional intervention.

Metalinguistic Knowledge

The category “metalinguistic knowledge” only had one instance, which was given by Qing. She reflected that if she encountered some long sentences when she was doing the break-down process, she needed to use her metalinguistic knowledge to assist the breaking down of the sentences while utilizing the logical relationship among the components within a long sentence.

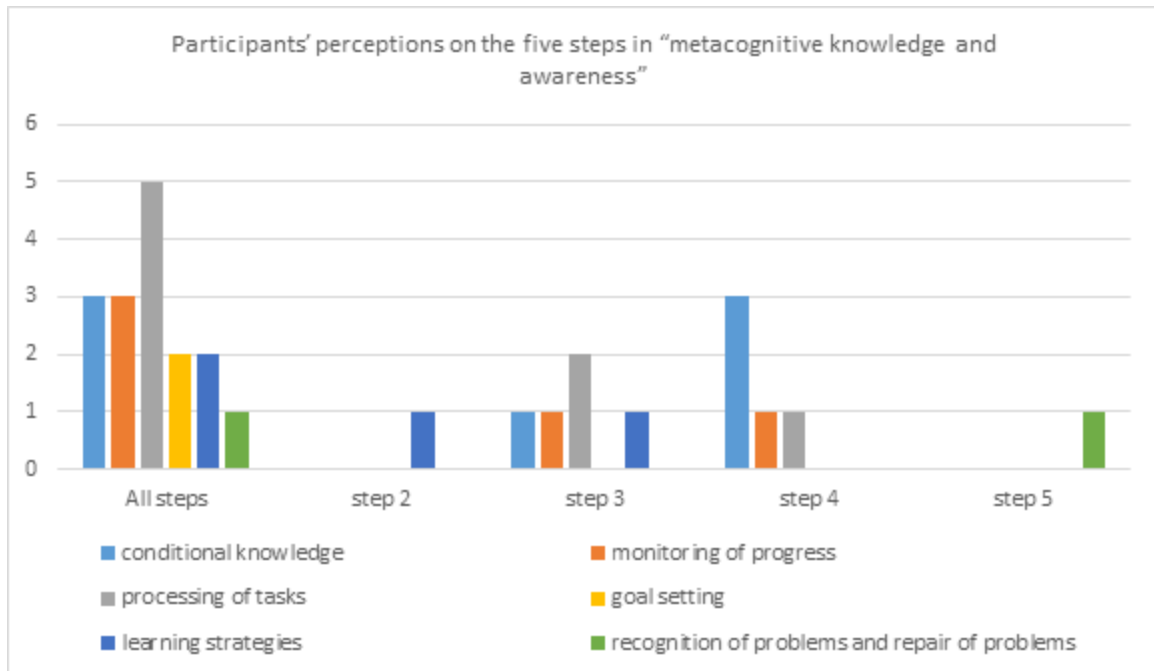
The subcategories of the “metacognitive knowledge and awareness”

After examining all the tokens of codes under the theme of “metacognitive knowledge and awareness,” we can find the results as follows. Figure 13 displays what

aspects of “metacognitive knowledge and awareness” were mentioned by the five participants in the interviews.

Figure 13

Participants’ Perceptions on the Five Steps in “Metacognitive Knowledge and Awareness”



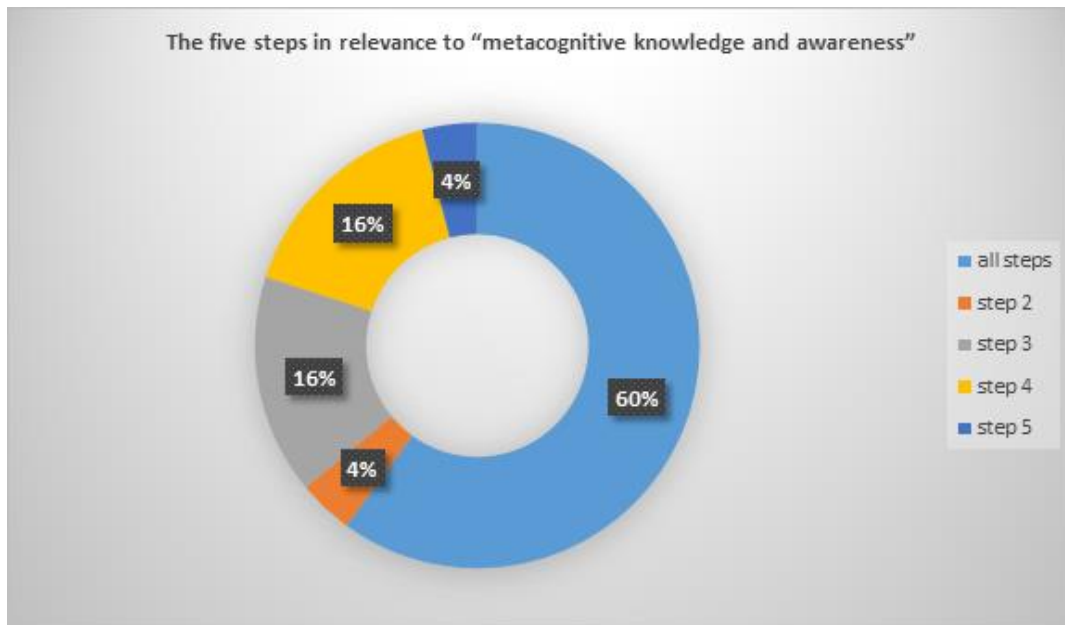
Notes: The total number of instances for all steps were sixteen, which is different from the previous sum of fifteen. The reason was that the instance (18) was classified as two codes: goal setting and monitoring of progress. The total number of instances for step 3 were five, which is different from the previous sum of four. The reason was that the instance (25) was categorized into two subcategories: monitoring progress and processing of tasks.

The following figures elaborated on the portions for the individual steps or for all the steps that were relevant to the various aspects of metacognitive knowledge and awareness. From Figure 15, step one by itself did not receive any instance in the category

of “metacognitive knowledge and awareness.” It is noted that more than half (15; 60%) of all the tokens of thematic units of excerpts in the “metacognitive knowledge and awareness” category (25) commented on the entire five-step instruction. The majority of the rest of the comments were metacognitive knowledge and awareness in the later steps of the five-step approach, namely steps three (4) and four (4).

Figure 14

The Five Steps in Relevance to “Metacognitive Knowledge and Awareness”

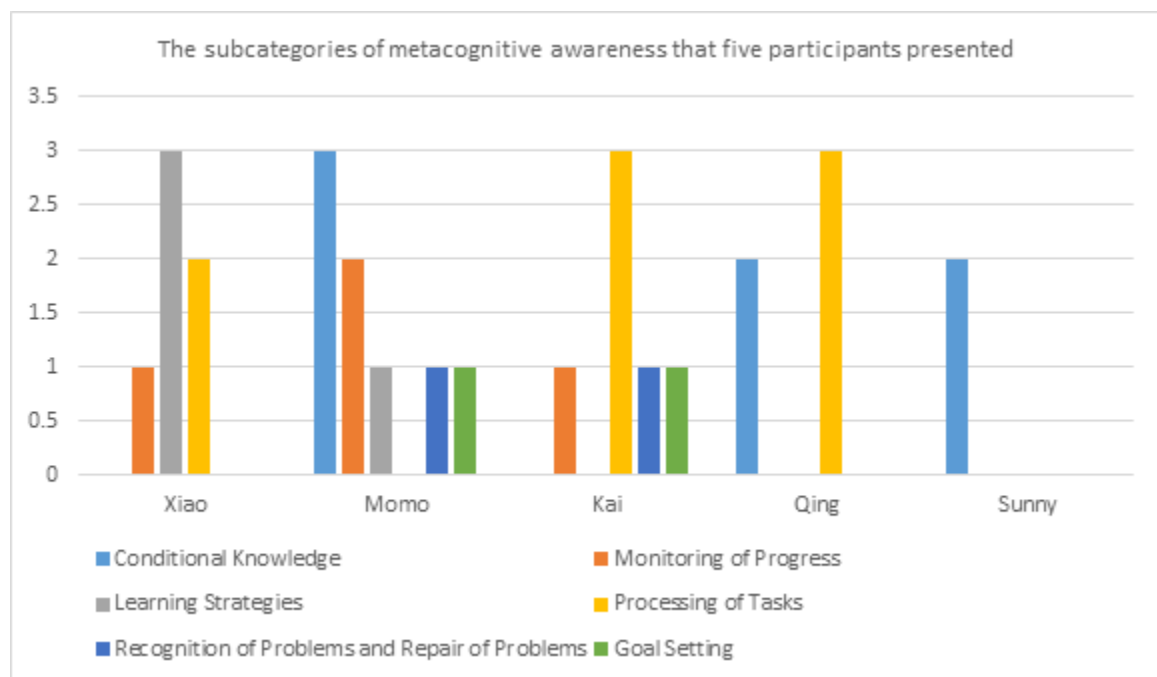


This result verified the design ideology of the five-step instructions, namely the step-by-step approach scaffolding participants from cognitive process of reading to its combination with metacognitive knowledge and awareness of reading-to-write practice. However, it should be noted that despite the fact that step five is also one of the later and supposedly more advanced steps, it only received one instance in the category of

“metacognitive knowledge and awareness.” This seemed to confirm the results and elaboration for the category of “explicitness;” specifically, Qing and Kai commented that they both experienced or carried out step five subconsciously, which could have been the main reason for the actualization of the detailed procedure skipping participants’ metacognitive awareness. Figure 15 gives a clear picture about what subcategories of metacognitive awareness each individual presented in the interviews.

Figure 15

The Subcategories of Metacognitive Awareness that Five Participants Presented

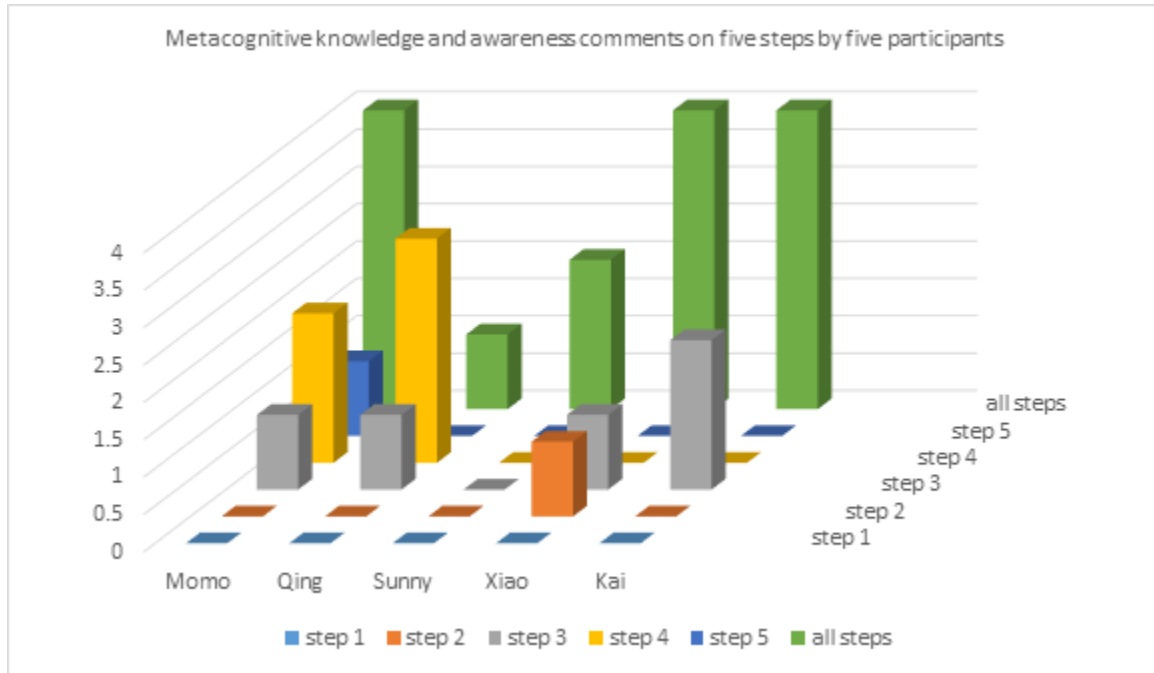


From the above figure, it is noted that the two focal reader-writers selected for the case studies in fact presented relatively small numbers of instances in the “metacognitive awareness and knowledge” category. That is, Qing presented five instances, while Sunny presented two instances in total. From Figure 16, it is noted that Qing presented some

hints of her use of metacognitive awareness and knowledge as early as when she experienced step three of the five-step approach. As for Sunny, he presented metacognitive awareness and thoughts when he thought about the entire five-step approach. That seemed to imply that Sunny had some metacognitive thinking about the five-step approach that he practiced after the completion of the entire instructional process.

Figure 16

Metacognitive Knowledge and Awareness Comments on Five Steps by Five Interview Participants



This figure details how each of the five interview participants described the five steps in relevance to the umbrella category of metacognitive knowledge and awareness. Xiao was the participant who first gave a comment in relation to metacognitive knowledge and awareness. As can be seen from the above figure, Xiao’s very first comment was for step two of the approach, earlier than all his peers. The first personal comment in relevance to metacognitive knowledge and awareness came at the third step for four participants, namely Momo, Qing, Xiao, and Kai. For Sunny, he gave his first comment in relation to metacognitive knowledge and awareness when he talked about the five-step approach as a whole, namely when he was referring to all the steps in the

interview. In response to research question three, Qing and Sunny were selected as two focal reader-writers.

Executive Summary of Research Question Two

To answer research question two, reader-writers' interview responses and responses to the short-answer questions in the short-survey after each min-session were analyzed. Grabe and Stoller's (2011) metacognition construct description facilitated the analysis on reader-writers' perception data.

Participants expressed their perceptions towards the five-step approach intervention program. They gave their evaluation regarding how helpful the steps were, how useful they were, and whether they are easy or difficult to perform. Short-answer responses were collected from the entire group of participants. Interview responses were collected from five voluntary participants. With different types of data examined, participants as a group showed a trend of increase in terms of their metacognitive awareness as the intervention procedures went on. This was indicative that the five-step approach enhanced participants' metacognitive knowledge and awareness when they handled reading-to-write tasks, in this research specifically paraphrasing tasks.

Research Question Three: Case Study

The third research question aimed to investigate how the case-study reader-writers performed and perceived their own performance before, during, and after experiencing the Five Steps to Paraphrasing Approach. This part includes two focal reader-writers' performance and experience during the process of the intervention. The case study

participants were selected based on a few criteria. The two focal reader-writers were unique but typical for the group with which they each could identify in a few aspects. Firstly, Sunny was a mid-low performer and Qing was a mid-high performer based on their own combined performance in pre-task and post-task. Secondly, Qing obtained a very high TOEFL score, while Sunny obtained a relatively low TOEFL score. Thirdly, these two reader-writers provided a relatively complete set of responses to the data instruments compared to the other participants in the current study. Particularly, the two of them attended an interview after the intervention.

