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释义教学在高中英语教学中的调查研究

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摘 要

随着新课程改革对英语教学中培养综合语言应用能力的重视与倡导，诸多英语教师开始探索兼顾英语成绩与综合语言能力培养的教学方法。目前 paraphrase 教学在国内外的语言学习研究中体现出其在培养语言能力与思维能力方面的优势，但是由于 paraphrase 能力需要基于一定的语言基础，中学阶段的教师认为学生的语言表达能力有限，paraphrase 教学会阻碍课堂教学的进度与效率，所以国内尚有的研究主要倾向于大学生。根据我国的英语分级课标，初中毕业生的语言能力应达五级水平，表明高中生已经具备 paraphrase 的能力。本研究旨在探讨 paraphrase 教学在高中阶段的可操作性，并为优化高中英语课堂教学提供 paraphrase 教学的方法和建议。

本研究以某高中二年级一个班的 62 名学生与该班英语教师为研究对象，通过课堂观察、测试和访谈，旨在回答以下三个问题：第一，paraphrase 教学在高中英语教学中的实施有何特点？第二，paraphrase 教学对高中生的英语学习有何影响？第三，高中英语教师与学生分别对 paraphrase 教学有何认识？

研究发现：首先，paraphrase 教学在高中英语教学中的实施有以下四个特点：1.教师主要在课文精读与语言点讲解两方面使用 paraphrase 教学。2. paraphrase 教学在课文精读中的运用强调以意义为中心，并融合学习者综合语言能力的灵活应用。3. 在语言点讲解中，paraphrase 教学从三个层面展开：词汇层面、短语层面和句子层面，依据文本的难度灵活选择 paraphrase 的方法。4. paraphrase 教学不强调标准答案，更加注重学习者个人对文本的理解。其次，教师长期使用 paraphrase 教学对学生的 paraphrase 习惯、综合语言应用能力、元认知能力、思维能力与应试能力的有一定影响。最后，教师与学生对 paraphrase 教学的认识如下：1. 教师认为运用 paraphrase 教学旨在培养学生的阅读能力、应试能力和自主学习能力。2. 学生认为自己能够在短期内适应该教学方法，同时自身综合语言应用能力与思维能力有所提高。可见 paraphrase 教学的目的与学习效果一致，教师的教学理念与教法同学生的学习体验相吻合。

研究结果使笔者确信，在高中通过 paraphrase 教学培养学生综合语言应用能力、元认知能力和批判性思维能力的可行性。基于本研究，笔者总结了教师在课堂教学中实施 paraphrase 教学应注意的问题，并建议教师在教学实践中探索更多种教学方法，与 paraphrase 教学相结合，以弥补 paraphrase 教学方法之不足，更为有效地提升学生的综合语言应用能力。

关键词：paraphrase 教学；应用；高中英语教学

ABSTRACT

With the importance of cultivating learners' comprehensive language ability being advocated in the new curriculum reform, lots of English teachers gradually follow the direction and experiment on some new teaching methods, which promote both the exam performance and comprehensive language ability. Nowadays, paraphrase-based teaching has shown its advantage in improving language ability and thinking ability among the research of language learning at home and abroad. However, the current research subjects mainly center on college students in China. The reason is that paraphrasing ability demands that learners should be equipped with a certain language foundation and middle school teachers regard paraphrase teaching as a strategy which impedes the schedule and efficacy of classroom teaching. According to the hierarchical curriculum standard, junior high graduates should have reached the fifth level, which shows that senior high school students have been equipped with the ability to paraphrase. And this study aims at exploring the applicability of paraphrase teaching in senior high school. In order to optimize the English classroom teaching, the author will also provide some specific procedures and suggestions to implement paraphrase teaching.

In this study, participants are 62 students belonging to the same class and their English teacher in Senior Grade 2. Three instruments are used which includes classroom observation, quiz and interview. Efforts are made to answer the following three questions. Firstly, what are the traits of paraphrase-based teaching implemented in senior high school? Secondly, what are the effects of paraphrase-based teaching on senior high school learners? Thirdly, what are teacher and learners perceptions of paraphrase-based teaching in senior high school?

Results in this study collectively reflect in the following three aspects: firstly, the implementation of paraphrase teaching in senior high school English teaching has four significant features: 1. Paraphrase-based teaching is mainly used in intensive reading comprehension and language points study. 2. Paraphrase-based teaching for reading comprehension is meaning-based and integrates the flexible application of comprehensive language competence. 3. In language points study, the strategy to paraphrase goes in three levels: vocabulary-level, phrasal-level and sentential level. The level used varies with the difficulty of the learning materials. 4. Paraphrase-based

teaching centers more on individual understanding of the target material than setting standard answers. Then, the teacher's long-term use of paraphrase-based teaching can have positive influence on learners' habit of paraphrasing, comprehensive language competence, metacognitive ability, thinking ability and test-taking ability. Lastly, the teacher and learners perceptions of paraphrase teaching are as follows: 1. The teacher's purpose of paraphrase-based teaching aims at developing learners' reading ability, test-taking ability and self-learning ability. 2. Learners indeed identify their well adaptation to paraphrase-based teaching in a short period. Meanwhile they realize the improvement of comprehensive language ability and thinking ability. Thus the purpose of paraphrase teaching is in accordance with the effects of learning. The idea and method of paraphrase teaching is in accordance with learners' experience of learning.

Results from this research assure the author of the applicability of paraphrase-based teaching in senior high school which promotes learners' comprehensive language ability, metacognitive awareness and thinking ability. Based on this study, the author summarizes some details need consideration when implementing paraphrase teaching. The author also suggests that teachers should explore more teaching methods to complement with paraphrase teaching in order to better improve learners' comprehensive language ability.

Keywords: Paraphrase-based teaching; application; senior high school English teaching

Contents

1. Introduction

1.1 Research background

With the introduction and implementation of new curriculum reformation, it advocates the cultivation of learners' comprehensive language ability, autonomous learning ability and self-development ability, meanwhile pays due attention to the necessary test-taking ability. Scientific as the new curriculum reform is, educators and researchers give little exemplary and specific guidance to realize the blueprint. Only a small cohort of front-line teachers can successfully explore the best way to change their conventional grammar-translation teaching style so as to follow the trend. They sometimes feel difficult to make a balance between cultivating ability and passing exams. It is protruding that learners achieve high marks in college entrance exam but still lack the ability to communicate fluently and decently. One reason can be concluded as the lack of chances to practice English and analytic-thinking ability to think critically and appropriately. Recently some researchers discuss and assert that the cultivation of language ability and test-taking ability are not contradictory but complementary, usually the perfect development of the former will synchronously improve the latter.

Evans et al. (2010) advocate that reading ability is the focus of language abilities. The improvement of reading skill will concomitantly promote other language skills. Under the background of teaching English as a foreign language(TEFL), English teaching is mainly implemented through reading materials in senior high school. Paraphrasing for comprehension of the reading materials has been found to be effective to grapple with the meaning of the context and extend deep-reading ability. By paraphrasing, the reader can also monitor and regulate the process of reading. Although the use of paraphrase in classroom teaching is found to be effective, it is little recognized by front-line teachers in China. Paraphrase teaching, in most cases, is considered as a time-consuming teaching strategy in creating a total foreign language atmosphere. By spending much time in developing language competence, no instant result is seen in improving test-taking ability. How to juggle the conundrum needs further exploration. Actually, paraphrase teaching would exert admirable effects in both aspects if implemented in the right way toward appropriate target learners.