Before: Pre-task performance

In the structured tasks, Qing had a mean length of 2.91 words for all the unique links in the pre-task (as seen in Figure 1 [a]). She had a mean length of 2.02 words for all the unique links in the post-task. A unique link refers to words specific to the particular text and as a chunk do not repeat in any other parts or places of the bigger text where the source passage or excerpt comes from. The decrease tendency showed that Qing made some progress between pre-task and post-task. Similar to Qing, Sunny also showed some progress, but with improvement of a less drastic or distinctive degree, namely from 2.75 words to 2.40 words.

Based on the qualities of their responses to the pre-task and the post-task, Qing and Sunny both made improvements from pre-task to post-task. In the structured tasks, Qing's response to the first prompt in the pre-task was identified as a "Minimal Revision." Qing didn't have enough time to give a response to the second prompt in the

pre-task. As for her responses to the two prompts in the post-tasks, both were categorized as “minimal revision.” Sunny’s responses to both prompts in the pre-task were identified as Near Copy. His response to the first prompt in the post-task was a minimal revision, while his answer to the second prompt in the post-task was identified as a Near Copy.

During: the survey and short-answer responses

Examining participants’ task performance sheds some light on their cognitive abilities in writing task completion, whereas their self-perception presented metacognitive aspects during the intervention process. Barks and Watts (2001) referred to a few teacher-created instruments, such as short questionnaires with yes/no questions and open-ended questions, for novice second language writers to record their own learning experience during reading-to-write task completion (2001), which aimed at assisting awareness-raising during the learning process (e.g., as cited in Swales & Feak, 2012). The current study examined participants’ metacognitive awareness during the mini-intervention program, so as to fully depict novice second language reader-writers’ acquisition process of paraphrasing strategies. The detailed demonstration of the acquisition process was through recorded performance and perceptions of the two focal reader-writers recorded via short-answer survey questions and post-intervention interview.

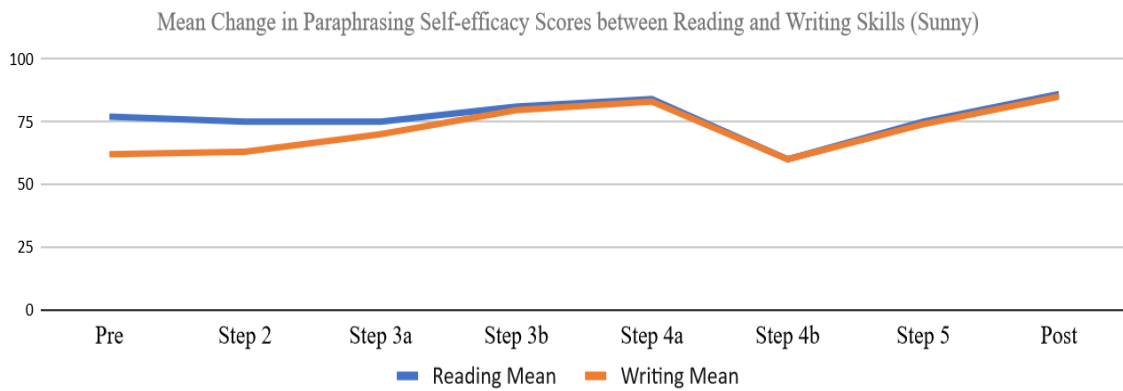
At the end of each of the eight mini-lessons, participants filled in a short survey to indicate their confidence level towards the tasks that they had just completed during the mini-lesson. The following Figure contained the self-recorded confidence ratings,

including average for items focused on reading and writing respectively, by the two focal participants, Qing and Sunny.

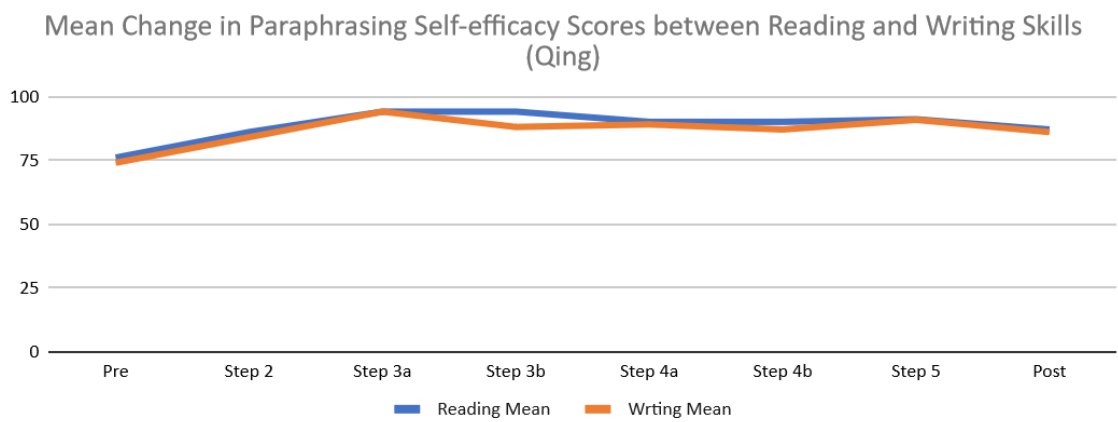
Figure 17

Sunny's and Qing's Mean Perceived Change in Paraphrasing Self-efficacy Scores of Reading and Writing Skills

(a) Sunny



(b) Qing



According to the above figure (Figure 17) for the performance by Sunny, the mid-low performer, Sunny had a higher confidence level for his own reading aspect than the writing aspect. As the program went on, his confidence in reading and writing performance changed synchronously with the two lines overlapping over time from the second half of the fourth step till post-task. Based on the above line-chart for the performance by Qing, the mid-high performer, her confidence in reading and writing appeared to be overlapping from the beginning to the end of the intervention. The overall trend of development for both aspects in Qing's case was stable, but also increased a bit, from 76 and 74 to 87 and 86 for reading mean and writing mean respectively.

When asked in the interview how the knowledge of the five-step approach transferred to the writing of her final essays, Qing stated that she had subconsciously applied the five-step approach "in a more comprehensive way." Qing was identified as a mid-high performer based on her overall performance in the four items in the pre- and post-tasks. She also had obtained a very high TOEFL score, namely 98. Her English language proficiency was high and she was evenly competent in all four language skills, as can be seen in Table 9. Based on the exercises she did which were shown by the researcher to her during the interview, Qing said the following in the interview:

"Uhh, I think they are practical, but, um, cause' when I write my argumentative [Researcher: Argumentative essay] I feel like I don't do it, specifically like break down and build up, but maybe I just know this way, and do it in my brain. Just in

a more comprehensive way.” [Notes: “they” refers to what she did in class, e.g., the exercises.]

Later when she was asked about how she used the five-step approach in the writing of her compare and contrast essay and her argumentative essay, she referred back to her previous comments and also emphasized them:

Qing: “Just like I mentioned before, I think I tend to use it in a more comprehensive way. Like when I see the sentence I want to cite, I would seek the specific important point. Like the words. But I won’t write them down. I just remember it. Yes. And... like breaking down and building up. I think it’s just I won’t do that specifically but I would do that maybe subconscious. [Researcher: Right. Subconsciously?] Yes. [Researcher: Ohh, oh, ok.]”

Neil Anderson in his book chapter on “ACTIVE Reading” (2009) devoted one section to discussion of the difference and connection between “skills” and “strategies”. When it comes to how the two key concepts were related to each other, Anderson emphasized that when automaticity is achieved by a reader after using a strategy, the strategy has become part of the reader’s skillset (p. 134). Furthermore, he argued that strategy instructions aimed at assisting readers with going through the process from deliberate use of reading strategies to mastery of tools in a reader’s skillset (2009, p. 134). The response by Qing mentioned that before receiving this training in class, she had been operating with and organizing the text that she encountered in a similar way without noticing the process that she went through cognitively. This reflection of hers echoed the

automaticity feature of “skills” in one’s reading and writing process. In this group of novice second-language reader-writers, Qing was identified as one of the more advanced reader-writers in terms of overall English language proficiency. From her comments, it was noted that she had a higher level of metacognitive awareness in the reading-to-write process throughout the intervention.

Table 20 displays Qing and Sunny’s immediate retrospective thinking after each of the mini lessons regarding three specific questions. The data reflected how the two focal reader-writers thought about specific components of the intervention and the corresponding practices during the intervention process. The short-answer questions in the survey immediately following each of the mini-sessions contained three same major questions: 1) which instructional elements are difficult; 2) which instructional elements are helpful; 3) factors that impact their confidence level during the practice. The following table displayed Qing and Sunny’s day-by-day description of their own perceptions on the survey short-answer questions right at the conclusion of each mini-lesson, as the five-step paraphrasing instructions progressed.

Table 20

The Two Reader-writers' Short-answer Responses in the Survey After Each Mini-lesson

	Qing	Sunny
“difficult” (which instructional elements are difficult)	<ul style="list-style-type: none">▶ Sometimes it's difficult to summarize, so we just copy the sentence as a summary.▶ Visualizing the structure is difficult.▶ find the logic relationship; It's also difficult to express the same idea with different words.▶ Actually nothing too difficult.▶ Using our own words is difficult.▶ When the sentence is long, it's a little difficult.▶ Sometimes the tone is hard to recognize.	<ul style="list-style-type: none">▶ How to express the ideas from others in my own word.▶ No.▶ separate the article into my own simple sentences.▶ No.▶ No.▶ N/A▶ N/A

<p>“helpful” (which instructional elements are helpful)</p>	<ul style="list-style-type: none"> ▶ Through comparison, I can know what important points that I missed. ▶ Drawing the structure of the essay helps us to understand better. ▶ We can try to look for the logic relationship. ▶ Listening to peers’ sentences and then take notes help paraphrase. ▶ Sometime we can use some vague words. ▶ The reason why we do “break down” and “build up.” ▶ About the tone. 	<ul style="list-style-type: none"> ▶ How to mark the resources I used in my essay. ▶ help me understand the articles easier. ▶ better understanding of passage. ▶ learn how to use my own words to explain the articles. ▶ learn how to break a paraphrase into my own words. ▶ N/A ▶ N/A
<p>Factors on level of confidence (factors that impact their confidence level during the practice)</p>	<ul style="list-style-type: none"> ▶ After discussing the notes, I’m aware of the important information I missed before, which helps me have a better understanding of the structure of the text. ▶ This paragraph is relatively short and organized. ▶ The communication with peers. ▶ The speed of completing it. ▶ The difficulty of the original text; the times I practice. ▶ The difficulty of the original text. 	<ul style="list-style-type: none"> ▶ Vocabulary. ▶ comprehension of article. ▶ No. ▶ N/A ▶ N/A

Notes: in the above table, “N/A” means the participant literally wrote “N/A” on the survey. “No.” means that the written answer by the participant was literally “No.”

From the above table, Qing gave more expressive responses than Sunny to each of the three questions in terms of total number of responses. Qing gave a short but concrete answer to each of the three questions in each survey, except one response being “actually nothing too difficult.” For the question related to “difficult,” Sunny gave three “no” and two “N/A” as responses. Qing had a higher level of overall English proficiency and showed a better performance in the pre- and post-tasks. Sunny had a relatively lower level of English proficiency, and also presented a comparatively poorer performance in the two structured tasks than Qing. Qing seemed to be clearer about what difficulty she had encountered and where those difficulties lied. Sunny either seemed to have encountered fewer difficulties, or seemed not to be so aware of what had been difficult for him in the practice during the mini-lessons.

As for their answers to the question related to “helpful,” Qing’s answer to the question in each survey appeared to be more closely relevant to the key instruction points or the specific focused step during a particular mini-lesson. Whereas, Sunny’s answers seemed to be more general and related to the understanding and rephrasing using his own words. As far as their answers to the questions inquiring factors that impacted confidence levels, Qing clearly presented her perceptions on what factors had contributed to her confidence level when doing the exercises in the mini-session, while Sunny appeared to be much less clear about the potential factors. Based on the drastic differences in their answers to the questions each time they received right after a mini-session, Qing can exemplify a model reader-writer who is more aware in her metacognition, gives more and

deeper thoughts, more mindful about the contents attended to and more expressive about her own perceptions during the intervention, and probably is more engaged when using her cognitive capacity, compared with Sunny.

The above three aspects in the table are all the short-answer responses from the two focal reader-writers' survey submissions after the eight mini-lessons. Qing gave more responses as immediate self-reflections at the end of each short twenty-minute lesson. With her responses examined, her reflections were all clearly based on her metacognitive thinking about her own performance and her personal processes of completing the exercises in class. The responses were retrospective and to a large extent timely thus true to their feelings because they were collected right at the conclusion of each of the eight lessons.

The last step, "writing for different audiences," is an attempt to respond to Kantz (1990)'s advocate that instructors introduce the rhetorical approach to reading-to-write tasks. That is, novice writers need to be exposed to writing tasks that suit various audiences or readers according to the need of the writing tasks and the writing goals. In all the responses to the short-answer questions at the end of each mini-lesson by the two participants, they had different perceptions on the fifth step in the approach. Qing commented that "sometimes the tone is hard to recognize," but she still considered the step where she practiced the change of tones in her writing "helpful." Sunny seemed not to have much awareness of the rhetorical aspect as one focal point of training during that mini-lesson. At the end of that lesson which was centered on rhetorical aspects of

paraphrasing, Sunny did not mention any of the rhetorical aspects in either the “difficult” question or the “helpful” question.

In Qing’s case, for one of the factors that impacted her level of confidence, she mentioned in her short answer twice the factor of “the difficulty of the original text.” In the follow-up interview, she commented based on her own performance that the score for confidence and the level of difficulty for the reading materials were negatively correlated. This idea can be found from the following interview excerpt:

Excerpt 6:

Researcher: Ohh. Regarding your portfolio, I do have one or two questions. So I read it again and I found that, so, in..., let me get to that part first. So here, you circled a “90 (ninety)”, right? [Qing: Um.] Does this refer to an overall score, for your confidence level. [Qing: Yes.] So you put “92”, “92”. {Both are laughing.} What were you thinking about when you put “92 percent”?

...

Qing: I don’t remember. But I think the score I give here is related to the difficulty of paraphrasing. So if the original article is very difficult. Then the score would be lower.

After: Paraphrases in Post-tasks and Two Essays, and interview responses

Table 21 shows the numbers and percentages of strategy use in CC and AE essays by the two focal reader-writers, Qing and Sunny.