1.2 Research purposes and significance

Up to now, researches in this area provide substantial theoretical and empirical basis for the viability and prospectiveness of paraphrase teaching. English as a native or second language in some foreign countries, researches in this respect are done with primary and secondary school students. But little touches the senior high school field under the TEFL background in China. According to the resources collected, only a handful of innovative senior high school teachers have done action research to confirm the viability and usefulness of paraphrase teaching. Fisk(2003) asserts that "paraphrasing can be used from upper elementary, secondary and senior school all the way through college". Hence this study aims at doing further research on the application of paraphrase teaching in senior high school in China. Apart from the existing researches on the way of paraphrase teaching and the effect of this strategy, this study will also explore the perceptions of TEFL teachers and learners on paraphrase teaching as well as the dynamic performance of teachers and learners in the learning process. The research is accomplished by integrating classroom observation, quiz and interview to make it more objective and reliable. The statistics are expected to convince front-line teachers of the effectiveness of paraphrase teaching and provide the modeling way to adopt paraphrase strategy into their own teaching. Also it aims at activating teachers to raise their awareness of deep-understanding the essence of new curriculum reform and explore more methods about how to learn and use language effectively.

1.3 Layout of the dissertation

This dissertation is composed of six chapters.

The first chapter introduces the research background, purposes and significance of paraphrase teaching as well as the structure of this dissertation.

The second chapter provides a generalization of the current researches on paraphrase, which encompasses the definitions and types of paraphrases, the effects of paraphrase-based teaching on learners' comprehensive language competence, metacognitive awareness and critical thinking ability at home and abroad.

The third chapter introduces the four theoretical basis of paraphrase-based teaching. They are strategic competence, comprehensible input, schema theory and metacognitive

awareness. The author also states the relationship of these theories with paraphrase-based teaching.

The fourth chapter presents the research design. It can be divided into five parts: research questions, participants, instruments, procedures as well as data collection and analysis.

The fifth chapter makes a detailed discussion of the research results in accordance with the data collection and analysis. For this chapter, the author firstly lists out the application situation of paraphrase-based teaching used in senior high school by the teacher. Next it discusses the effects of paraphrase-based teaching on learners. Then it shows teacher and learners perceptions of paraphrase-based teaching.

The last chapter of this dissertation makes a conclusion of the major findings from the study on paraphrase-based teaching in senior high school. It further makes some suggestions for the implementation of paraphrase-based teaching. Lastly, limitations existing in this study are honestly pointed out which may be helpful for the further study on this field.

2. Literature Review

2.1 Definitions of paraphrase

The Oxford Advanced Learner's Dictionary defines paraphrase as "to express what someone has said or written using different words, especially to make it easier to understand". This definition embodies two facets of meaning: to express the same meaning with different vocabulary and to make the original meaning of the content direct and easier to be understood (Jiang, 2014). The *Longman Dictionary of Contemporary English* presents almost the same meaning "restate in different words but convey meaning accurately and faithfully". As is seen from the two definitions, to paraphrase means to transcribe something by changing the vocabulary only, such as using synonym or antonym, which retains at a vocabulary level.

From the connotative perspective, not all synonyms have completely the same connotation. As such, the upper definitions are too narrow to substantiate the accuracy of all the paraphrase patterns. To enlarge the connotative meaning and delimit more generalized notion, some researchers define paraphrasing from the following aspects.

Liu et al. (2006) have done research on paraphrase corpus and find that a paraphrase could be reasonable as long as three factors are presupposed: first, certain constituent of the original is changed; second, the changed part can be phrases or sentences; third, the meaning is faithful to the original. The presupposition goes beyond vocabulary level and redefines paraphrase from the phrasal and sentential level.

Beaugrande & Dressler (2002) say of it that "paraphrase is used in capture of every implicit meaning of the intended content". It implies several possible choices for paraphrase. Choosing the most appropriate meaning in relation to the situation is applicable. Thus the form of paraphrase may not restricted to the change of vocabulary or phrase or sentence pattern. It can be only one facet of the meaning presented. It's perhaps safe to say that Beaugrande and Dressler regard paraphrase as meaning-based.

Hirst (2003, quoted in Bhagat & Hovy, 2013) puts forward that to paraphrase is to explain the same situation in a different way, and further emphasizes that the situation should be context-specific and vocabulary used need to take pragmatics into consideration. This definition calls on participants to understand the meaning, evaluate

the nucleus and express considering the temporal circumstance from their own perspectives. Thus paraphrasing is not only meaning-based but also personalized. Orellana & Reynolds (2008) present that "paraphrasing is summarizing texts in one's own words", which is in consistent with Hirst's definition but go deeper. It gives more freedom to the participants who can explain the original text according to their understanding and personal experience.

Taking all the above mentioned definitions into consideration, paraphrase is not just restricted to the "word-for-word translation" (Fisk & Hurst, 2003), but rather a genuine engagement into the context and express the focal meaning with participant's preferable way to make it clear and straightforward to understand. From the emotional perspective, it may be acceptable to say that the enlarged definition of paraphrase is more humanized than one-to-one transcription, which lays emphasis on participants' preference, language level, knowledge of the topic and understanding of the situation etc. From the perspective of language, paraphrase is more elastic than one-to-one translation as it allows the change of parts of speech, voice, tense, sentence pattern or reconstruction of the original meaning.

In this study, paraphrase is regarded as a kind of learning strategy that can be used in reading instruction. Thus the term "paraphrase-based teaching" is coined to represent a teaching strategy which is used to teach English reading comprehension in senior high school when learners are required to restate the meaning of words, phrases, sentences or -discourses in the target language. The strategies for paraphrasing can be taught consciously in class. When the teaching strategy is integrated into a part of learners' own cognitive system, they would resort to paraphrase for comprehension in dealing with some reading materials.

2.2 Types of paraphrase

In order to paraphrase flexibly and know how to paraphrase, there is a necessity to know the type of paraphrase beforehand. Only smidgens of researches touch the field of dividing the type of paraphrase. Additionally, paraphrase is often used in strategic communication, meaningful reading or summary writing, the standard of classification vary with situation. As to the standard in reading, some of the types have mingle parts based on the pre-existing research.

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In the construction and production of paraphrase corpora, Liu Ting et al. (2004) borrow the standard classified by Chutima et al. (2004) that paraphrase can be divided into six types: definition, synonym substitution, change of parts of speech, change of voice, segmentation, and reconstruction of sentence structure (刘挺等, 2006).

Bhagat & Hovy (2013) argue that two equivalent paraphrases need to investigate into the semantic meaning, whereupon the concept "quasi-paraphrase" is coined which broadens the scope. They mainly study on the available use of 25 quasi-paraphrases by using the Multiple-Translations Corpus and the Microsoft Research paraphrase corpus. Apart from the six types mentioned above, they also present the following types: antonym substitution, pronoun substitution, general-specific substitution, part-whole substitution, subject-object conversion, change of direct/indirect speech, omission, repetition, change of function word, change of verb, tense, aspect, modality, use of metaphor, external knowledge and numeral approximation. Relying on the two corpora, the research conducted finds that some quasi-paraphrases, such as synonymy substitution and function word variations, dominate among them but some are rarely used like change of voice or antonym substitution. Based on this study, it is in accordance with the regular tendency of school teaching that sentence paraphrase is often synonym-based.