Table 21

Numbers of Strategy Use in the Two Major Essays by Qing and Sunny

	Essay types	D/A/S	Clause Element Revision	Clause Element Creation	Total
Sunny	CC	0	3 (75%)	1 (25%)	4
	AE	0	8 (80%)	2 (20%)	10
Qing	CC	15 (35.71%)	17 (40.48%)	10 (23.81%)	42
	AE	0	10 (83.33%)	2 (16.67%)	12

Two themes generated from the interview data, namely “confidence” and “metalinguistic knowledge,” each only has one instance. Each of the instances was recorded and interpreted from Qing’s interview responses. Qing was the only participant who mentioned her confidence level in her interview response. She also mentioned that the break-down process was a key step to success in transforming the source text into newly paraphrased sentences in her own words especially when she needed to deal with sentences with complex sentence structures. She also acknowledged that in the meantime the logic in the source text assisted her with comprehension and producing during the paraphrasing process.

To better present the two focal reader-writers' post-task performance and to assist the interpretation of change in paraphrasing behavior or performance, their responses to pre-task were included in this part of the result. For prompt one in pre-task, Sunny used five strategies, while Qing used ten strategies. For prompt one in post-task, Sunny used three strategies, while Qing used five strategies. For prompt two in post-task, Sunny used four whereas Qing used seven strategies. Qing used more D/A/S strategies for prompt one in the pre-task. The two of them used the same number of "clause element revision" strategies for prompt one in the pre-task. For the two items in the post-task, Qing and Sunny each used two D/A/S strategies. Sunny used seven "Clause element revision" strategies, while Qing used eight "Clause element revision" strategies.

In both pre-task and post-task, Sunny and Qing did not use any instances of "Clause Element Creation." Qing used eleven instances of "Clause Element Revision." Sunny used thirteen instances of "Clause Element Revision." Sunny used only two instances of "Deletion/Addition/Substitution" strategy in both tasks. Altogether, Qing used eleven instances of "D/A/S" strategy in both tasks.

A more descriptive account of Qing's and Sunny's paraphrasing behavior would be captured as follows with analysis on some examples. The examples of responses to pre-task prompt one (as in Appendix H) show the details about how the two focal reader-writers rewrote the source texts. The two examples presented quite different paraphrasing strategy use by the two focal reader-writers prior to the five-step approach intervention.

Example One of Appendix H shows Qing's response to the pre-task prompt one. In Qing's response to prompt one in pre-task, she rearranged the key ideas, A impacting B, in the entire paragraph. The thesis appeared at the very beginning in the source text paragraph. Whereas in the paraphrase, Qing moved the key idea, A impacting B, to a later part of the paragraph, as she identified the key idea as the result of a cause-effect relationship among the key notions.

Qing did some local lexical-level cosmetic modifications to the wording. But she moved around the key ideas units in grammatical trunks. As for instances for substitution strategy, she replaced "establish" with "set up," and replaced "that could" with "which would be able to." The phrase "on a single charge" was changed to "on only one charge." She also used the relative pronoun "that" with "which." For instances of "Addition," she changed "to establish" with "in order to set up." Regarding instances for deletion, she rewrote "in full nine years" as "in 9 years."

Three instances of "Clause Element Revision" were extracted from Qing's paraphrase for pre-task prompt one. In instance one of Clause Element Revision, Qing rewrote the source sentence by adopting the original sentence structure. In the second instance, Qing changed the sentence structure "noun + copula + noun" into "noun + verb + adverbial phrase." In the third instance, Qing changed a sentence in active voice into a sentence in passive voice. No instances of "Clause Element Creation" were identified in Qing's paragraph for pre-task prompt one.

Example Two of Appendix H shows Sunny's response to the pre-task prompt one. In Sunny's response to pre-task prompt one, he used one instance of substitution strategy. He used the acronym "DELPO" to replace "the Department of Energy's Loan Program Office". He used one instance of deletion, in which he changed "a \$465 million loan" to "\$465 million."

Three instances of "Clause Element Revision" were also identified in Sunny's paraphrase to post-task prompt one. In instance one, Sunny rewrote the sentence subject, a noun phrase with a relative clause into a simple sentence in the format of "noun + verb + noun as object." In instance two, Sunny didn't change the sentence structure, but mainly did slot phrase replacement. In instance three, Sunny changed an indefinite verb phrase, which indicated purpose, into a purpose clause introduced by "so that." No instances of "Clause Element Creation" were identified in Sunny's response to pre-task prompt one.

In reference to the framework by Keck (2010), the analysis based on the second level of strategies, namely the set of clause element revision, can be effectively facilitated by dividing the sentences into meaningful chunks, that is lexical chunks or grammatical chunks, as illustrated in Keck (2010, pp. 206 & 207). The strategies used by the two focal participants would probably be incomparable since they referred to vastly different source texts, but careful examination into all the sampled paraphrase excerpts by both could be insightful about their paraphrase construction process.

After examining all the paraphrases from Qing and Sunny’s CC essay and AE essay, some distinct features by the two individuals were noticed. In Qing’s paraphrases in both essays, she used all kinds of paraphrasing grammatical strategies, from basic level to advanced level. Implications were generated and stated in her essays. She had treated the grammatical chunks as units for modification in her paraphrases. The other focal reader-writer, Sunny, hadn’t used all kinds of strategies. He used fews of the basic level paraphrase grammatical strategies, namely Deletion/Addition/Substitution strategies. Instead, he tended to favor the Clause Element Revision strategy. Meanwhile, he seldom attempted the Clause Element Creation strategy. It has also been noted that his use of Clause Element Revision strategy had some particular features. In his Clause Element Revision examples, he borrowed specific pieces of information from the source texts referenced to, and most of the time the information borrowed contained figures or statistics from source texts. The following were a few typical examples that could present and reveal these features of the paraphrases in CC and AE essays by these two focal reader-writers.

Example 081 (Qing; CC essay)

Source text:

- “In contrast, most e-cash schemes require a centralized **bank** who is trusted for purposes of e-cash issuance, and double-spending detection. This greatly appeals to individuals who wish for a **freely-traded currency** not in control by any governments, banks, or authorities.”

Paraphrase:

- On one side, formal currency is restricted to the central **bank**, so people who are interested in **freely-traded currency** will be attracted by bitcoin (Barber et al., 2012).

Grammatical Strategies Used:

- Deletion (Prepositional P): a **freely-traded currency** not in control by any governments, banks, or authorities → **freely-traded currency X X X X X X X X X**
- Addition: none
- Substitution: none

- Clause Element Revision:

	Attempted paraphrase	Source text
1	people who are interested in freely-traded currency	individuals who wish for a freely-traded currency
2	... will be attracted by bitcoin	This greatly appeals to ...
3	On one side,	In contrast,
4	formal currency is restricted to the central bank ,	most e-cash schemes require a centralized bank who is trusted for purposes of e-cash issuance, and double-spending detection.

- Clause Element Creation:

“formal currency is restricted to the central **bank**,”

In this example, Qing used Deletion strategy as well as four instances of Clause Element Revision strategy. Another way to look at her paraphrase is that she constructed three instances of Clause Element Revision strategy and one instance of Clause Element Creation strategy. This is a typical example in which Qing made use of different levels of paraphrase grammatical strategies. The controversial categorization of the fourth potential instance of the Clause Element Revision strategy, was mainly due to the fact that the newly written sentence by Qing was a generalized version of the original sentence of the source text.

1) The original text and the paraphrase shared the same structure; namely, they are both noun phrases modified by a relative clause. Qing used a synonymous noun to replace the

core noun. She changed the main verb in the original sentence to another verb when constructing the paraphrase.

2) Qing changed active voice to passive voice. The original sentence was in active voice, whereas the newly written sentence was in passive voice. The subject of the original sentence became the object introduced by “by” in the paraphrase. The original sentence was in simple present tense, while the paraphrase was in simple future tense.

3) The original expression, which was an adverbial phrase, was replaced with another adverbial phrase. The adverbial phrases both convey contrasting meanings between the sentence that it introduced and the previous sentence.

4) In this example pair of source text and paraphrase, the paraphrase relied on the meanings of the original sentence which specifically talked about one type of cash, namely e-cash. In the paraphrase, it focused on the concept of “currency,” which is the general concept of cash. The paraphrase can serve as a summarized or abstracted version of the original text. Therefore, Qing extended the scope of the meaning in the paraphrase.

The following example is a second example from Qing’s CC essay.

Example 085 (by Qing in CC essay)

Source text:

- “Scarcity is one of money’s core characteristics: To maintain its **value**, money **must be in limited supply**.”

Paraphrase:

- That is to say, no matter which kind of currency it is, it **must be in limited supply** in order to keep the **value** (Smith, 2018, para. 8).

Grammatical Strategies Used:

- Deletion: none
- Addition: none
- Substitution (NP → pronoun): *money must be in limited supply* → *it must be in limited supply*
- Clause Element Revision:

	Attempted paraphrase	Source text
1	<i>In order to keep <u>the value</u></i>	<i>To maintain <u>its value</u>,</i>

- Clause Element Creation

“no matter which kind of currency it is,”

Qing used Substitution grammatical strategy in this example. She used the pronoun “it” to replace the noun “money.” As for the example of Clause Element Revision strategy, both the source sentence and the paraphrase used indefinite verb phrases to introduce objectives for the main clause which follows the phrase in the original context. Qing replaced the verb “maintain” with the verb “keep.” She also changed the “to” to “in order to” prior to introducing the verbs. In the instance of Clause Element Creation strategy in this example, this clause is an elaboration to present her interpretation of the meanings in the source text. To put it in another way, Qing also summarized the idea from the source text in this instance.

This example is from Qing’s CC essay. In this example, Qing used one basic grammatical paraphrasing strategy, namely substitution strategy. She also used one

instance of Clause Element Revision strategy and one instance of Clause Element Creation strategy. This is a typical example that showed how Qing made use of grammatical paraphrasing strategies in her essay writing. She tended to use various types of grammatical paraphrasing strategies as need be. She was skillful in using both the basic level of strategy, and the relatively more advanced level of grammatical paraphrasing strategies.

The following example is from Qing's AE essay.

Example 203 (Qing; AE essay)

Source text:

- “**Texting** does help those who are nervous, or who have shakier interpersonal skills, **avoid** potentially stressful encounters.”

- **Texting** removes some of the barriers that can make **face-to-face conversations**, or even phone calls, tricky to navigate. Applying Walther's (1996) hyperpersonal model to text messaging reveals three key advantages:
 1. Texting does not require spontaneous wit; texters have some time to think and carefully craft clever messages.
 2. Text messages are void of nonverbal signals, allowing texters to communicate the message they wish to send without concern that unintended nonverbal signals (sweaty hands, shaky voice, etc.) are polluting their message.
 3. Texting is easy; in-person conversations can be complex.”

Paraphrase:

- **Texting**, compared to **face-to-face conversations**, does enjoy advantages like **avoiding** embarrassing scenes and hiding our nervous emotions (Didonato, 2014, para. 7), but every coin has two sides.

Grammatical Strategies Used:

- Deletion/Addition/Substitution: none

- Clause Element Revision:

	Attempted paraphrase	Source text
1	Texting , ... does enjoy advantages like ... hiding our nervous emotions	Texting does help those who are nervous
2	Texting , compared to face-to-face conversations , does enjoy advantages like avoiding embarrassing scenes ...	1) Texting removes some of the barriers that can make face-to-face conversations , or even phone calls, tricky to navigate. 2) avoid potentially stressful encounters

- Clause Element Creation:

“... but every coin has two sides.”

This example is from Qing’s AE essay for this course. This example showed a typical way in which Qing constructed paraphrases in her AE essay. In this example, she did not use any of the Deletion/Addition/Substitution strategies. She also used two instances of Clause Element Revision strategy. The original sentences in the source text which back up the claims by Qing spanned a bigger portion than that did in her CC essay. She felt more comfortable borrowing ideas from a bigger portion of the source text in an appropriate manner. She became more skillful in borrowing the ideas and she exercised more flexibility compared to what she did in her CC essay examples. In this example, she also used one instance of Clause Element Creation strategy. The clause generated by Clause Element Creation strategy contained contents of common knowledge, but readers of her essay might be able to easily recognize that this served as a bridging clause to connect the ideas she borrowed from outside sources and the ideas that she would argue

for. Therefore, Qing also used grammatical paraphrasing strategies that were of various levels, from basic to more advanced. She also treated the language as chunks in the original sentences before transforming them into constructing components of sentences in her own AE essay.

The following example is a second example from Qing’s AE essay.

Example 206 (Qing; AE essay)

Source text:

- “Further, this drive to gather ‘friends’ changes our normal understanding of ‘friendship.’ Traditionally, **friendship** was a relationship involving the sharing of mutual interests, reciprocity, trust, and revelation of intimate details over time and within specific social and cultural contexts. The revelations at the heart of friendship could only flourish within the boundaries of privacy.”

Paraphrase:

- It’s kind of ridiculous especially when we compare it with how we treat **friendship** in the past (Kegley, 2018).

Grammatical Strategies Used:

- Substitution/Addition/Deletion: none
- Clause Element Revision:

Attempted paraphrase	Original text
(when we compare it with) how we treat friendship in the past	Traditionally, friendship was a relationship involving (the sharing of mutual interests, reciprocity, trust, and revelation of intimate details over time and within specific social and cultural contexts.)

- Clause Element Creation:

“It’s kind of ridiculous especially when we compare it with ...”

This example is also from Qing’s AE essay. In this example, she did not present any instances of the Deletion/Addition/Substitution strategy. She used one instance of the

Clause Element Revision strategy and one example of Clause Element Creation strategy. The instance of Clause Element Revision strategy could be considered a short summary of the ideas in the source sentence. The instance of the Clause Element Creation strategy presented some evaluation or a comment by Qing. Therefore, in this example, Qing also used grammatical paraphrasing strategies of various levels. Her pattern in use of grammatical paraphrasing strategies could be concluded as that as the intervention went on, she became more skillful and flexible in using the basic level of grammatical paraphrasing strategy, and further along the way she felt more comfortable in utilizing grammatical paraphrasing strategies of relatively higher levels.

Sunny, as a representative of a mid-low ESL reader-writer at the time of research, presented a different pattern of paraphrasing construction throughout the process of the five-step paraphrasing approach intervention. The next example paraphrase came from his CC essay.

Example 026 (Sunny; CC essay)

Source text:

- “Recently a promising technology (**super-capacitors**) has been introduced that has the potential to rival all the fast acting storage devices and can outperform in several key parameters. Also known as, ultra capacitors, pseudo capacitors and double layer capacitors, super-capacitors are essentially powerful, high cycle life and high energy capacitors. They have two outstanding features; their **energy density** is **approximately 100 times higher than that of** conventional capacitors and power density is approximately 10 times higher than those of the batteries. Super-capacitors have already been used in applications such as dc motor drives, uninterruptible power supply (UPS) systems and electric vehicles.”

Notes: This excerpt was contained in the second reference for the current paper, which is a research article by Mufti et al. (2009). The above excerpt is in the third paragraph in the Introduction of the original research article.

Paraphrase:

2) But we would not use batteries anymore because of the development of **super capacitor** technology. This technology expands the lifetime of the “battery”. Besides, **the density of** the super capacitor is much higher than normal density. For sometimes it can use **as least one hundred times or more**. (Mairaj ud din Mufti, 2008)

Grammatical Strategies Used:

- Deletion/Addition/Substitution: none
- Clause Element Revision

	Attempted paraphrase	Source text
1	the density of the super capacitor is much higher than normal density. For sometimes it can use as least <u>one hundred times</u> or more .	their energy density is approximately <u>100 times</u> higher than that of conventional capacitors
2	But we would not use batteries anymore because of the development of super capacitor technology.	Recently a promising technology (super-capacitors) has been introduced that has the potential to rival all the fast acting storage devices and can outperform in several key parameters.

- Clause Element Creation

“This technology expands the lifetime of the ‘battery’.”

This example is from Sunny’s CC essay. This was a typical example which revealed how he used different grammatical paraphrasing strategies in his CC essay. In this example, Sunny did not use any Deletion/Addition/Substitution strategies. He used two instances of Clause Element Revision strategy. In the first instance, he borrowed a specific idea from the source text that provided information by giving a number or

statistics. In the second instance, Sunny did a very good job expressing the key ideas using his own words based on his understanding of the meanings. In the newly written sentence, Sunny did copy the proper noun, namely “super-capacitors” from the source text. In this example, Sunny used one instance of Clause Element Creation strategy. The idea expressed through this newly written sentence was inferred from one of the sentences in the source text, which appears soon after this sentence and goes like this, “... power density is approximately 10 times higher than those of the batteries.” This instance highly relied on the newly written sentence parts namely component 1) and 2) in the analysis by using Clause Element Revision strategy, and it could be considered evaluation or a comment on the content in the sentence parts by Clause Element Revision strategy. From this example, it is noted that Sunny seemed to be very careful when using Clause Element Revision strategies. He was comfortable with borrowing specific details, for example numbers from source text. When borrowing some ideas like arguments or viewpoints, he would rather come up with totally different sentences than treating the components of the source text as chunks on which he could make modifications to achieve the goal of appropriate text borrowing. After using Clause Element Revision, which is a less advanced type of grammatical paraphrasing strategy, it seemed natural for him to construct sentences by Clause Element Creation. The next example came from Sunny’s AE essay, which was a product at a later stage of the intervention.

Example 185 (Sunny; AE essay)

Source text:

- “Another Pew survey showed that **57%** of teens state they have made a new friend **online**, and **83%** state that **social media** makes them feel more connected and informed about their friends’ lives.”

Paraphrase:

- According to a survey, for teens, **57%** of them making friends through the **online** social media with **83%** believe that the **social media** helps them contact with their friends. (Willis, 2016).

Grammatical Strategies Used:

- Deletion/Addition/Substitution: none
- Clause Element Revision:

	Paraphrases	Source texts
1	for <i>teens</i> , 57% of them	57% of <i>teens</i>
2	(them) making friends through the online social media	(they) have made a new friend online
3	with 83% believe that the social media helps them contact with their friends.	83% state that social media makes them feel more connected and informed about their friends’ lives.

- Clause Element Creation: none

Clause Element Revision Example One presented Sunny’s work in modifying an of-phrase from the source text. In Clause Element Revision Example Two, the source sentence is a complete main clause once the subject “they” is added, whereas the paraphrased sentence is a present participle phrase in a “subject + verb + object + object

complement” structure. Therefore, in essence, both the clause in the source text and the phrase in the paraphrase adopt the same sentence structure. Both of them used the verb phrase “make a friend,” despite the difference in the number of the noun as the object. The expression “online” in the source text is an adverbial phrase, which the phrase “through the online social media” is a prepositional phrase with the word “online” as an adjective modifying “social media.”

In Example Three, from the source sentence to the newly written sentence, the main verb “state” has been changed to “believe.” The predicate of the object clause in the source text has similar meanings to that of the object clause in the paraphrase. The only difference was that the phrase “make + feel + adjective” was changed to a phrase with an action verb, namely “help + do.”

This example is from Sunny’s AE essay. In this example, Sunny did not use any Deletion/Addition/Substitution strategies. He used three instances of Clause Element Revision strategies. In the first instance, he borrowed a specific detail from the source text, which was a number or statistics. In the second instance, he changed the part of speech of the components of the clause. The sentence structure of the paraphrased clause and the sentence structure of the source clause are the same. Sunny modified the forms of the three components, namely the verb from “have made” to “making,” and the object from “a new friend” to “friends,” and the adverbial phrase from the adverb “online” to a prepositional phrase “through the online social media.” Therefore, in the second instance, he treated the grammatical components in the source text as chunks, and he modified each chunk to construct his paraphrase. In the third instance of Clause Element Revision,

he again borrowed a specific detail from the source text, i.e. a percentage, which is essentially statistics from the source text. In this example paraphrase, he did not present any Clause Element Creation instances. Based on this second example by Sunny, it was noted that the feature of not using any instances of Clause Element Creation strategy could be considered a pattern that Sunny's grammatical paraphrasing strategy use followed in his CC and AE essay.

The above six paraphrase examples, with four from Qing and two from Sunny, showed some behavior patterns by two individuals representing the group where they came from when working on paraphrasing tasks. In the meantime, how they perceived the intervention could guide their future behavior when doing paraphrasing in their academic writing. Their post-intervention interview responses were collected and analyzed.

At the conclusion of the intervention, Qing and Sunny participated in interviews and expressed how they perceived the intervention and their own performance throughout the intervention. Their interviews were transcribed verbatim, but then analyzed using "immersion approaches." Following the "immersion approaches" in Crabtree and Miller's (1992) classification of analytic approaches, the following table was obtained (Bloomberg & Volpe, 2008, p. 99). The table contained the researcher's interpretation of the passages in the two case study participants' interview responses. As cited in Bloomberg and Volpe (2008, p. 99), "Immersion approaches: This approach is the least structured and most interpretive, emphasizing researcher insight, intuition, and creativity. Methods remain fluid and are not systematized." In Table 23, the ideas summarized were

extracted from and based on the key idea units mentioned by the two case study participants in their interview responses. The key ideas captured by the coding presented how Qing and Sunny perceived their own progress throughout the intervention and how they evaluated the contents of the intervention.

Table 22

Key Idea Units from the Interview Responses by the Focal Reader-writers

Questions	Qing	Sunny
Part one, Question 1-the five steps	Qing remembered the most important information about the framework of the five-step approach. She emphasized the key points of “break down” and “build up.”	Sunny did not remember the five-step approach from the intervention. Sunny asked for a review on the five-step approach.
Part one, Question 2-more useful	In her reasons for considering “express in writing” beneficial, she mentioned the application of the techniques she learned in this step.	In his reasons for considering “express orally” beneficial, he mentioned that this step can help him practice expressing ideas clearly.
Part one, Question 3-less useful	Qing explained why she thought the step of “expressing orally” is less useful or not that useful.	Sunny thought that none of the steps was not useful.

<p>Part one,</p> <p>Question 4-based on their exercises</p>	<p>Qing said she did not do “specifically like break down and build up,” but she just knew this way, and did it “in her brain” and “in a more comprehensive way.”</p> <p>Qing mentioned that in her case the score for confidence and the level of difficulty for the reading materials are negatively correlated.</p>	<p>Sunny said he followed the five step approach when he did the Guided exercises.</p>
<p>Part one,</p> <p>Question 5-easy & difficult</p>	<p>Qing said that the process of “break down” was easy, but “breaking down” long sentences was difficult.</p>	<p>Sunny said that cluster read is easy, but “write for different audiences is the most difficult.”</p>
<p>Part one,</p> <p>Question 6-in final essays</p>	<p>When Qing described how the transfer happened when she wrote her final essays, she mentioned that the five steps were used in a more comprehensive way and the process happened subconsciously.</p>	<p>Sunny mentioned when writing the second and third essays, he needed to borrow some ideas from passages on websites. He used the five steps to make sure he understands the meanings of the source text.</p>
<p>Part two</p> <p>Describe paraphrasing process</p>	<p>Main point in the paragraph, find the topic sentence; examples after the topic sentence; express it in my own words; write my own paraphrase; check any missed important points</p>	<p>Identify thesis statement; two opinions follow the thesis statement; use this as a report of some experiment or report the idea from the source text in his own essay</p>

**Part three
Reading-to-write
instruction on
development of
paraphrasing
skills**

Qing said that reading-to-write instructions made the paraphrasing easier and helped her to become more confident. The instructions are also a tool for her to avoid plagiarism.

Sunny mentioned that reading-to-write instructions can help him do better in quoting. He also said using the five steps can help him express the ideas in the source text in a better way to support his own ideas in writing.

In Sunny's answer to the sixth question in part one, specifically regarding the use of the five-step approach in the final essay, Sunny stressed the importance of borrowing ideas in an ethical and appropriate way from online sources when completing the second and third essay for this international composition course. He particularly pointed out that he applied the five-step approach to achieve better comprehension on meanings of the original text. Before the intervention and according to his reported TOEFL score, Sunny seemed to be imbalanced in his English reading (10 out of 30) and writing (20 out of 30) skills. It appeared that he might have needed some assistance in reading comprehension when he read in English. After the mini intervention, he considered that the five-step approach was helpful in promoting his understanding of the source text where he would borrow his ideas or find supporting details from.

Executive Summary of Research Question Three

The purpose of examining the performance and perceptions of two focal reader-writers was to reveal the identified patterns in paraphrasing behaviors of each and hence the paraphrasing skills acquisition process of the two individuals. They were chosen because Sunny was representative of a mid-low ESL reader-writer, while Qing represented a mid-high ESL reader-writer at the time of this research. Data from before, during, and after the intervention were collected from both participants. Pre-task performance, responses to survey after each mini-session, post-task performance, submissions of CC essay and AE essay, interview responses, comprised the dataset for both. Qualitative analysis on sampled paraphrases for strategy use from the two essays by the two focal participants adopted the framework of Keck's three-level strategy use (2010).

A few typical examples of paraphrases from Qing's and Sunny's CC essays and AE essays were presented in the last part of the Results section. Qing felt comfortable with using grammatical paraphrasing strategies of various types, from the basic ones to the more advanced ones. After the use of the basic level of strategies like Deletion/Addition/Substitution, she was also skillful in using more advanced strategies, for example the Clause Element Creation strategy. In example paraphrases by Sunny, he seldom used instances of the Deletion/Addition/Substitution strategy type. He seemed to have been cautious. He used instances of Clause Element Revision strategy. He used this strategy type to borrow specific details from source text, most of the time numbers or statistics. He used a few instances of Clause Element Creation strategy. To sum up, these

two focal reader-writers who are representative of the group in which they each were categorized, presented two different patterns in grammatical paraphrasing strategy use in the unstructured writing tasks, namely CC essay and AE essay, during the intervention.

CHAPTER V

DISCUSSION AND CONCLUSION

The present dissertation research examined the effectiveness of a contextualized reading-to-write strategy instructional intervention on a group of multilingual freshmen who were novice English-as-a-second-language reader-writers at the time of research. The intervention program was embedded in the original curricular design of the international freshman composition course. The intervention program lasted six weeks. Class exercises, homework, short-surveys after each lesson, and interview responses were collected as data.

Discussion on Principal Findings

Performance

Group change in performance from pre-task to post-task has been revealing of the impact of the five-step paraphrasing approach instruction. The overall quality of paraphrases by the participants seemed to improve from pre-task to post-task. With the categorizations of paraphrase types examined, progress was identified within individual participants. From prompt one of pre-task to prompt one of post-task, fifteen among eighteen participants made progress. From prompt two of pre-task to prompt two of post-task, twelve out of the eighteen participants made progress. Therefore, more participants made progress in

both prompts for both pre-task and post-task, compared to the number of participants who did not make progress.

As a group, participants produced more paraphrases from pre-task to post-task under very similar task structures with such requirements as a 20-minute time constraint and predetermined source text passages with similar levels of difficulty. The more and better production indicated that this group of participants made progress in this specific type of reading-to-write tasks. Despite the statistically insignificant increase in the lengths of unique links from pre- to post-tasks, the increase in the use of general links revealed more skillful use of paraphrasing strategies by this group of participants during the intervention.

The intervention took place between pre-task and post-task. During the intervention, participating reader-writers practiced reading-to-write tasks. Either the accumulation of practice experience or the paraphrasing techniques participants learned and acquired from the five-step approach instructions seemed to contribute to their improvements in the reading-to-write post-task performance. During the intervention process, the researcher did not teach the concept of “general link” or “unique link.” Comparison showed that participants tended to use more of the wording in general links from the source paragraph when writing their own paraphrases in response to the prompts for the two post-task items. It could be inferred that in post-tasks, participants felt more comfortable with using the wordings from the source text when those words were closer to the general topics of the specific excerpts as the intervention went on. It was a change

from the beginning of the intervention to the end of it. This could further be an indication of better comprehension of the original text.

Despite the fact that the quality of paraphrases improved from pre-task to post-task, it should be noted that none of the responses to the four tasks in pre-task and post-task could be categorized as substantial revision. It could be inferred that a six-week intervention might not be enough to promote major improvement in international freshmen reader-writers' paraphrasing skills. Further exploration can be helpful to find out if a longer intervention where participants could get more practice on and exposure to the five-step approach would be able to facilitate acquisition of techniques to construct more substantial revisions. Another potential factor that could have contributed to the incapability to construct substantial revision during the post-tasks was stress from test-like on-scene timed task completion or test anxiety, or innately due to restrictions from participants' language proficiency. One more potential impacting factor could be the level of difficulty of the source passages.

Careful examination into change in performance from CC to AE essays to a large extent unraveled participants' change in paraphrasing behaviors throughout the five-step approach intervention. In Keck's (2010) study, D/A/S strategies took up the largest portion among the three major types of strategies based on the collected data. While in the current study, D/A/S strategies were the second largest type of strategies used both in CC essays and AE essays, with "Clause Element Revision" being the largest type.

Metacognition

Reading-to-write tasks, including paraphrasing, have high cognitive demand on novice second language reader-writers. Reader-writers need to interweave or integratively manage the reading process and the writing process throughout the task completion process, namely the comprehension and production process. The reading and writing processes are intertwined and hence by no means linear. Undoubtedly, reading-to-write metacognition plays a critical role in deciding the quality of task performance.

The five-step approach in the present research took into consideration most of the factors that were individually examined in Grabe (2001) and then investigated their impact on students' paraphrasing performance. In the meantime, the participants' perceptions on the five-step approach as a whole and its individual steps were insightful for understanding impact.

Recent studies have examined source use strategies by international undergraduate students in their assignment for content courses (Wette, 2017). The current study featured analysis on general text-borrowing strategies from linguistic and stylistic competence angles by international students in a composition course.