Based on the two ways to categorize paraphrase, they actually have similar standard which ranges from lexical level to sentence level. It also calls on the understanding, ellipsis, adaptation or reconstruction of the meaning. An innovative perspective on paraphrase classification is implemented from three levels: the lexical, phrasal and sentential paraphrase (Barzilay & Elhadad, 2003; Madnani & Dorr, 2010). The lexical level is not confined to equivalent vocabulary change but can be more general or specific as is lined with Bhagat's opinion.The phrasal paraphrase replaces the equivalent phrasal fragments with the similar meaning. The sentential paraphrase represents both the change of vocabulary and phrases of the original sentence constituents. But Barzilay & Elhadad (2003) put forward that some difficult sentences are changed more than certain parts for the sentential paraphrase, for instance, paraphrase the sentence "He needed to make a quick decision in that situation." It may call for the understanding and explanation of the "situation". And the standard of classification for this type will be further explored in this study.

2.3 Relevant studies on paraphrase

Evans et al. (2010) put forward that reading comprehension skill is the central skill of language teaching while concomitantly the other skills can be developed. Grabe (1995) indicates proficient reading could guarantee a successful listening and understanding, speaking and writing. According to the previous researches, the reading comprehension of text materials focuses on the understanding of the meaning and use of vocabulary (Perfetti & Hart, 2001, quoted in Perfetti et al., 2008), high-level text analyzing and evaluating ability (Golding, 1993, quoted in Perfetti et al., 2008) as well as timely monitoring ability of the extent to which the text is understood by learners (Baker, 1984,quoted in Perfetti et al., 2008). The three aspects can be elevated as language ability, thinking ability and metacognitive monitoring ability. Combining the researches on paraphrase teaching at home and abroad, it is fruitful and effective to improve learners' comprehensive language ability and metacognitive awareness, to formulate a second language thinking mode if TEFL teachers intentionally cultivate learners' paraphrase ability. Up to now, researches on paraphrase teaching in China and foreign countries mainly reflect on the following three aspects.

2.3.1 Studies on the effects on comprehensive language competence

Language learning encompasses mastering linguistic knowledge, language skills, strategies, culture etc. Linguistic knowledge refers to language pronunciation, grammar, vocabulary and discourse. Language skills refer to listening, speaking, reading and writing skills. Up to now, researches on paraphrase teaching have set foot on the fields of vocabulary, speaking, reading, writing etc. and received fruitful results.

In vocabulary teaching, paraphrase the lexical items could provide a basic context for an easier and better memorization of the single vocabulary. Xu Lin(2010) mentions that senior high school English teachers are apt to conclude synonyms or synonymous phrases according to the literal meaning of the translated mandarin version, however, ignoring the connotative meaning varying subtly in different situations(徐琳, 2010). This phenomenon is commonly found in front-line school education due to teacher-learner's native mode of thinking. Through paraphrase, the meaning of vocabulary is defined and explained in English which discriminates the intrinsic meaning clearly. In this way, learners could learn to use vocabulary more precisely in the corresponding context.

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In the sphere of oral expression, Hymes(1972, quoted in Shu Baimei, 2010) put forward that strategic competence, a necessary element in communicative competence, is a kind of ability to tackle the communication barriers tactfully. Paraphrase as a kind of strategic competence can juggle the problem of vocabulary insufficiency(舒白梅，2010). Cao Linhua(2015) asserts the breakdown in oral expression can be attributed to the inability to retrieve appropriate vocabulary and then organize the language accurately(曹琳华，2015). Therefore Cao experiments on the non-English major sophomores in college by employing paraphrase teaching in the oral English class. Results show that 60% students gradually master the strategy to communicate flexibly and they become confident and interested in engaging into the communication. In this degree, mastering the essence to paraphrase can be helpful to the English speaking ability.

In reading teaching, there are more than thirty reading strategies. Poole (2011) initiates a case study on five proficient university readers. Results reveal that most frequently used strategies center on no more than ten types by teachers and learners, such as "using the pre-existing background knowledge", "questioning" or "inferring". Good readers and poor readers show slightly discrepant inclination to choose strategies, of which two strategies "paraphrasing" and "looking up the dictionary" are favorable by good readers. However, paraphrase as a kind of reading strategy often used by proficient readers receives less attention(Kletzien & Dreher, 2004; Meijer et al., 2006). Fisk & Hurst(2003) also arrive at the consistent finding that paraphrase is an effective learning strategy to enrich the repertoire of learner's comprehension ability of the source material.

Kletzien (2009) implements a case study on three students in Grade Five, Six and Seven. By discussing the three students' opinions on reading and experimenting the paraphrase way of showing their understanding, Kletizen presents a series of learners' inappropriate cognitive ideas in their previous reading. One significant reason for understanding the text with difficulty or forgetting what they read immediately is that readers are not really engaging into the reading task by heart. By comparing paraphrase, retelling and summary, paraphrasing the material during reading is a way to integrate the previous linguistic knowledge, cultural knowledge, subject knowledge etc. which repeats, strengthens and deepens reader's understanding of their own knowledge (Fisk & Hurst, 2003). The new knowledge is assimilated into prior knowledge system, the prior cognitive system accommodates and digests the new input. Different from retelling, the

reader organizes language by repeatedly using both prior and new expressions and wording which on the one hand stimulates reader to elucidate the reading material according to their own understanding, on the other hand add up to the fluency of output. Different from summary, paraphrase doesn't need to segment main idea , minor idea or circumlocution. One just needs to explain the meaning of what he reads. It helps relieve learners' tension and anxiety when facing some challenging reading materials. Paraphrase is seen as the prelude of learning to make a summary.

Schumaker et al.(1984, quoted in Blume, 2010) utilizes the RAP strategy to cultivate learner's reading comprehension ability, that is to read a passage, ask oneself two questions for inferring the implicit meaning and then put it into one's own words. Actually it belongs to the paraphrasing strategy. Results reveal that students' memorization of the text material improves from the pretest 48% to 84%. Echoing result is found in Alireza & Fatemeh's research on the reading comprehension practice for 63 students coming from three universities in India. They experiment on the memorization of the general idea and detail information of the text. The results reveal that there is no significant difference in the degree of improvement among learners at different language levels. It can be concluded as the idea that paraphrase the reading material could effectively improve learners reading comprehension ability.

In reading teaching, paraphrase is not only effective in improving the reading comprehension ability. Fisk & Hurst (2003) put forward that paraphrase in itself is a kind of learning skill. They compare three reading strategies "paraphrase", "retelling" and "summary" in classroom teaching. Learners are required to read twice. During the reading they could note down some key words. After that students are asked to paraphrase the meaning of the reading material and engage into peer evaluation. As is the case, learners have the chance to discuss the text, deduct the implicit meaning, evaluate the discussion and provide feedback. Learners also have got the chance to communicate with each other. On the one hand, they can deep explore and better understand the text. On the other hand, the method guarantees the efficacy and endurance of language input as learners really engage into the interaction. In the meantime, a frequent input makes it possible to produce more output. Every language skill influence each other and promote each other in paraphrase teaching. This empirical study enlightens the two researchers to discover that "paraphrasing for comprehension integrates the four skills of

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communication into a whole that achieves a better understanding of the text."

However beneficial it is, paraphrase teaching also exists with doubt. There are some erroneous zone in using paraphrase, for instance, learners may express inappropriately for ignoring the cultural differences between their mother tongue and foreign language which reflects in aspects like misuse of synonymous vocabulary, mix of register, non-native way of expression etc.(Maas, 2002; Huang, 2010; Wen , 2006). Additionally, in daily communication, people attach too much importance to the direct explanation and easy understanding of the implied meaning but become unfaithful to the original emotion(曹琳华, 2015).

Above all, paraphrase teaching is indeed effective in many spheres to improve learners' comprehensive language ability and the previous researches lay some foundation on this conjecture. But it leaves us confusions to explore manageable ways that how paraphrase teaching can be well integrated into classroom teaching in senior high school so as to both understand the reading text and cultivate learners' comprehensive language ability.