Pedagogical rationale of the five-step approach

The instructional materials for the current study were designed by the researcher and featured the five-step approach, which consists of five sequential components. This overarching design principle is in alignment with the advocacy in Zhang C.'s (2013) study, which emphasizes that "smaller manageable steps" can assist novice writers'

acquisition of various writing skills and conventions. Specifically, the theme category of “explicitness” from focal interview participants’ responses threw light upon this strength of the five-step approach instructions.

In the current study, the specific design of the five-step approach was to facilitate the improvement of international freshmen’s academic literacy skills, and the overarching principle for its curricular implementation is to ensure that the intervention is a natural part of the pedagogical flow in the local context. Its alignment with academic literacy skills acquisition and its being embedded into the existing teaching framework were both designed with the goal of responding to an urgent need for research proposed by Grabe (2001) in the edited book by Diane Belcher and Alan Hirvela. The specific need was to find out the combined effects of Grabe’s several interventional conditions, which were adapted to fit the learning context of the present study. Grabe also noted several areas of future interest that are still relevant today due to limited comprehensive research on the topic. To be specific, one aspect of concern for further research was whether dialogues or conversations about a text could promote writing outcomes when used as a preparation for writing (Grabe, 2001, p. 36).

The exploratory attempt on the function of speaking-mode practice in reading-to-write task performance actualized through the third step in the five-step approach. The third step in the intervention, “express orally,” was a proactive attempt to use peer oral communication to assist the writing production process. Previous research has shown that speaking practice relevant to the targeted contents with peers prior to writing production can enhance the quality of the final writing product (Weissberg, 2006). However,

attempts to create or construct this opportunity by the instructor and researcher for students in the current study triggered some ambivalent feelings from the reader-writers. Findings in the current study showed that participants did not have very positive evaluation on the third step that aimed at letting ESL reader-writers orally convey the meanings before they put their paraphrase in writing. The majority of comments on step three revealed negative perceptions. Sunny was the only participant that commented that step three was the “most useful” step. Therefore, more exploration is needed in future research to find out more effective ways to embed or incorporate speaking-mode components in reading-to-write instructions.

The interview excerpts generated by this group of focal participants presented how they perceived the processes and outcomes of the five-step approach instructions from various angles. As a result, a few key thematic categories emerged. They included: metacognitive knowledge and awareness, help source text comprehension, help language production, explicitness, confidence, and metalinguistic knowledge.

The five-step approach peaked at a step that demanded a higher level of cognitive efforts, which was the fifth step “writing for different audiences”. This step was well-received by most participants in the current study. This step was also a step to bridge the entire paraphrasing instruction with authentic writing tasks that college students would encounter in their academic studies. The current study was not the first one of this type to explore the rhetoric aspects during reading and writing instructions. Shi and Beckett (2002, pp. 50 & 52) in their discussion mentioned the concept of “rhetoric values.” The participants, whose first language was Japanese, in their study in the interviews revealed

that they experienced changes in rhetoric values when they acquired English writing conventions. In the current study, comments relevant to the fifth step in the five-step approach, namely “writing for different audiences” had much to do with the subtle adjustment in rhetoric values. As we can see in the Results section, a few participants in the current study detailed their perceptions on the fifth step. In the initial analysis on participants’ comments on the five-step approach, regarding participants’ perceptions towards the effectiveness of intervention, six comments portrayed the role of the fifth step as positive. The fifth step, “writing for different audiences,” is highly related to “rhetoric values.” Kai claimed that the fifth step was easy, and he identified that the step happened in his cognitive process “automatically.”

In Shi and Beckett’s (2002) study, it seemed that participants’ reflections on the differences in rhetoric values that they had noticed threw light upon the construct of “transfer.” Meanwhile, it has been noted that the more advanced participants in this study described that they seemed to have been able to do the “breaking down” and “building up” before they learned about the five-step reading-to-write approach, for example Qing. The most visible outcome by this intervention program was that the strategy instructions made the thinking process more deliberate and explicit, which helped to raise participants’ metacognitive awareness of the targeted strategies.

Conditional Knowledge and Processing of Tasks

Conditional knowledge has a higher level of cognitive demand, compared to declarative knowledge and procedural knowledge (Grabe & Stoller, 2011, p. 40; Schraw

& Dennison, 1994). Participants' interview responses threw light upon the "conditional knowledge" aspect in "metacognitive knowledge and awareness". Participants listed a few writing occasions in which they found the five-step approach would be helpful. The writing occasions were authentic writing tasks, including the short scenario exercise during the interview and the Guided Exercises.

Two participants, namely Qing and Kai, in their interview, revealed the ease of automaticity when applying the five-step approach. This seemed to be an extension of the automaticity of the decoding process for skillful readers (Grabe & Stoller, 2011, p. 15). Taking into consideration the operational process of all the steps, Xiao claimed that he used the five-step approach for completing assignments from another course that is equivalent to the international composition course. Based on that, he also critically proposed some directions for potential improvement on the current five-step approach for paraphrasing instructions.

Self-efficacy

From the interview data, one participant, namely Qing, mentioned that she became more confident when she worked on reading-to-write tasks. This echoed the findings in Shi and Beckett's (2002) study, in which participants after the intervention gained confidence to appropriately put ideas from other authors' work into their own words. The overall increase in confidence of the participants was accompanied by measured improvements in their source use in essays. In the current study, examination on Qing's change in source text borrowing behaviors and strategies unraveled her

acquisition process of skills promoted by the five-step paraphrasing approach throughout this intervention.

To measure the construct of self-efficacy in paraphrasing tasks, Bruning, Dempsey, Kauffman, McKim and Zumbrunn's framework (2013) was borrowed and utilized in the current study. When they carried out their study, the construct in focus was self-efficacy for writing tasks. However, as has been mentioned, self-efficacy is a context-specific construct (Bruning, Dempsey, Kauffman, McKim, & Zumbrunn, 2013, p. 27). Therefore, the current study adopted this key concept from Bruning et al.'s framework (2013) and used it to measure reading-to-write efficacy. The construct was transplanted in an experimental way in the current study, and it turned out to be feasible and fruitful. The exploration and analysis was insightful. This innovation was significant for future research into the construct of self-efficacy in ESL reader-writers' reading-to-writing performance.

From the findings in the "Confidence" from participants' interview, it is noted that Qing was the only reader-writer that in the interview response described her own feelings of change in the level of confidence. The mentioning of confidence echoed the findings from Qing's responses to the short-surveys after each mini-lesson. Despite the fact that every one of the participating reader-writers provided their responses regarding how they perceived their confidence immediately after each lesson, Qing's being the only participant that took heed of self-confidence during the interview revealed her relatively high level of metacognitive awareness when handling reading-to-write tasks.

The length of training of the intervention in the current study was different from some previous studies. Kirkpatrick and Klein's (2009) study trained a group of secondary students. In their study, participants also worked on compare and contrast essay writing. The length of the training was three weeks. The length of the current study was also roughly three weeks. In Zhang's (2013) discussion, Zhang commented that even though Kirkpatrick and Klein's (2009) instructional study had positive effects, the improvement was not as great as expected. Zhang proposed that a longer study could have promoted greater improvement in synthesis writing among the target group of students. Findings in Storch (2012) also suggested that a short time for practice might hinder or limit the potentially positive effects of instructions. The relatively small portion of progress among participants in the current research would probably be an outcome of the relatively short length of intervention, as well as the follow-up practice.

Some previous studies have given evidence to support the claim that purposeful and well-structured scaffolding instructions embedded in regular composition instructions would be a natural part of instructions without causing interruption (Zhang, 2013, p. 61). The current study has been an example that fit well into the local education context. Focal participants' commentary in the interview echoed this key point. Collectively, the participants presented that they perceived the entire intervention as a practical curricular component and its inclusion and implementation was necessary.

Newton, Wright, and Newton's (2014) study explored the effects of an intervention that introduced and distinguished patch-writing, plagiarism, and appropriate

paraphrasing. They found that high personal confidence in English writing skills had positive association with students' self-reported note-taking ability (p. 1188).

Individual differences of the two focal reader-writers

In the current study, the two highest performers in all the four pre-task items happened to be the two and the only two participants who used the highest number of unique links for the two pre-task items. The focal reader-writer Qing was one of them. They each used eleven unique links of various lengths in their responses to the first item in the pre-task. Theoretically, the higher number of unique links indicates the higher level of similarity between the source text and the attempted paraphrases. From this, it could be inferred that Qing also experienced the stage of “copying” parts from source texts prior to the intervention.

Sunny, as a presentative from the mid-low proficiency reader-writers, had maintained a positive attitude throughout the intervention. However, in his CC and AE essays, he seemed to have been very cautious in terms of adopting the “breaking down” and “building up” methods. He used a lot fewer instances of paraphrasing strategies that could be identified according to the scheme by Keck (2010). Sunny was observed to have used as few instances of Deletion/Addition/Substitution paraphrasing strategies as possible. This trend was obvious when his instances were observed against those written by Qing. When using the Clause Element Revision strategy, Sunny was still cautious, as he used this type of strategy mostly for borrowing specific pieces of information from the source text. Interestingly, his cautiousness in using Clause Element Revision strategy seemed to have hindered his further attempt to construct instances of Clause Element

Creation instances. In contrast, Qing, who had remained comfortable with using Clause Element Revision strategies from CC essays to AE essays, seemed to be more comfortable to write paraphrase instances in the Clause Element Creation category.

From the above analysis, it was noted that second language reader-writers presented individual differences in the developmental process of paraphrasing skills acquisition. Despite the differences in the overall English proficiency level to begin with and the differences in behavior during the intervention, they did have something in common throughout the mini-program. Qing and Sunny both perceived self-efficacy improvement in their own reading experience and writing experience throughout the intervention.

To explore whether English language proficiency levels could impact the behavior change patterns in paraphrasing construction, this dissertation study chose two focal reader-writers who had drastic differences in English language proficiency levels at the time of research. Even though no deterministic linkage could be found between the patterns in behavior change and the difference in proficiency levels, the two cases seemed to have been pretty insightful to show how the two individuals' reading-to-write behaviors changed over time during the intervention. Future research with more individual reader-writers in the similar levels of English proficiency might be able to reveal more internal relationship between English language proficiency and the improvement promoted by the instructions of the five-step paraphrasing approach.

The five-step approach and the targeted reader-writers

Many previous studies have supported the claim that intervention on instructions linking reading and writing can have a positive impact on writers of different proficiency levels to various extents (e.g. Storch, 2012; Zhang, 2013). The current study has gone one step further by showing that well-designed reading-to-write strategy instructions can facilitate both language comprehension, as in the thematic discussion of “help source text comprehension,” and language production, as in that of “help language production.” On the contrary, Storch (2012) and Wette (2010) experimented with localized intervention materials on reading and writing strategies, but they found less desirable, or so to speak, opposite or negative, outcomes. That is, participants in their studies experienced or were observed to have more difficulty in comprehending the source texts or in composing new texts using their own language. The difficulties were operationalized into the proportion of inaccurate production language units in the newly constructed texts by the participants. In contrast, the current study achieved better outcomes by adopting a systematic approach orchestrating reading and writing processes.

The target audience of the five-step approach for paraphrasing instructions in this dissertation study was novice English-as-a-second-language reader-writers. Some other audiences could also benefit from the instructions on this approach with minor modifications. Native-speaker novice writers, either high school students or freshmen in college, could potentially benefit from the instructions of this approach. This is because the five-step paraphrasing approach prioritizes guiding reader-writers to use a set of metacognitive skills combined with linguistic analysis to complete the writing tasks.

Depending on the level of English language proficiency, the level of expansiveness of the practice when instructing the approach would vary. This approach could also spread among writing mentors, such as writing consultants in university writing centers. The five-step approach could equip the writing center consultants with handy tools that they could use to explain to their clients the process of completing reading-to-write tasks in English. The writing consultants could have been subconsciously following the steps in the five-step to paraphrasing approach for many years; the entire process could have been internalized when their English reading and writing reached mastery for native English speakers and advanced ESL writers. Therefore, the five-step paraphrasing approach has refreshing functions and serves as a reification process for writing mentors in various contexts.

Limitations and Future Research

The five-step approach has been shown to be effective in some aspects for dealing with paraphrasing tasks. However, none of the reader-writers' responses in post-task could be classified as substantial revision. Therefore, some modifications that could take this five-step approach to a higher level of effectiveness should be experimented and implemented.

The current study intended to find out the effectiveness of a newly designed reading-to-write intervention, namely the five-step paraphrasing approach. The set-up of it being an experimental study could have made the results more convincing and could have revealed more about the strengths and weaknesses of the instruction program.

Inclusion of a control group would be beneficial for future research on the use of the five-step paraphrasing approach intervention.

The design of the third step, namely “express orally,” did not receive high evaluation from the interview participants. Improvement on the design of this step could possibly enhance the final outcome of this intervention. Future research with a better speaking-mode component in a five-step approach would be a meaningful endeavor in reading-to-write instructions. In the end, English language four skills are connected and their integration could promote language acquisition during the course, and furthermore enhance academic integrity literacy in the long run. Therefore, it could be a beneficial attempt to include a more mature oral-component in the five-step approach.

For better results, some potential changes are necessary when instructors and practitioners are implementing this approach in giving instructions on reading-to-write tasks. The current study collected empirical data to reflect the effectiveness of the five-step approach. The participating reader-writers tended to like the third step, namely “express orally,” less than the other steps. From the interview responses by the five voluntary interviewees, a set of better practice procedures for this step was strongly encouraged. In future implementation of the five-step paraphrasing approach, some adjustments and modifications on the arrangement of the third step will generate better outcomes and higher effectiveness. Specifically, clearer instructions with examples, step-by-step guidance, and scaffolding that segues transitions would probably enhance the effectiveness of this step.

As has been mentioned, the length of time for the five-step approach intervention was also about three weeks. The entire intervention, including a session for pre-task and general introduction and a session for post-task and conclusion, spanned six weeks. An intervention of a longer period, curriculum permitting, would be a beneficial attempt. During a longer intervention, more practice, either in class or as homework, in the techniques of the five-step approach should be implemented. Meanwhile, more exposure on examples of paraphrasing strategy use would be helpful.

Conclusion

The current research introduced a five-step approach reading-to-write strategy intervention to an international freshman composition course. Examined from targeted perspectives, the intervention could be concluded as a success. Progress was recorded and evaluated through various layers of participating reader-writers' paraphrasing performance. Changes of attitude were presented and interpreted from their perception data throughout the intervention. The analysis on the paraphrasing products by two focal reader-writers and the exploration of the meanings of their perception data threw light upon the individual differences as well as some common characteristics in their acquisition of the five-step approach or rather the reading-to-write task completion strategies. The five-step approach was by no means without any flaws, but it was a beneficial and meaningful attempt to introduce a structured reading-to-write strategy approach, specifically the five-step paraphrasing approach, for novice ESL reader-writers.

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APPENDICES

Appendix A. The four Guided Exercises

Appendix B. A sample of the training materials

Appendix C. CC & AE assignment sheets

Appendix D. Pre- and Post-task prompts

Appendix E. Survey

Appendix F. Interview questions

Appendix G. Additional information for Table 13

Appendix H. Responses to pre-task prompt one

Appendix I. IRB approval documents

Appendix A. The four Guided Exercises

Guided Exercise 1: Focus on Annotation/Note-taking

Due: Sunday, September 30th, 11:30 PM in the drop box

1. **Read the example** “the birth of the electric vehicle” to see **HOW** to take notes.
2. **Read the text** “the early rise and fall of the electric car.” You will practice taking notes (see the instructions below) and submit the notes you take to the drop box.

You can submit the assignment in ONE of THREE ways:

- Ø **Hand-write your notes**, take a **picture**, and submit the picture
- Ø **Hand-write your notes**, **scan** the document, and submit the file
- Ø **Take notes directly** in this word document and submit the file.

Note-Taking/Annotating Strategy Instructions:

Ø Annotating is basically summarizing **the most important information in each paragraph** as you read by making notes. You **cannot summarize** without **understanding** what you’ve read, so it is a useful way to check your comprehension.

Ø In addition, you are **creating a useful study guide** that you can use when you participate in class discussions and study for tests, which are some other reasons for annotating a text. You can **write your notes in the margin** or on sticky notes. You can also **circle, highlight, or underline main ideas and definitions**.

Ø You can make notes regarding **the big picture** of an article, e.g. you can make a note of **the purpose of a paragraph**; you can jot down some notes regarding **some important details** that **you may want to visit again** later; you can note in some places in the article where **you do not fully understand the ideas**.

Useful definitions for understanding the article:

A hybrid electric vehicle (or HEV for short) is a vehicle without the capacity to plug in but has an electric drive system and battery. Its driving energy comes only from liquid fuel.

A plug-in hybrid electric vehicle (also called a PHEV) is a vehicle with plug-in capability, and it can use energy for driving from either its battery or liquid fuel.

An all-electric vehicle (often called a battery-electric vehicle, an electric vehicle, or an EV or AEV for short) is a vehicle that gets its energy for driving entirely from its battery and it must be plugged in to be recharged.

A plug-in electric vehicle (or PEV) is any vehicle that can be plugged in (either a plug-in hybrid or an all-electric vehicle).

<p style="text-align: center;">The History of the Electric Car</p> <p>The following section is an example to demonstrate how you can take notes.</p> <p>Introduced more than 100 years ago, electric cars are seeing a rise in popularity today for many of the same reasons they were first popular.</p> <p>Whether it's a hybrid, plug-in hybrid or all-electric, the demand for electric drive vehicles will continue to climb as prices drop and consumers look for ways to save money at the pump. Currently more than 3 percent of new vehicle sales, electric vehicles sales could grow to nearly 7 percent -- or 6.6 million per year -- worldwide by 2020, according to a <u>report by Navigant Research</u>.</p> <p>With this growing interest in electric vehicles, we are taking a look at where this technology has been and where it's going. Travel back in time with us as we explore the history of the electric car.</p>	<p style="text-align: center;">Notes</p> <p><i>(Write your notes here)</i></p> <p style="text-align: center;">Examples:</p> <p><i>earlier than 1910s?</i></p> <p><i>1) hybrid; 2) plug-in hybrid; 3) all-electric</i></p> <p><i>grow to 7%=6.6 million per year</i></p> <p><i>→ thesis of the entire article</i></p> <p style="text-align: center;">Notes</p> <p><i>(Write your notes here)</i></p>
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Now that you have seen the example, **take notes on the following section.**

Ø **Submit the notes to the drop box when you are done.**

The Birth of The Electric Vehicle

It's hard to pinpoint the invention of the electric car to one inventor or country. Instead it was a series of breakthroughs -- from the battery to the electric motor -- in the 1800s that led to the first electric vehicle on the road.

In the early part of the century, innovators in Hungary, the Netherlands and the United States -- including a blacksmith from Vermont -- began toying with the concept of a battery-powered vehicle and created some of the first small-scale electric cars. And while Robert Anderson, a British inventor, developed the first crude electric carriage around this same time, it wasn't until the second half of the 19th century that French and English inventors built some of the first practical electric cars.

Here in the U.S., the first successful electric car made its debut around 1890 thanks to William Morrison, a chemist who lived in Des Moines, Iowa. His six-passenger vehicle capable of a top speed of 14 miles per hour was little more than an electrified wagon, but it helped spark interest in electric vehicles.

Over the next few years, electric vehicles from different automakers began popping up across the U.S. New York City even had a fleet of more than 60 electric taxis. By 1900, electric cars were at their heyday, accounting for around a third of all vehicles on the road. During the next 10 years, they continued to show strong sales.

The Early Rise and Fall Of The Electric Car

To understand the popularity of electric vehicles circa 1900, it is also important to understand the development of the personal vehicle and the other options available. At the turn of the 20th century, the horse was still the primary mode of transportation. But as Americans became more prosperous, they turned to the newly invented motor

vehicle -- available in steam, gasoline or electric versions -- to get around.

Steam was a tried and true energy source, having proved reliable for powering factories and trains. Some of the first self-propelled vehicles in the late 1700s relied on steam; yet it took until the 1870s for the technology to take hold in cars. Part of this is because steam wasn't very practical for personal vehicles. Steam vehicles required long startup times -- sometimes up to 45 minutes in the cold -- and would need to be refilled with water, limiting their range.

As electric vehicles came onto the market, so did a new type of vehicle -- the gasoline-powered car -- thanks to improvements to the internal combustion engine in the 1800s. While gasoline cars had promise, they weren't without their faults. They required a lot of manual effort to drive -- changing gears was no easy task and they needed to be started with a hand crank, making them difficult for some to operate. They were also noisy, and their exhaust was unpleasant.

Electric cars didn't have any of the issues associated with steam or gasoline. They were quiet, easy to drive and

didn't emit a smelly pollutant like the other cars of the time. Electric cars quickly became popular with urban residents -- especially women. They were perfect for short trips around the city, and poor road conditions outside cities meant few cars of any type could venture farther. As more people gained access to electricity in the 1910s, it became easier to charge electric cars, adding to their popularity with all walks of life (including some of the "best known and prominent makers of gasoline cars" as a 1911 *New York Times* article pointed out).

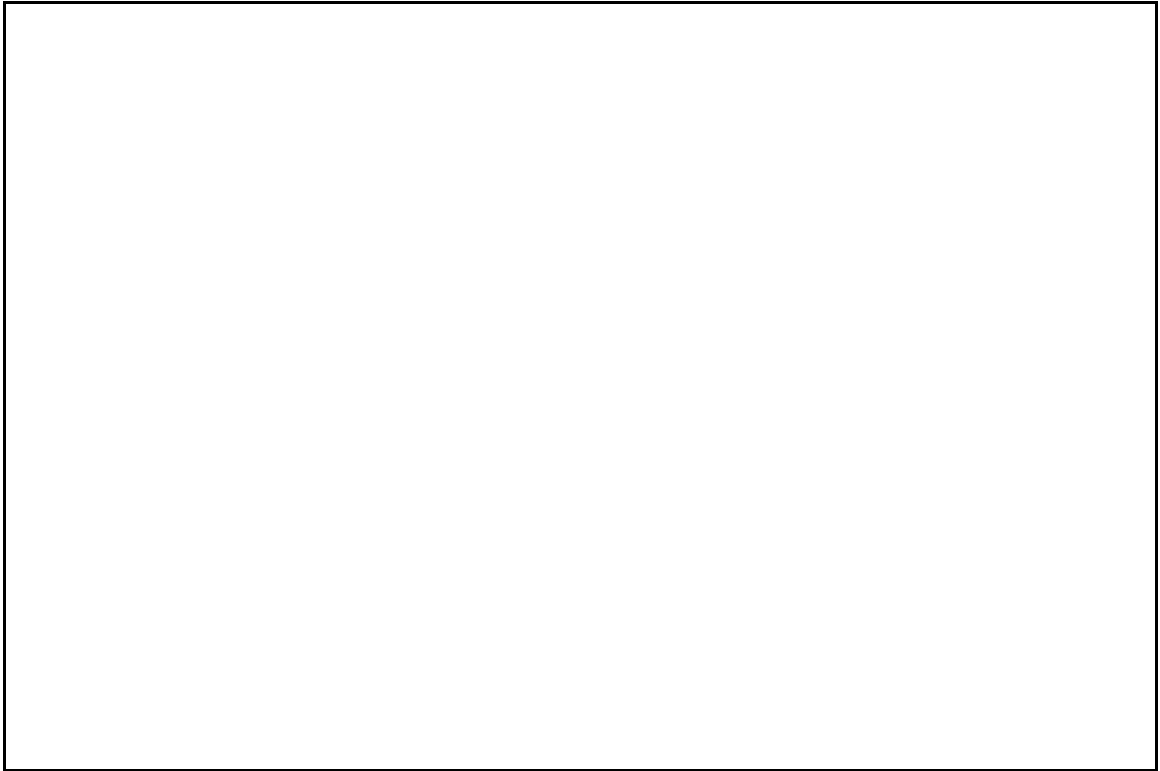
Many innovators at the time took note of the electric vehicle's high demand, exploring ways to improve the technology. For example, Ferdinand Porsche, founder of the sports car company by the same name, developed an electric car called the P1 in 1898. Around the same time, he created the world's first hybrid electric car -- a vehicle that is powered by electricity and a gas engine. Thomas Edison, one of the world's most prolific inventors, thought electric vehicles were the superior technology and worked to build a better electric vehicle battery. Even Henry Ford, who was friends with Edison, partnered with Edison to

explore options for a low-cost electric car in 1914, according to *Wired*.

Yet, it was Henry Ford's mass-produced Model T that dealt a blow to the electric car. Introduced in 1908, the Model T made gasoline-powered cars widely available and affordable. By 1912, the gasoline car cost only \$650, while an electric roadster sold for \$1,750. That same year, Charles Kettering introduced the electric starter, eliminating the need for the hand crank and giving rise to more gasoline-powered vehicle sales.

Other developments also contributed to the decline of the electric vehicle. By the 1920s, the U.S. had a better system of roads connecting cities, and Americans wanted to get out and explore. With the discovery of Texas crude oil, gas became cheap and readily available for rural Americans, and filling stations began popping up across the country. In comparison, very few Americans outside of cities had electricity at that time. In the end, electric vehicles all but disappeared by 1935.

More space for annotation or note-taking:



Guided Exercise 2: Cluster Reading and Annotation

Due: Sunday, October 7th, 11:30 PM in the drop box

3. **Finish your own cluster** that you started in class. Take a picture of it and submit the image to the drop box.

4. **Read the text** “Gas shortages spark interest in electric vehicles” and “Environmental concern drives electric vehicles forward”. Take notes when you read the material and submit the notes you take to the drop box.

You can submit the assignment in ONE of THREE ways:

Ø **Hand-write your cluster and/or notes**, take a **picture**, and submit the picture

Ø **Hand-write your cluster and/or notes**, **scan** the document, and submit the file

Ø **Draw the cluster by hand**. **Take notes directly** in this word document and submit the file.

Note-Taking/Annotating Strategy Instructions:

Ø Annotating is basically summarizing **the most important information in each paragraph** as you read by making notes.

Ø You can **write your notes in the margin** or on sticky notes. You can also **circle, highlight, or underline main ideas and definitions**.

Ø You can make notes regarding **the big picture** of an article, e.g. you can make a note of **the purpose of a paragraph**; you can jot down some notes regarding **some important details** that **you may want to visit again** later; you can note in some places in the article where **you do not fully understand the ideas**.

Useful definitions for understanding the article:

A hybrid electric vehicle (or HEV for short) is a vehicle without the capacity to plug in but has an electric drive system and battery. Its driving energy comes only from liquid fuel.

A plug-in hybrid electric vehicle (also called a PHEV) is a vehicle with plug-in capability, and it can use energy for driving from either its battery or liquid fuel.

An all-electric vehicle (often called a battery-electric vehicle, an electric vehicle, or an EV or AEV for short) is a vehicle that gets its energy for driving entirely from its battery and it must be plugged in to be recharged.

A plug-in electric vehicle (or PEV) is any vehicle that can be plugged in (either a plug-in hybrid or an all-electric vehicle).

<p>Ø Submit the notes to the drop box when you are done.</p> <p>Gas shortages spark interest in electric vehicles</p> <p>Over the next 30 years or so, electric vehicles entered a sort of dark ages with little advancement in the technology. Cheap, abundant gasoline and continued improvement in the internal combustion engine hampered demand for alternative fuel vehicles.</p> <p>Fast forward to the late 1960s and early 1970s. Soaring oil prices and gasoline shortages -- peaking with the 1973 Arab Oil Embargo -- created a growing interest in lowering the U.S.'s dependence on foreign oil and finding homegrown sources of fuel. Congress took note and passed the Electric and Hybrid Vehicle Research, Development, and Demonstration Act of 1976, authorizing the Energy Department to support research and development in electric and hybrid vehicles.</p> <p>Around this same time, many big and small automakers began exploring options for alternative fuel vehicles,</p>	<p>Notes</p> <p><i>(Write your notes here)</i></p>
--	--

including electric cars. For example, General Motors developed a prototype for an urban electric car that it displayed at the Environmental Protection Agency's First Symposium on Low Pollution Power Systems Development in 1973, and the American Motor Company produced electric delivery jeeps that the United States Postal Service used in a 1975 test program. Even NASA helped raise the profile of the electric vehicle when its electric Lunar rover became the first manned vehicle to drive on the moon in 1971.

Yet, the vehicles developed and produced in the 1970s still suffered from drawbacks compared to gasoline-powered cars. Electric vehicles during this time had limited performance -- usually topping at speeds of 45 miles per hour -- and their typical range was limited to 40 miles before needing to be recharged.

Environmental concern drives electric vehicles forward

Fast forward again -- this time to the 1990s. In the 20 years since the long gas lines of the 1970s, interest in electric vehicles had mostly died down. But new federal and state regulations begin to change things. The passage

of the 1990 Clean Air Act Amendment and the 1992 Energy Policy Act -- plus new transportation emissions regulations issued by the California Air Resources Board - - helped create a renewed interest in electric vehicles in the U.S.

During this time, automakers began modifying some of their popular vehicle models into electric vehicles. This meant that electric vehicles now achieved speeds and performance much closer to gasoline-powered vehicles, and many of them had a range of 60 miles.

One of the most well-known electric cars during this time was GM's EV1, a car that was heavily featured in the 2006 documentary *Who Killed the Electric Car?* Instead of modifying an existing vehicle, GM designed and developed the EV1 from the ground up. With a range of 80 miles and the ability to accelerate from 0 to 50 miles per hour in just seven seconds, the EV1 quickly gained a cult following. But because of high production costs, the EV1 was never commercially viable, and GM discontinued it in 2001.