2.3.2 Studies on the effects on metacognitive awareness

Metacognitive awareness is the ability to plan, monitor and regulate the learning process for one's own learning. It belongs to a kind of learning strategy. Metacognition is the knowledge about cognition. When learners are able to use this learning strategy consciously, their cognitive ability will be improved concomitantly. Anderson(2002, quoted in Pammu, 2014) points out that metacognitive reading strategy can stimulate one's thinking and contribute to the elevated performance in reading. In the research of paraphrase teaching in reading, Kletzien(2009) discovers that paraphrase is an effective strategy for students to self-check and self-monitor their familiarity of the related topic and understanding of the text.

Some researchers think that once the metacognitive knowledge is mastered and become a natural part of one's cognitive system, the learner would use it automatically during one's own learning (Hu, 2011). Then, when learners realize the benefits and usefulness of paraphrase, their skillful mastery of paraphrase make it promising to regulate one's own language learning process, that is the individual ability to use language.

2.3.3 Studies on the effects on critical thinking ability

In the ancient Greece, Socrates had ever integrated the practice of critical thinking in his Socrates' Approach. The critical thinking is first defined by Ennis in 1962 as an active mental activity that directs the subject to consider things and make decisions in face of events happened in surroundings(Polat, 2015). A more specific definition is raised by Rao & Rahma (2015) who deems critical thinking ability as a sequence of skills that can be internalized by "constant revision and application in class" and then will be applied in reading and writing smoothly. Researchers like Judge et al. (2009, quoted in Polat, 2015) and Nosich(2012, quoted in Polat, 2015) in this field commonly regard that "the critical thinking ability could best be applied to all levels of education and all types of lessons". This ability depends on the content-based knowledge and plays a crucial role in one's learning journey and life-long development(Fisher & Frey, 2015), which is inherent in the mind that could be stimulated and developed by school teaching activities(Berkant, 2009; Alexander, 2014; Rao & Rahma, 2015).

However important it is discovered, some researchers still find the cultivation of critical thinking ability is far less than enough. Alexander(2014) and Byrnes & Dunbar(2014) have the shared opinion that the admirable ability to think critically is still unrealized in America and almost any other countries for the lack of essential "knowledge, skills and strategies". In order to foster the development of critical thinking ability, it is necessary to trace the elements in critical thinking ability. As thinking ability belongs to the cognitive category, Bloom(1956) proposes an innovative way to define the taxonomy of cognitive objectives. It is classified from six hierarchies: remember, understand, apply, analyze, evaluate and create. The former three elements belong to the lower-order thinking skills, and the latter three belong to higher-order thinking skills. With the importance of critical thinking gradually highlighted, educators and teachers experimented on paraphrase teaching and find its laudable effects on fostering this ability.

Fisk & Hurst (2003) carry out a four-step paraphrase teaching among junior high school students in Greenwood Laboratory School. In the process, all the four language skills--listening, speaking, reading and writing are merged. Students work in pairs and expound their understanding of the text. It is a way to open the mouth and communicate with each other. Also it provides a good chance to check, analyze and evaluate their

elaboration of the text material. That is a way to promote higher-order thinking ability.

Bronshteyn & Baladad (2006) extract fifteen minutes at the beginning of every writing class in a college to experiment on the effect of paraphrasing practice. The findings show that students are able to analyze the sentence structure and meaning accurately and then cite the scholastic literature with new expressions without any clues of plagiarism but remain faithful to the original meaning. Thus the two researchers suggest the objective of writing class should not be confined to know how to cite. Learners should also understand and master the idea of paraphrase so as to apply it creatively in other situations. It can be seen from their research that the paraphrase way to writing teaching aims at the hierarchical improvement of thinking ability.

Du Zhijuan(2011) points out that paraphrase the sentence is not just the change of tense or voice but reconstruct the sentence by processing the meaning and the context(杜志娟, 2011). It means to paraphrase is to think critically other than to change the linguistic forms simply. On this level, learners know what to paraphrase and how to paraphrase reflecting the cultivation of analyzing and applying ability. As such, paraphrase teaching prohibits both the cognitive ability and thinking ability of language learners.

2.3.4 Summary of the previous studies

Throughout the related literature at home and abroad, the empirical researches on the function of paraphrase teaching for comprehension at home and abroad arrive at the triangular conclusion as follows: firstly, paraphrase teaching aims at explaining the implicit meaning of the text in English which provides learners with an immersed language environment without the interference of native language. By paraphrasing, learners go deep understanding of the reading material by communicating with the writer. Secondly, paraphrasing of the text can be seen as a way to monitor the understanding and regulate the way of reading. A long-term use of paraphrase will gradually improve learners' metacognitive awareness and mental construction. Thirdly, to paraphrase appropriately, the reader needs to understand and analyze the text, sometimes evaluates the value imparted from the author. This process entails active thinking and a series of higher-order thinking. In viewing of these functions, a successful management and implementation of paraphrase in teaching will undoubtedly cultivate learners' comprehensive language ability, and then naturally improve the metacognitive ability and

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thinking ability.

Although positive results are shed light on paraphrase teaching, there are still some limitations failing to pay attention to. One is that researchers devote large amount of energy to one single aspect like vocabulary, reading or speaking but ignore the comprehensive language competence. The other is that teachers implement paraphrase teaching in class for the purpose of paraphrasing the sentence formally but forget the original objective to expound the meaning clearly. It relates to the reasonable classification of paraphrasing. That is the lack of specific guidance to use paraphrase in classroom teaching. In addition, the participants of those researches focus on college students and high-grade primary school students in the foreign countries. Compared with the participants in China, to paraphrase is a little bit difficult for beginners, which makes it regular that the participants are almost college students. But few touches the field of senior high school students who have already been equipped with some linguistic basics. As to the research method, two ways most regularly used are quiz and case study. Participants are controlled by a certain research procedure. By analyzing the quiz results or observing the performance of the participants, whether the linguistic ability improved can be perceived from the teachers' point of view. However, little attention is directed to the dynamic classroom teaching effect by paraphrasing as well as the perceptions on paraphrase teaching from the participants. Therefore, this study aims at delving into the application of paraphrase teaching in senior high school TEFL through the combination of classroom observation, quiz and interview.

3. Theoretical Basis

3.1 Strategic competence

Sociolinguist Hymes(1972, quoted in Shu Baimei, 2010) creates the lexical item "communicative competence" to represent the competence that two interlocutors have when they communicate naturally and negotiate meanings fluently in a certain context. The communicative competence falls into four categories: grammatical competence, discourse competence, sociolinguistic competence and strategic competence. The four competences call for both linguistic knowledge and pragmatic competence. When the available language is insufficient to guarantee a smooth communication in the dynamic situation, the speaker needs to take some immediate measures, such as paraphrase, repetition, evasion and so on to explain what he wants to express or maintain the interaction or avoid embarrassment for lacking in some more acceptable expressions.

Most senior high school students, receiving the foreign language education from primary school, situate at a stage when their language ability is still much insufficient and imperfect for a smooth communication. By cultivating learners' paraphrase ability, students may greatly improve their strategic competence. When they don't know how to express in a native way, they would still express by using some simpler vocabularies or express in a wordy way. However wordy it is, the purpose to express something could be realized. The successful communication by paraphrasing would encourage more engagement into classroom communication as well as real-life communication.

3.2 Comprehensible input

Comprehensible input is an important concept in the input hypothesis developed by Krashen(Shu Baimei, 2010) who advocates five hypotheses about second language learning process. The input hypothesis puts forward that language is acquired by receiving comprehensible input, that is from the pre-existing language level "i" moving toward a higher level "i+1". If the improved level is understood and accepted by learners, the input can become the acquired system of the learner. Language abilities such as listening and reading are thus cultivated. Then it is possible to produce the corresponding output. Language abilities such as speaking and writing are possible to be practiced accordingly. As a second or foreign language learner, little can be expressed without

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enough language input. From this theory, it is no difficult to see that a second language control is built on the current linguistic ability and enough acceptable input. Therefore comprehensible input is more of a necessary condition than a sufficient condition to the cultivation of learner's language ability.

Paraphrase teaching aims at restating the target material. One way is to transform the new and difficult material into easy and acceptable forms so that learners can understand, digest and engage into the learning process. It is a way to interpret new knowledge by providing comprehensible input, which helps lower the difficulty to learn. In addition, paraphrase teaching is thought to raise learners' awareness to paraphrase, for example, the addresser can flexibly adjust his way of speech to different levels of addressees in daily communication.

3.3 Schema theory

In Piaget's theory of cognitive development, schema refers to the preconceived ideas, stereotypical scripts or knowledge of the situations constructed from past experiences of the world(Shu Baimei, 2010). It acts as a scaffolding which helps make the new information meaningful. When the new knowledge is similar to the preconceived scripts, the learner will assimilate the new information without toilsome effort. If the input is not fit in the schema, learners are possible to pay little attention to it or just ignore it. It is difficult to make the new become an assimilated part of the perceived experience. Therefore schema can influence the perception and absorption of the new experience.

The mental schema is built upon personal engagement and experience of the daily life. For foreign language learners, there is a lacking in a pure foreign language environment. The teacher can set some schema-building activity to construct the necessary schema, or stimulate the pre-existing schema to help understand the new knowledge and establish relationship with the new. When it comes to paraphrase teaching, the teacher can interpret the new knowledge by using words, expressions, sentence patterns or background information that learners have already acquired. In this way students will not feel unfamiliar or irrelevant of the newly learned knowledge. Then it can be assimilated naturally or change the perceived schema into a new schema to accommodate the new situation.

3.4 Metacognitive awareness

Metacognition means "cognition about cognition". It is a kind of higher-order thinking which is regarded as the knowledge about cognition and regulation about cognition. Its tripartite components are metacognitive knowledge, metacognitive experience and metacognitive monitoring. Metacognitive knowledge refers to the knowledge about oneself, a certain task and the necessary strategies. Metacognitive experience is formulated mainly from on-going cognitive activities, which helps build metacognitive knowledge. Metacognitive monitoring means the active control and regulation of the cognitive task to achieve the goal. Pammu et al. (2014) asserts that metacognitive ability enables learners to become effective in managing and exploiting their own learning. Metacognitive ability is not restricted to a specific field but can be applied ubiquitously to any learning situations once built up. It is not confined to knowing or understanding of the learning but also involves the process of analyzing, evaluating, clarifying information during the independent learning.

Paraphrase in itself is an activity to interpret the target material and clarify the personal cognition and decide whether there is a need to regulate one's own learning situation. In this activity, the subject has got the chance to check the understanding and regulate the learning. The constant practice of such activity would be awareness-raising of metacognition.

4. Research Design

The previous parts have introduced the theoretical basis of paraphrase teaching and given a brief account of the relevant studies on paraphrase teaching at home and abroad. According to the vested data and discussion, the research methodology of this study is designed to further explore the application of paraphrase teaching in senior high school in China. The following part aims at specifying the research design in detail. It incorporates five parts: research questions, participants, instruments, procedures, data collection and analysis.

4.1 Research questions

Briefly speaking, participants in senior high schools in the previous researches of paraphrase teaching are scarcely chosen but still an important stage for language learning in an English as a foreign language(EFL) environment. Observing the implementation of paraphrase teaching in the attached senior high school of Huazhong University of Science and Technology(HUST), the author finds that students can flexibly use paraphrase to finish the ongoing tasks in classroom communication under the guidance of more than half year's paraphrase teaching. To illuminate this critical sphere in paraphrase teaching and testify the applicability of paraphrase teaching in senior high school, this study aims at exploring the application of paraphrase teaching in senior high school through reading materials.

In view of the current research status, efforts will be made to explore the three focal research questions in this study:

1. What are the traits of paraphrase-based teaching implemented in senior high school?

2. What are the effects of paraphrase-based teaching on senior high school learners?

3. What are teacher and learners perceptions of paraphrase-based teaching?

4.2 Participants

The participants are 62 Senior Grade Two students in one class and their English teacher Linda (pseudonym) in the attached senior high school of HUST. The reasons why they are chosen as the subjects of this study are as follows. Firstly, the teacher in this class has long been a successful practitioner of paraphrase teaching. She teaches in two

classes. One is an ordinary science class, and the other is an art class which is the best one among the three art classes. Both of the two classes cooperate nicely in class with the teacher and the art class is chosen prospecting a smooth process of this study. Secondly, the author acted as a student teacher who had observed the classroom teaching irregularly for nearly two terms when the teacher was teaching in Senior Grade One, experiencing the students' amazing cooperation with the teacher in the whole English atmosphere and identified with this thrilling teaching strategy. Thirdly, the author would have a two-month internship in this class when they are in Senior Grade Two, which guarantees a regular and smooth study with the teacher and students in this class.

4.3 Instruments

In order to get sufficient objective information for this study, instruments including the classroom observation, quiz and interview are used in this study.

4.3.1 Classroom observations

For the purpose of getting a detailed picture of the teacher's way of paraphrase teaching, the classroom observation is trialed in this study for four months irregularly. Data collected from the classroom observation add up to fourteen times. During the observation, all the paraphrases used by the teacher and students in class are noted down, which can be used as practical data to implement paraphrase teaching. Also the paraphrases are classified into types in order to make a supplement for the previous research types and provide some guidance for front-line teachers who are interested to try this way of teaching. Through classroom observation, performances of the teacher and students are clearly reflected in class, which can be used to analyze the efficacy of paraphrase teaching.

4.3.2 Quizzes

As the study is implemented through reading teaching, a quiz is specially designed when one unit is finished in order to check students' understanding and way of expounding the reading text. It usually takes three weeks to finish one unit in Senior Grade Two. So three quizzes are designed in this study scattered in the first three months. Questions in the quizzes include three types: multiple choice, question & answer as well as paraphrase the sentence. All the contents are chosen or adapted from the corresponding reading text.

4.3.3 Interviews

Apart from the two methods mentioned above, an interview is also carried out in the fourth month. Taken the content and volume of the data collected from classroom observation into consideration, an interview is of necessity to explore the faculty's and learners' perceptions toward the usefulness and efficacy of paraphrase teaching which are much important for this research (Bronshteyn & Baladad, 2006). The author has an interview with the teacher for nearly thirty minutes. The purpose of the interview toward the teacher is to know her idea about paraphrase teaching, the applicable subjects, the observable achievement and delayed effect, the challenge in practice and suggestions to use this method. Four students are chosen by a random number software. Four interviews are conducted during the intervals of every two classes. The aspects of the interviews include the four students' perceptions on paraphrase teaching, learning experience by paraphrase teaching and reflections on their improvement in language learning.

4.4 Procedures

The study is carried out in five steps in four months. The instruments included are not used separately but are interconnected and complement with each other.

Step 1: At the start of the study, classroom observations are conducted when the teacher uses paraphrase teaching. Statistics are noted down by hand.