With a booming economy, a growing middle class and low gas prices in the late 1990s, many consumers didn't worry about fuel-efficient vehicles. Even though there wasn't much public attention to electric vehicles at this time, behind the scenes, scientists and engineers -- supported by the Energy Department -- were working to improve electric vehicle technology, including batteries.

More space for annotation or note-taking:

(In the training material, an entire page was left blank for students to do note-taking.)

Guided Exercise 3: “Breaking Down” and “Building Up”

Due: Sunday, October 14th, 11:30 PM in the drop box

Please work on the following two parts:

Part One: Write a few sentences based on the “break-down” products. This time you are writing your paraphrase for the excerpt.

Part Two: Carry out the “break-down” and “build-up” processes for a new excerpt.

Part One: Use the picture you took of the sentences in your phone to write a few sentences in the following space. Now you are “building up” your paraphrase.

(In the training material, an entire page was left blank for students to work for Part One.)

Part Two: Carry out the “break-down” and “build-up” processes for a new excerpt. If you want to see an example of “breaking down” a passage, please turn to the last page of this document.

“Break down” the following excerpt:

“Instead of modifying an existing vehicle, GM designed and developed the EV 1 from the ground up. With a range of 80 miles and the ability to accelerate from 0 to 50 miles per hour in just seven seconds, the EV 1 quickly gained a cult following. But because of high production costs, the EV 1 was never commercially viable, and GM discontinued it in 2001.” (Matulka, 2014)

Note: “EV 1” is the name given to an electric car by the company GM. This sentence is from “Gas shortages spark interest in electric vehicles” and “Environmental concern drives electric vehicles forward”, which are parts of the reading passage of Guided Exercise 2. If you want to read the context again, please review the passage in Guided Exercise 2.

Breaking down the excerpt:

“Instead of modifying an existing vehicle, GM designed and developed the EV 1 from the ground up. With a range of 80 miles and the ability to accelerate from 0 to 50 miles per hour in just seven seconds, the EV 1 quickly gained a cult following. But because of high production costs, the EV 1 was never commercially viable, and GM discontinued it in 2001” (Matulka, 2014).

Write a few sentences based on the “break-down” products. This time you are writing your paraphrase for the excerpt.



Example of breaking down an excerpt:

The example is the last sentence in the text. This is an example in which a passage has been “broken down”.

This is the passage selected in the article:

“At that, the environmental impact of a given plug-in model will vary depending on where an owner lives. While an all-electric car generates zero tailpipe emissions, its overall impact depends greatly on the effect to which the local power source used to generate the electricity adversely affects the air, ground and/or water. That means EVs tend to fare best in states where renewable energy resources are prevalent, like California, New York, and the Pacific Northwest, and less so in central U.S. states like Colorado, Kansas and Missouri because of their greater dependence on fossil fuels to produce electricity.”

[The text is from the article titled “The ‘Greenest’ Cars for 2017” by Jim Gorzelany. 98 words in total.] The entire article can be found via

<https://www.forbes.com/sites/jimgorzelany/2017/02/14/the-greenest-cars-for-2017/#7a8f1dfaecf1>

The following is an example demonstrating the break-down process.

Examples:

- People use different local power sources to generate electricity.
 - This process brings negative effects (or pollutants) to the air, ground, and/or water.
 - There are regional patterns.
 - The local power sources are of two major types: renewable and non-renewable.
 - If owners of an EV live in different locations in the U.S., their EV will have different levels of impact on the environment.
 - Due to the fact that different states in the U.S. use different amount of renewable energy and non-renewable energy the impact of the manufacturing of EVs on the environment varies from state to state.
- ... (More sentences can be generated based on the original text.)

Guided Exercise 4

Objectives: Write for different audiences. GE 4 is due Sunday, Oct. 28th, 2018, by 11:30 p.m. to the Dropbox.

Assignment: Write a paraphrase of the excerpt below for your **professor**, your **grandmother/your mum/your dad**, or for your **classmate**.

Instructions:

The following part contains *the same contents in the paper handout that you've taken home from this past Thursday's lesson*. You will need this to complete the Guided Exercise 4.

In class, you've broken down the following excerpt:

“As gasoline prices continue to rise and the prices on electric vehicles continue to drop, electric vehicles are gaining in popularity -- with more than 234,000 plug-in electric vehicles and 3.3 million hybrids on the road in the U.S. today” (Matulka, 2014).[1]

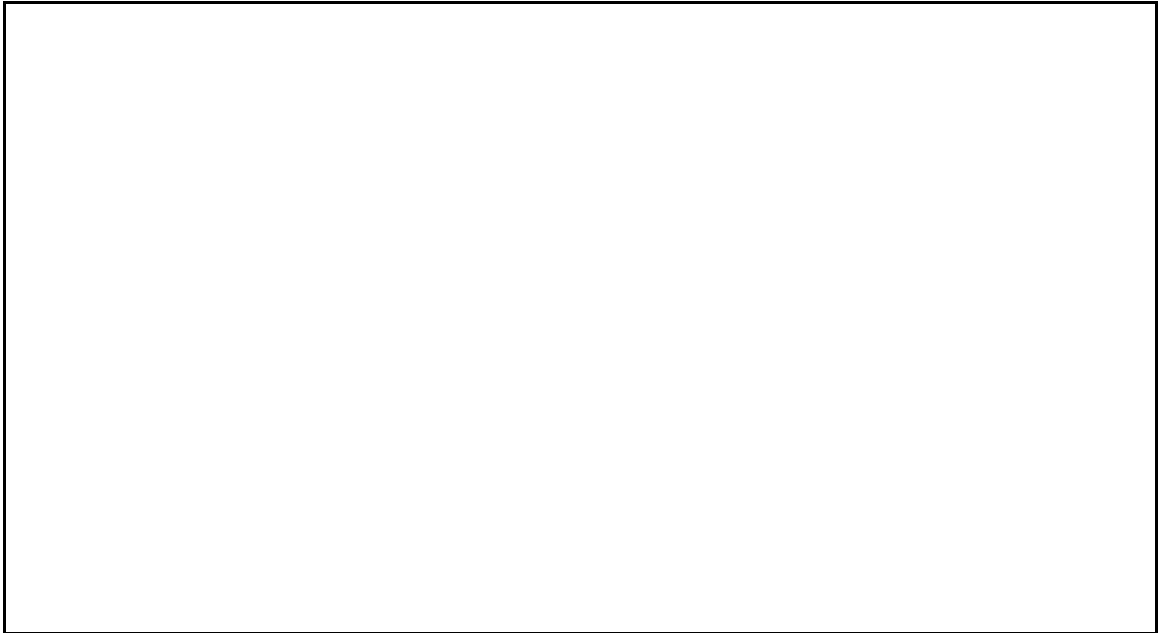
(You can use this space for **breaking down the excerpt again** or you can leave it blank if you can recall **how you have broken down the above** excerpt in class. If you want to view your broken-down products in class again, please contact the instructor or the teaching assistant.)

(In the training material, an entire page was left blank for students to work on this part.)

Based on the products resulted from your break-down exercise in class or in the above chart, you will *pick **ONE audience among the three*** and **write a paraphrase specifically for that audience**. Please write your paraphrase in the blank box for that specific audience on the next page. You can leave the other two boxes blank.

To submit your assignment, you can either **fill in this form and submit it to the Dropbox** or **take a picture of your paper handout** that you will have filled in.

Paraphrase the text for **a professor** who specializes in the field of entrepreneurship related to electric automobile.



Paraphrase the text for **your grandmother/your mum/your dad**.

A large, empty rectangular box with a black border, intended for writing a response.

Paraphrase the text for **one of your classmates**.

A large, empty rectangular box with a black border, intended for writing a response.

A new beginning for electric cars

While all the starts and stops of the electric vehicle industry in the second half of the 20th century helped show the world the promise of the technology, the true revival of the electric vehicle didn't happen until around the start of the 21st century. Depending on whom you ask, it was one of two events that sparked the interest we see today in electric vehicles.

The first turning point many have suggested was the introduction of the Toyota Prius. Released in Japan in 1997, the Prius became the world's first mass-produced hybrid electric vehicle. In 2000, the Prius was released worldwide, and it became an instant success with celebrities, helping to raise the profile of the car. To make the Prius a reality, Toyota used a nickel metal hydride battery -- a technology that was supported by the Energy Department's research. Since then, rising gasoline prices and growing concern about carbon pollution have helped make the Prius the best-selling hybrid worldwide during the past decade.

(Historical footnote: Before the Prius could be introduced in the U.S., Honda released the Insight hybrid in 1999, making it the first hybrid sold in the U.S. since the early 1900s.)

The other event that helped reshape electric vehicles was the announcement in 2006 that a small Silicon Valley startup, Tesla Motors, would start producing a luxury electric sports car that could go more than 200 miles on a single charge. In 2010, Tesla received at \$465 million loan from the Department of Energy's Loan Programs Office -

- a loan that Tesla repaid a full nine years early -- to establish a manufacturing facility in California. In the short time since then, Tesla has won wide acclaim for its cars and has become the largest auto industry employer in California.

Tesla's announcement and subsequent success spurred many big automakers to accelerate work on their own electric vehicles. In late 2010, the Chevy Volt and the Nissan LEAF were released in the U.S. market. The first commercially available plug-in hybrid, the Volt has a gasoline engine that supplements its electric drive once the battery is depleted, allowing consumers to drive on electric for most trips and gasoline to extend the vehicle's range. In comparison, the LEAF is an all-electric vehicle (often called a battery-electric vehicle, an electric vehicle or just an EV for short), meaning it is only powered by an electric motor.

Over the next few years, other automakers began rolling out electric vehicles in the U.S.; yet, consumers were still faced with one of the early problems of the electric vehicle -- where to charge their vehicles on the go. Through the Recovery Act, the Energy Department invested more than \$115 million to help build a nation-wide charging infrastructure, installing more than 18,000 residential, commercial and public chargers across the country. Automakers and other private businesses also installed their own chargers at key locations in the U.S., bringing today's total of public electric vehicle chargers to more than 8,000 different locations with more than 20,000 charging outlets.

At the same time, new battery technology -- supported by the Energy Department's Vehicle Technologies Office -- began hitting the market, helping to improve a plug-in electric vehicle's range. In addition to the battery technology in nearly all of the first generation hybrids, the Department's research also helped develop the lithium-ion battery technology used in the Volt. More recently, the Department's investment in battery research and development has helped cut electric vehicle battery costs by 50 percent in the last four years, while simultaneously improving the vehicle batteries' performance (meaning their power, energy and durability). This in turn has helped lower the costs of electric vehicles, making them more affordable for consumers. Consumers now have more choices than ever when it comes to buying an electric vehicle. Today, there are 23 plug-in electric and 36 hybrid models available in a variety of sizes -- from the two-passenger Smart ED to the mid-sized Ford C-Max Energi to the BMW i3 luxury SUV. **As gasoline prices continue to rise and the prices on electric vehicles continue to drop, electric vehicles are gaining in popularity -- with more than 234,000 plug-in electric vehicles and 3.3 million hybrids on the road in the U.S. today.**

[1] Note: The following excerpt is in the last paragraph of the section. The entire section can be found in the last page of this document. You can skim the section to get to know more about the context of this excerpt. The title of the section is “A new beginning for electric cars”.

Appendix B. A sample of the training materials

Title of the document: Lesson plan for Day Two training

Date: ***

Lesson Plan: Cluster reading

Duration: 15-20 minutes

Objectives:

- Objective 1: To grasp the global meanings of a text which has the ideas you might borrow
- Objective 2: To create a cluster to visualize the main ideas of a text based on their notes
- Objective 3: To write a few sentences based on their own cluster

Procedures

Objectives 1 & 2: Creating a cluster based on notes

Time: 15 minutes in class

Materials: their own GE 1 response; a handout with space for them to create or draw their own cluster; PowerPoint.

Using PowerPoint to emphasize that before we do paraphrasing (“problem”), it is very important that we fully understand the source text where the idea we want to borrow is in.

Steps to guide them through the cluster-creating process:

Activation: Start from the instructor's brainstorming PowerPoint slide back in Week 2.

The class instructor talked about cluster as one way of brainstorming prior to writing an essay and gave one example of cluster.

Definition of "cluster": "Clustering is a structured visual form of brainstorming."

Demonstration: an example of a cluster. The example is in a PDF file.

Linking to the current exercise: You think about the logical connections between key terms in order to better understand the main point of a text.

Steps for creating your own cluster (Application):

- Start with a core item that you place in the center of the cluster.
- Place related terms around the core term and draw circles around them.
- Connect the circles to the core term.
- Also connect related terms to each other.
- In your cluster, you can use different colors, symbols and arrows.

Objective 3: Writing a few sentences based on your cluster

Time: 30 minutes at home

Materials: in-class exercise sheet for your own cluster, and GE 2 assignment sheet

Your response in this part will become part of the GE 2 answers. The other part of the GE 2 answers is your final product of the cluster.

Last step in class: short survey (Reflection)

Assignments: Application of the in-class product (the cluster)

Materials: GE 2 assignment sheet

Guided Exercise 2 Assignment Sheet (Please see another document)

Appendix C. CC and AE Assignment Sheets

Essay 2: Compare and Contrast essay

Prompt: Compare and contrast two different types of technological products. Choose ONE of the options below to write your essay.

Possible topics:

1. Eco-friendly cars vs. regular cars
2. Apple smartphone operating systems vs. Android operating systems
3. PlayStation gaming systems vs. Xbox gaming systems
4. Mac computer operating systems vs. PC operating systems
5. Computers then and now (past vs. present)
6. Phones then and now (past vs. present)
7. Bitcoin vs. regular currencies

If you have any other topics that you would like to choose that are related to technological products, let me know.

Instructions:

- Your essay should have all of the elements of the academic essay – Introduction with Thesis Statement, Body Paragraphs, and Conclusion.
- Your thesis statement should be a summary of the content of your essay – or in other words, what you are comparing and contrasting, and how you will do this.
- Your essay must compare and contrast 2-4 points of similarities and/or differences.

-Your essay must make use of at least 3 sources, which you must cite using in-text citation and a reference page in APA style.

-You may use sources found online or other credible sources you find elsewhere.

Format: Your essay should be properly formatted according to APA guidelines (formatting instructions can be found in your syllabus), proofread, and at least 1000 words in length.

ANY outside information, either words or ideas, MUST be cited according to APA format. We will cover the proper way to choose and cite sources during this unit. If you have any further questions about this, please contact me or visit the Writing Center.

Essay 3: Argumentative Essay

Essay topics: New technologies are being invented and refined constantly in the world we live in today. While many of these technologies were created for the good of society, some have impacted the world in negative ways.

Topic 1:

Some experts believe that technology is changing the way that we read, and that reading digital media (websites, PDFs, online books, etc.) is inherently different than reading printed texts on paper or in books.