Step 2: When finishing learning one unit, the quiz is handed out to every student as homework.

Step 3: The quizzes are scored and the types of paraphrase used are coded by the author. At the same time, shortcomings about the design of the quiz are discovered and the author adapts the quiz next time in order to avoid the same mistake.

Step 4: The classroom observation continues in the three months and quizzes are hand out accordingly.

Step 5: After a three-month classroom observation and three quizzes, five interviews altogether toward the teacher and students are conducted in the fourth month. With all the planned methods implemented, it comes to the data collection and analysis stage.

4.5 Data collection and analysis

Through classroom observation in four months, fourteen-time dynamic data are

collected. The data are coded and classified into different types of paraphrase. Every time 62 pieces of paper about the quiz are handed out to students. For the first time, 57 quizzes are recollected and the rest 5 quizzes are invalid. For the second time, 61 quizzes are recollected. For the third time, 56 quizzes are recollected. All the valid quizzes are scored and graded in four degrees: full mark (60 points), excellence (between 48 and 60 points), pass (between 36 and 48 points) and fail (lower than 36 points). Meanwhile, sentence paraphrase in the quiz are all coded and classified into types. All the types of paraphrase used by the teacher and students in both classroom observation and quizzes are recorded individually to make a comparison of their habits of paraphrasing. Additionally, some paraphrases representing different types used by the teacher and learners in class as well as the paraphrase exercises in the quiz are chosen as examples. The purpose is to show vividly the application of paraphrase teaching in class. Some further information found from the interview is also included in the analysis.

The research results are analyzed from three angles. The first part is the traits of paraphrase teaching applied by the teacher in senior high school. The second part is the effects of paraphrase teaching on learners. The third part is the teacher and learners' perceptions on paraphrase teaching in senior high school.

5. Results and Discussion

This chapter mainly makes an analysis of the statistics collected from classroom observation, after-class quiz and interviews. It will be shown in three parts. In the first part, during the presentation of the results, the author will introduce the traits of paraphrase teaching from the teacher's point of view. By analyzing paraphrases used by teacher and learners as well as the quizzes, the second part will make a summary of the influence of paraphrase teaching on learners. In the third part, an analysis and discussion of the results from the interview will be interpreted, which explores the perceptions and reflections held by teacher and learners toward paraphrase teaching.

5.1 The implementation of paraphrase-based teaching

To get a knowledge of the way to implement paraphrase teaching, we should be down-to-earth and trace back to the clients in relation to the classroom instructional circumstance. According to classroom observation and the quiz study, it comes onto surface that there are accessible rules to follow as to the application of paraphrase teaching.

5.1.1 The applied field of paraphrase-based teaching

When talking about reading teaching in senior high school, we are unavoidable to associate several modules in one single unit, such as reading comprehension, language points, grammar and the final language in use part. For teacher Linda, actually all the elements included in reading teaching could be achieved by the integration of paraphrase teaching as well as some other teaching methods and strategies. But in this study we are not going to regard it in such a broad sphere and only restrict to two narrow domains: the reading comprehension and the language points. And the strategy taken by Linda is very much popular and regularly used every time teaching in the two spheres of interest.

5.1.2 The traits of paraphrase-based teaching

Paraphrase teaching of the two spheres comes in order. Paraphrase for comprehension is prior to the paraphrase of language points. The routine of paraphrase teaching used by Linda has the following features.

1. Paraphrasing the original text is the first step in the intensive reading process. Paraphrase for comprehension is more meaning-based and aims at checking the

understanding of the semantic meaning toward some inherent complex texts.

2. Paraphrase for comprehension calls for learners' flexible application of the comprehensive language competence.

3. The paraphrase of language points comes after the reading comprehension. It consists of three levels: vocabulary-level paraphrase, phrase-level paraphrase and sentence-level paraphrase.

4. There is no standard answer for paraphrasing the original meaning. For any types of paraphrase, there exist a certain appropriate answers. It matters the extent to which the answer is more appropriate to the original meaning. When Linda expects an answer from students, her habitual behavior is to select as more as students to expound or paraphrase.

For feature 1 and feature 2, the reading comprehension is not taught by grammar-translation method (GTM) to achieve understanding by translating sentence-by-sentence which is a shortcut to comprehend the content of the text. Although the GTM is more direct and straightforward as long as learners refer to the vocabulary list and are familiar with the grammatical structure, the real engagement into the reading may not happen. Learning just stays on the superficial content. However, true paraphrase forces students to penetrate into the precise use of vocabulary and understanding of original meaning. Let's put it in one example.

SAMPLE 1:

In Unit 2 of the optional 6 (PEP edition), there is a Tang poem in the reading "A few simple forms of English poems". The poem is *The Awaiting Stone* written by Wang Jian:

> *Where she awaits her husband*
> *On and on the river flows.*
> *Never looking back,*
> *Transformed into stone.*
> *Day by day upon the mountain top,*
> *Wind and rain revolve.*
> *Should the traveler return,*
> *This stone would utter speech.*
>> *-- cited from Unit 2, the optional 6 of the PEP edition*

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As we know, poets write poems to convey certain emotions and express themselves. The Chinese version of poem is actually even more concise, abstract and unintelligible. In preference to clear the cloud and make it understandable, GTM may add a layer of mist. Linda instead asks students to tell the story existing in this poem. To tell the story, they need to be equipped with these qualities: understand the meaning and usage of "await", "revolve" and "utter", master the usage of subjunctive mood, complement the elliptical subject and identify the figure of speech. Meanwhile they should express the story coherently. If the story is perfectly narrated in their own words, there is no doubt that learners have arrived at the interpretation and specification of the conveyed emotion. By this token, to tell the story is to paraphrase the poem with equivalent representations of language form which come from learners' accumulated resource base. And the paraphrase process naturally integrates the practice of linguistic competence and grammatical competence as well as strategic competence. Additionally, reading enriches the language input. Paraphrasing produces output and inspires extra input for peers. In conclusion, the process practices the listening, speaking and reading skills. I'd rather regard it as the cultivation of learner's comprehensive language competence.

For feature 3 and feature 4, it comes to the teaching of language points. This part begins after comprehending the reading text, which means that learners have already gotten a general picture of the content and been able to express it by searching for previous language knowledge in their mental schema. Meanwhile, to integrate the new language forms into a part of learners' knowledge system is necessary and beneficial to improve their ability of accommodating foreign language surroundings. Therefore, for Linda, all the language points are taught in context and rest on learners' schemata.

Specifically speaking, in comparison with the accustomed teaching procedure 1) selecting the target vocabulary 2) showing its meaning in Chinese 3) translating several sentences by using the newly learned words 4) if possible, listing the relevant synonyms, antonyms and set phrases. However, in paraphrase teaching, new vocabularies are reinforced firstly by providing equivalent English explanations or synonyms or antonyms, through which the new words are introduced and practiced. Since words have varied meanings with different collocations. Several confusing phrases in relation to different usages of the same word are paraphrased to make the differences prominently. As to the sentence-level paraphrase, students need to restructure the given sentence and try to use

the newly learned vocabulary accurately. At the meantime, the lexical items of one vocabulary may naturally derived in the context. For some sentences with implicit meaning, it demands the understanding of the sentence meaning and then expounds it in completely another way with new language forms, for instance, Teacher: Paraphrase the sentence "He is a mystery." Students: I can't figure him out. And then let's have a look at how Linda implements her teaching of language points with a specific example.

SAMPLE 2:

Paraphrase the sentence in Unit 1 of the compulsory 5 (PEP edition):

John Snow suspected that the second theory was correct.

(The difficult point is the word "suspect", which is also the target language point.)

STEP 1: Linda asks three students to paraphrase this sentence. Answers are as follows.

S1: John Snow thought that the second theory was correct.

S2: John Snow believed in the second theory was correct.

S3: John Snow guessed that the second theory as correct.

STEP 2: Linda provides her reference version.

Linda: John Snow guessed/thought/imagined/supposed that the second theory was probably correct.

STEP 3: Linda paraphrases the word "suspect".

suspect: vt. 1) to believe to be likely

2) to believe sb. to be guilty

3) to doubt the truth of : distrust

STEP 4: Linda lists three phrases representing three different usages of the previous paraphrases. Then ask students to number the meaning of every phrase.

suspect sth. (3)

suspect sb. of sth./doing sth.(2)

suspect that (1)

STEP 5: Linda gives two sentences and asks students to paraphrase them by using the word "suspect".

① I thought he was likely the murderer.

S4: I suspect him of murdering.

S5: I suspect that he is the murderer.

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S6: I suspect him of being a murderer.

② I distrust his motives.

S7: I suspect this motives.

STEP 6: Linda adds two sentences and requires students to make a discrimination.

③ I doubt that he has stolen my watch.

④ I suspect that he has stolen my watch.

S8: For sentence ③, it means I don't think that he has stolen my watch.

For sentence ④, it means I guess that he has stolen my watch.

Linda: Yeah, sentence ④ also means I have a suspicion that he has stolen my watch. (Thus Linda introduces the derived word " suspicion".)

STEP 7: Linda goes on explaining the meaning and use of "suspicion".

suspicion: n. have a suspicion = to suspect

under suspicion = to be suspected

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As the above-mentioned example, the process of teaching language point is multi-level and progressive from pre-existing knowledge to new knowledge. In step 1, it is vocabulary-level paraphrase. Students have to search broadly in their memory repository and think out one vocabulary that is the most appropriate to the expected response. This is in correspondence to the schema theory. In this process, they have a good review of the previously stored knowledge in their long-term memory. Perhaps some are well memorized but some are slightly stored in the brain. As is noticed in step 1, Linda chooses three students to show their understanding of the sentence but gives no evaluation of the answer, which is in correspondence to feature 4. There is no absolute correct or wrong paraphrase but only variations on the closeness to the original meaning. When one student is chosen, he would try hard and draw a different answer from his peer. The benefit is that the answer repeated by classmates are reinforced if they have thought of it beforehand and a brilliant answer put forward by peers help stimulate their memories nearly fading away. This step helps consolidate the language knowledge in learners' knowledge base.

In step 2, with the referenced answer provided by Linda, students could evaluate by themselves which words are the most appropriate. Psychologically speaking, it draws up

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students' metacognitive monitoring ability to self-check their understanding of the sentence as well as the deliberation on wording.

In step 3, it is a kind of vocabulary-level paraphrase. The word is explained in English clearly while it can be confusing in Chinese version. In step 4, to match the meaning with phrase is an analysis task for learners. The task is actually a phrase-level paraphrase. Based on the understanding of the content in step 3, students would finish this task. Then in step 5, it transits from understanding and analysis to the application of new knowledge. Although there is an absolute saying that nothing is produced if there is no input, enough input is really necessary for foreign language learners as we are short of an immersed English atmosphere. For this example, sentence-level paraphrase exercise is one way to check their understanding of the input quality. To paraphrase the sentence with "suspect" in step 5 has a high demand for students to understand sentence ① and ②, analyze the acceptable usage and create new sentences. For step 6, Linda realizes the cultivation of learners' analyzing and applying ability further, and then naturally introduces the derivational version and usage of "suspect" as is shown in step 7.

Through the analysis of this example, there is no difficulty to discover that students' thinking level is improved from purely memorizing, understanding and applying high up to analyzing, evaluating and creating from step 3 to step 7. The cultivation of thinking abilities especially the higher-order thinking abilities is not linear but spiral. Different tasks require the learner to do different things which unconsciously cultivate the thinking abilities from different angles. By mediating the material word-by-word, learners begin to pay attention to the points where they are confused or they had never doubted before. Working on those points and restating them in a different way help gain full control of the sentence meaning in a certain context and subtle improvement of thinking ability. During the process, learners also self-monitor where they get stuck or where they should have different viewpoints from peers. The regular examination and regulation of ways to express would promote the metacognitive ability. In addition, all the example sentences and paraphrase tasks are progressed in spoken form. So students' minds are highly centered on processing and constructing meaning. A perfect English atmosphere is created for learners to practice the listening and speaking skills.

It can be seen that the application of paraphrase teaching in reading comprehension and language points touches every field of learners' comprehensive language competence.

In real teaching, EFL teachers can sensibly apply paraphrase teaching in reading as it relies on previous knowledge just as is stated in the schema theory. The previously experienced schema lower the difficulty to learn, express and apply new knowledge according to learners' understanding. Learners assimilate new material into the knowledge system and gradually accommodate to the new way of expression without anxiety.

5.2 The effects of paraphrase-based teaching on learners

It is common for senior high school students that college entrance examination is the foremost objective at the terminal of high school life. Therefore how to equip them with excellent test-taking ability has long been an undoubtedly problem under exploration. And foreign language teachers would regard the satisfying performance in exam as flexible commandment of language. However, more and more educators gradually find that test-taking ability is a necessary but not sufficient condition in developing comprehensive language competence. The latter pays more attention to the cultivation of learning skills, strategies, affection etc. instead of restricting to language knowledge. And this study exactly examines this problem and testifies the effect of paraphrase teaching in cultivating such abilities. Through the analysis of data collected from classroom observation, quiz and interview, the influences of paraphrase teaching on learners mainly reflect in the following aspects.

5.2.1 The effect on learners' habit of paraphrasing

It seems that such a logical way of thinking training in teaching has its depth in digging knowledge and challenge in tapping learners' comprehensive language competence. What's amazing is that students in this class could really cooperate with Linda and their peers fluently. By learning together with these classmates and observing silently for several months, students' learning toward paraphrasing under the guidance of Linda has their own characteristics.

Through shedding light on students' performance in face of paraphrase teaching, the dominant features reflect in this class collectively are as listed below:

Firstly, learners show much in common with the teacher in the types of paraphrase. They all paraphrase from three levels. This finding is consistent with the previous finding by Chutima et al.(2004) who categorize paraphrase from vocabulary-level, phrasal-level

and sentence-level. All the three levels are paraphrased according to the contextual meaning. It is conventional for most teachers and learners to clarify the semantic meaning of every single word, however, ignore the pragmatic meaning in use. In this study, the sentence-level paraphrase can be meaning-based and presented by changing the sentence structure in pursuing for the faithful meaning. It assures us that language learning can not only be hierarchical but also holistic. Therefore meaning-based paraphrase is also an impartial part in classroom learning to make it a habit for students to clarify language.

By filing the paraphrases used by students in classroom observation and the quizzes, the types of paraphrases regularly used by students are categorized into three types as are illustrated in table 1, which are in coincidence with the three levels used by Linda.

Table 1　Types of paraphrase used by learners

No.	Types of paraphrase	Sub-types of paraphrase
1	Vocabulary-level paraphrase	a. Definition
		b. Synonym
		c. Change of parts of speech
		d. Pron./co-reference substitution
2	Phrase-level paraphrase	e. Change of phrase
3	Sentence-level paraphrase	f. Reconstruction of sentence structure
		g. Segmentation
		h. Meaning-based equation change

As to every type of paraphrase, the change of constituent varies in different degrees. Broadly speaking, the change depends on the sentence structure and the difficulty of the sentence. Statistics show that simple sentence doesn't change the sentence structure unless the meaning is implicit and the changes mainly reflect on some words or phrases. However, complex sentence is usually restructured to make it easier understood. It is still abstract to interpret this phenomenon. The following specification may clarify it.