Write an essay arguing ONE of the two sides of this argument:

1. Reading digital text is more effective than reading printed text for learning and retaining information.

OR

2. Reading printed text is more effective than reading digital text for learning and retaining information.

Topic 2:

Rapid developments in smartphone and personal computing technology have increased the rate of digital communication through the use of texting, messaging applications, and social media platforms. Some experts believe that the growing use of these technologies is affecting the way people communicate and maintain social relationships.

Write an essay arguing ONE of the two sides of this argument:

3. The increasing use of texting, messaging applications and social media has damaged the way people communicate and maintain social relationships. OR

4. The increasing use of texting, messaging applications and social media has improved the way that people communicate and maintain social relationships.

Instructions:

Please follow the following guidelines to write your essay:

-Your essay should include an Introduction, 3 or more body paragraphs with a unified paragraph structure, and a Conclusion.

-Craft your own argument using reliable and relevant sources as support.

-No matter which topic you choose, you should consider 2-4 main points for your argument.

-Address at least one counter-argument.

-Your essay must make use of at least 3 sources, which you must cite using in-text citation (at least one for each source) and a reference page in APA style.

-Do not use Wikipedia or a source that is not in English as one of your 3 sources. You may use reliable and relevant websites or journals from Google Scholar or the OSU library databases.

-ANY outside information, either words or ideas, you MUST cite according to APA format. If you have any questions about this, please contact me or visit the Writing Center.

-Your essay should be properly formatted according to APA guidelines, proofread, and at least 1000 words in length.

Use of Writing Center services is strongly recommended, but not required. If you go, please have the tutor send me an instructor letter.

Appendix D. Pre- and Post-tasks Prompts

Pre-task Excerpt One:

1. An event that reshaped electric vehicles was the announcement in 2006 that a small startup, Tesla Motors, would start producing a luxury electric sports car that could go more than 200 miles on a single charge. In 2010, Tesla received a \$465 million loan from the Department of Energy's Loan Programs Office—a loan that Tesla repaid in full nine years early—to establish a manufacturing facility in California.

Pre-task Excerpt Two:

2. Two dozen governments around the world subsidize the purchase of electric vehicles. In Canada, for example, the Quebec government pays drivers up to C \$8500 to drive an electric car. The United Kingdom offers a £5000 Plug-in Car Grant, and the U.S. federal government provides up to \$7500 in tax credits for people who buy plug-in vehicles, even though many of citizens are affluent enough not to need such help.

Post-task Excerpt One:

1. In recent years, the Department of Energy's Loan Programs Office has invested in battery research and development. This investment has helped cut electric vehicle battery costs by 50 percent in the last four years while simultaneously improving the vehicle batteries' performance (meaning their power, energy and durability). The

change in turn has helped lower the costs of electric vehicles and has made them more affordable for consumers.

Post-task Excerpt Two:

2. If we transitioned all the light-duty vehicles in the U.S. to hybrids or plug-in electric vehicles using the current technology, we could reduce our dependence on foreign oil by 30-60 percent, while lowering the carbon pollution from transportation by 20 percent. To help reach these goals, in 2012 Obama launched an initiative that recruits America's elites to make electric vehicles as affordable as gasoline-powered vehicles by 2020.

Appendix E. Survey

Self-assessment: (Please turn to the second page)

Rate how confident you are in the following skills as of now. Rate your degree of confidence by recording a number from 0 to 100 using the scale given below:

Cannot do at all	Moderately certain can do	Highly certain can do
0 10 20 30	40 50 60 70	80 90 100

How confident are you that you can:	Confidence (0-100)
1. Understand the expectations of the task instructions	
2. Understand the original or source text after reading it	
3. Use appropriate strategies to start paraphrasing	
4. Identify the main idea(s)	

5. Highlight the most important details	
6. Use different sentence structures than the original text (e.g., simple, complex, or compound structures)	
7. Use your own words to express the ideas in the original text	
8. Express the original authors' ideas accurately	
9. Paraphrase without a dictionary or language resources	
10. Paraphrase without instructor/peer feedback	

Appendix F. Interview Questions

Interview questions:

Part One:

1. We had eight in-class sessions about paraphrasing. I introduced to you the five-step approach. The steps were:

1)

2)

3)

4)

5)

2. Which of these steps did you find more useful? Beneficial? Why?

3. Which of these steps did you find less useful? Beneficial? Why?

4. How useful were the steps in helping you paraphrase in the following tasks (see portfolio).

5. What did you find easy? Difficult?

6. How will you use the five-steps in helping you paraphrase in your final essays (the second and third essays).

Part Two: An imaginary task. Please give some descriptions about how you will paraphrase the excerpt.

The excerpt:

“When we learn about ‘sustainable fashion’, we soon realize that there are many forms of (more) sustainable fashion. Some actors and individuals emphasize the importance of making clothes in a more environmentally friendly manner, while others advocate secondhand/vintage or underline the benefits of swapping, renting or borrowing clothes as opposed to purchasing newly produced clothes. All strategies promoting more environmentally, socially and ethically conscious production and consumption are important steps towards a more sustainable industry.” (75 words; from <http://www.greenstrategy.se/sustainable-fashion/seven-forms-of-sustainable-fashion/>)

Part Three: What do you think of the impact of reading-to-write strategy instruction on your development of paraphrasing skills?

Appendix G. Additional information for Table 13 (p. 91)

<p>The example by Jian. [an example of near copy]</p> <p>Original excerpt:</p> <p>Spending on mobile phone accessories is expected to reach \$107.3 billion by 2022, according to Allied Market Research, up from about \$61 billion in 2014.</p> <p>Attempted paraphrase: According to Allied Market Research (Brian, 2017),, up from about \$61 billion in 2014, cost on smart phone accessories is expected to reach \$107.3 billion by 2022. (Brian, 2017).</p>	<p>Unique links: 20 words;</p> <p>“According to Allied Market Research”; “up from about \$61 billion in 2014,”; “is expected to reach \$107.3 billion by 2022” [5 + 7 + 8 = 20]</p> <p>General links: 2 words.</p> <p>“phone accessories” [2]</p> <p>Total number of words in the excerpt: 25 words</p> <p>$20/25 = 80\%$ [Near Copy]</p>
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<p>The example by Kathy. [an example of minimal revision]</p> <p>Original Excerpt:</p> <p>From the viewpoint of supporters of virtual currencies, national governments often impose undesirable controls, such as restrictions on convertibility, while central banks may facilitate an oversupply of currency, leading to hyperinflation.</p> <p>Attempted paraphrase:</p> <p>In the view of virtual currency advocates, unsatisfying controls like restrictions on convertibility are often be forced by national governments, and central banks may cause an oversupply onto currency, which will bring about hyperinflation (Lo & Wang, 2014, p.2).</p>	<p>Unique links: 12 words;</p> <p>“restrictions on convertibility”;</p> <p>“central banks”; “an oversupply * currency”; “hyperinflation”; “national governments”; “controls” [3 + 2 + 3 + 1 + 2 + 1 = 12]</p> <p>General links: 2 words.</p> <p>“virtual currency” [2]</p> <p>Total number of words in the excerpt: 34 words</p> <p>$12/34 = 35.29\%$ [Minimal Revision]</p>
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<p>The example by Abdul. [an example of moderate revision]</p> <p>Original excerpt:</p> <p>If you have a massive library of old Xbox games, however, the Xbox One might be a better buy for you. More than 400 Xbox 360 games are currently playable on Microsoft's new console, including Mass Effect, Splinter Cell: Conviction and the entire Gears of War series.</p> <p>Attempted paraphrase:</p> <p>Currently it holds at four-hundred old Xbox games can be compatible forwith the new one. console (Andronico, 2018).</p>	<p>Unique links: one word;</p> <p>“four-hundred” [1]</p> <p>General links: five words.</p> <p>“old Xbox games”; “new console” [3 + 2 = 5]</p> <p>Total number of words in the excerpt: 12 words</p> <p>$1/12 = 8.33\%$ [Moderate Revision]</p>
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<p>The example by Yong. [an example of substantial revision]</p> <p>Original excerpt:</p> <p>If you're buying a new smartphone today, chances are very good that it will run one of two operating systems: Google's Android or Apple's iOS. These two platforms accounted for virtually all new smartphones shipped in the last couple of years, according to <u>IDC</u>.</p> <p>Attempted paraphrase:</p> <p>However, according to the International Data Corporation (IDC),, most of us always choose the Android operating systems or the IOS, and other systems are nearly non-existent.</p>	<p>Unique links: zero words;</p> <p>none</p> <p>General links: two words.</p> <p>“Android”; “iOS”</p> <p>Total number of words in the excerpt: twenty-five words</p> <p>0/25 = 0 % [substantial revision]</p>
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Appendix H. Qing and Sunny's responses to the pre-task prompt one

Example One:

Qing's pre-task:

Prompt 1. An event that reshaped electric vehicles was the announcement **in 2006** that a **small startup, Tesla Motors**, would start producing a luxury electric sports car that could **go more than 200 miles on** a single **charge**. In 2010, Tesla received a **\$465 million loan from the Department of Energy's Loan Programs Office-a loan that Tesla repaid in full nine years** early-to establish a **manufacturing facility in California**.

Paraphrase (her answer): **In 2006, a small startup, Tesla Motors**, would begin to make a new kind of car which would be able to **go more than 200 miles on** only one **charge**. This announcement made a large progress in electric vehicles. A **\$465 million loan** was received **from the Department of Energy's Loan Programs Office-a loan** which **Tesla repaid in 9 years in California** in order to set up a **manufacturing facility**.

Strategies coded:

Substitution (verb phrase): to *establish a manufacturing facility* → to *set up a manufacturing facility*

Substitution (modal verb): *that could go more than 200 miles* → *which would be able to go more than 200 miles*

Substitution (adjective): **on a single charge** → **on only one charge**

Substitution (relative pronoun): **a loan that Tesla repaid** → **a loan which Tesla repaid**

Addition (infinitive marker): to establish **a manufacturing facility in California** → *in order* to set up **a manufacturing facility**

Deletion (adjective): **in full nine years** → **in 9 years**

Deletion (adjective): **in full nine years** early → **in 9 years** X

[Clause Element Revision Strategies]

Tesla Motors, would start producing a luxury electric sports car that could **go more than 200 miles on a single charge** → **Tesla Motors**, would begin to make a new kind of car which would be able to **go more than 200 miles on only one charge**

An event that reshaped electric vehicles was the announcement → This announcement made a large progress in electric vehicles.

Tesla received a **\$465 million loan from the Department of Energy's Loan Programs Office** → A **\$465 million loan** was received **from the Department of Energy's Loan Programs Office**

[Clause Element Creation]: none

Example Two:

Sunny's pre-task:

Prompt 1. An event that reshaped electric vehicles was the announcement in **2006** that a small startup, **Tesla Motors**, would start producing a luxury electric sports car that could go **more than 200 miles** on a single charge. In 2010, **Tesla received a \$465 million loan from the Department of Energy's Loan Programs Office**-a loan that Tesla repaid in full nine years early-to establish **a manufacturing facility in California**.

Paraphrase (his answer): **2006 Tesla** start shaping electric vehicles, and would producing a car which can run **more than 200 miles**. **Tesla reieved \$465 million from DELPO** so that it established **a manufacturing facility in CA**.

Strategies coded:

Substitution (noun phrase): **from the Department of Energy's Loan Programs Office** → **from DELPO**

Deletion (noun phrase): **Tesla received a \$465 million loan** → **Tesla reieved X \$465 million X**

Addition: N/A

[Clause Element Revision Strategies]

An event that reshaped electric vehicles was the announcement in **2006** that a small startup, **Tesla Motors**, → **2006 Tesla** start shaping electric vehicles,

would start producing a luxury electric sports car that could go **more than 200 miles** → would producing a car which can run **more than 200 miles**

to establish **a manufacturing facility in California**. → so that it established **a manufacturing facility in CA**.

[Clause Element Creation]: N/A

Appendix I. IRB Approval documents

Oklahoma State University Institutional Review Board

Date: Thursday, January 25, 2018
IRB Application No AS17121
Proposal Title: Investigating the use of L2 reading strategy flipped classroom instruction in an EAP writing course
Reviewed and Exempt
Processed as:

Status Recommended by Reviewer(s): Approved Protocol Expires: 1/24/2021

Principal Investigator(s):

Meihua Guo Stephanie Link
S91-11 University Apts
Stillwater, OK 74077 Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

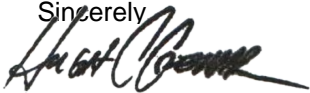
The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms.
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Scott Hall (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely



Hugh Crethar, Chair
Institutional Review Board

Oklahoma State University Institutional Review Board

Date: Tuesday, November 20, 2018 **Protocol Expires: 1/24/2021**
IRB Application No: AS17121
Proposal Title: Investigating the use of L2 reading-to-write strategy instructions in an EAP writing course
Reviewed and Processed as: Exempt
Modification

Status Recommended by Reviewer(s) **Approved**

Principal Investigator(s):

Meihua Guo S91-11 University Apts Stillwater, OK 74077	Stephanie Link Stillwater, OK 74078
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The requested modification to this IRB protocol has been approved. Please note that the original expiration date of the protocol has not changed. The IRB office **MUST** be notified in writing when a project is complete. All approved projects are subject to monitoring by the IRB.

- The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

The reviewer(s) had these comments:

- 1) Change title from "Investigating the use of L2 reading strategy flipped classroom instruction in an EAP writing course" to "Investigating the use of L2 reading-to-write strategy instructions in an EAP writing course"
- 2) update instructional materials due to change in focus of course.

Sincerely,

Oklahoma State University Institutional Review Board

Tuesday, November 20, 2018
Date

VITA

Meihua Guo

Candidate for the Degree of

Doctor of Philosophy

Dissertation: ENTERING A DISCOURSE COMMUNITY: READING-TO-WRITE
STRATEGY INSTRUCTION FOR EFFECTIVE PARAPHRASING AMONG
MULTILINGUAL STUDENTS

Major Field: English - Specialization in TESOL

Education:

- Completed the requirements for the Doctor of Philosophy in English at Oklahoma State University, *Stillwater*, Oklahoma, United States of America in July, 2021.

- Completed the requirements for the Master of Education in Bilingual Education/TESL at University of Central Oklahoma, *Edmond*, Oklahoma, U.S.A. in May 2013.

- Completed the requirements for the Bachelor of Arts in English Education at South China Normal University, *Guangzhou*, Guangdong Province, China in July, 2010.

Professional Memberships:

American Association of Applied Linguistics: member (2015 – 2016)

Oklahoma TESOL: member (2014 – present)

South Central Writing Center Association: member (2015 – present)

TESLing at Oklahoma State University: Vice-president (Aug. 2015 – May 2016)

TESLing at Oklahoma State University: Secretary (Aug. 2016 – May 2017 & Aug. 2017 – May 2018)