There are mainly four sub-types in the vocabulary-based paraphrase.

a. Definition is a way to define a certain vocabulary in equal terms to accomplish paraphrase of its original sentence. As example 1, the word "rejected" is paraphrased as

" refused to accept".

EXAMPLE 1:

The Christian Church rejected his theory, saying it was against God's idea and people who supported it would be attacked.

S9: The Christian Church refused to accept Copernicus's theory. They said it was against God's idea and people who supported this theory would be punished.

b. Synonym is to replace the target vocabulary with synonymous word. As example 1, the word "attacked" is changed by "punished".

c. Change of parts of speech refers to the derivational change of the vocabulary but results in the same meaning of the original sentence, for instance, change a noun into an adjective, or change a noun into a verb. In example 2, the student changes "imaginative" into "imagination".

EXAMPLE 2:

The language of the nursery rhymes is concrete but imaginative.

S10: The language of the nursery rhymes is detailed but rich of imagination.

d. The pronoun/co-reference substitution is to replace the pronoun with a noun which is the original object the pronoun refers to. As in example 1, the pronoun "it" is replaced by " this theory".

e. The change of phrases is used above the one-single word-level change of constituent but below the whole sentence level. In example 3, the student regards " try to do sth." the same as " attempt to do sth."

EXAMPLE 3:

Some poems try to convey certain emotions.

S11: Some poems attempt to express some emotions.

The sentence-based paraphrase in a large part represents the paraphrase of complex sentences. The grammatical structure should be taken into consideration. Three

subcategories are reconstruction, segmentation and meaning-based equation change.

f. For the reconstruction of sentence structure, sentences are those with special structures, such as inversion, attributive clause, non-finite verb etc. according to the statistics in quizzes, which are restructured into simple sentences like example 4.

EXAMPLE 4:

Copernicus' theory is now the basis on which all our ideas of the universe are built.

S12: All our ideas of the universe are built on Copernicus' theory.

g. For the sentence segmentation, one long complex sentence can be segmented into several simple sentences like example 5. But sometimes students may transform simple sentences into more complex ones.

EXAMPLE 5:

The Christian Church rejected his theory, saying it was against God's idea and people who supported it would be attacked.

S13: The Christian Church refused to accept Copernicus' theory. They said it was against God's idea. They would attack the people who supported it.

h. For the last type, the meaning-based equation paraphrase is faithful to the main idea of the pragmatic meaning but turns the original constituent partly or completely out of recognition, and that is the equal exchange of meaning. In this exchange, some constituents may be omitted, but some may be added in accordance to learners' external knowledge of the background.

EXAMPLE 6:

He is allergic to hard work.

S14: He strongly dislikes hard work. (change partly)

EXAMPLE 7:

He is a mystery.

S15: I can't understand him.(change completely)

EXAMPLE 8:

Only if you put the sun there did the movements of the other planets in the sky are in order.

S16: We could explain the movements of the other planets logically only when we put the sun at the center of the solar system.(external knowledge of "there" in the original text)

EXAMPLE 9:

Some poems tell a story or describe something in a way that will give the reader a strong impression. Others try to convey certain emotions.

S17: Some poems impress the reader a lot. Others not.(omission)

Secondly, Linda teaches from the three angles in paraphrasing, among which some vocabularies and phrases are explained separately in meaning and then used in context. Students follow her step and use in the same way. As students in this class have received her instruction for at least half year, they have been very much familiar with the routine of paraphrase. Therefore students would paraphrase through the comprehension of the given material on the one hand and mimic the reference answer provided by teacher. Gradually they would accommodate to the teachers' mode of thinking and paraphrase accordingly both in classroom learning and self-learning process. A representative sample can be found to certify this statement by combining the classroom observation data and paraphrase in students' quizzes.

SAMPLE 3:

STEP1: In class, Linda asks students to paraphrase this sentence:

John Snow was a famous doctor in London--- so expert that he attended Queen Victoria as her personal physician.

S18: John Snow was a famous doctor in London--- so much skill and experience in medicine that he took care of Queen Victoria.

STEP2: Linda demands that students paraphrase by using "such/so....that....".

S19: John Snow was such a famous and expert doctor in London that he took care of Queen Victoria as her personal physician.

S20: John Snow was so famous and expert a doctor that he took care of Queen

Victoria as her personal physician.

STEP3: Linda actually wants students to use the inversion form of " such/so...that...". Then she provides examples.

Linda1: Such a famous and expert doctor was John Snow that he attended Queen Victoria as her personal physician.

Linda 2: So famous and expert a doctor was John Snow that he attended Queen Victoria as her personal physician.

STEP 4: Checking the paraphrases in the quizzes, results show that most students use the inversion sentences as are provided by Linda and some students paraphrase with the word "such", for instance,

S21: John Snow was such a famous and expert doctor in London. He took care of Queen Victoria as her personal physician.

S22: As Queen Victoria's personal physician, John Snow was such a famous and expert doctor.

We can see students at first just paraphrase by interpreting some special vocabularies. Next as are required to use the grammatical structure, they get on another track. Then in their quiz work, significant effect has shown that a teacher's mode of thinking can greatly influence learners' mental activity. Also the teacher's way of paraphrasing would influence students' way to paraphrase the original material. Therefore a teacher's idea on paraphrase teaching and way to paraphrase is very important in cultivating learners' habit of paraphrasing. When a teacher wants to use paraphrase teaching in reading, she is thought to clarify the purpose of using paraphrase and collect rules of thumb or create paraphrase strategies by experience.

5.2.2 The effect on developing learners' comprehensive language ability

In this study, the teacher guides students to read the source material deeply and think deeply by paraphrasing the whole text firstly, sentence and new vocabularies next and then ascend to the use of new vocabulary in sentences or even the comparison between sentences. It is a spiral progressing process on the basis of which learning takes place.

In the initial stage, paraphrasing the sentences in a text necessitates learners to search for the information they have stored in the mental box once and once again.We can call it a revision and assimilation stage. All the acceptable equivalent language forms

are retrieved, such as vocabulary and sentence pattern, and the external subject knowledge are filtered in the memory. Pre-existing linguistic knowledge, grammatical knowledge and context-based knowledge are reinforced in case some have gradually faded away. As is illustrated in sample 2, the teacher provides some additional sentence exercises. Paraphrasing those sentences by using newly learned language representations provides a chance to apply new knowledge and refine old knowledge. The unfamiliar knowledge is accumulated and internalized in the spiral practice. In view of schema theory and comprehensible input, unfamiliar knowledge is always imparted by employing the previous knowledge which makes it comprehensive and challenging for learners to replenish their language base. In any situation, language knowledge is an essential underpinning in developing comprehensive language ability.

But the function of paraphrase is not restricted to lower the difficulty in learning. By locating step 6 in sample 2, it is noteworthy that paraphrasing plays a role in discriminating some trivial but confusing differences between synonyms and synonymous phrases. As EFL learners always suffer the dilemma that knowing a series of synonyms with much similar Chinese meaning but struggling to use it in the right situation. Therefore it is perhaps acceptable to assert that paraphrase shows advantage in improving the accuracy of language learning. Through constant paraphrasing and context-based practice, learners can gradually improve the pragmatic competence.

From the classroom observation, all the paraphrase tasks are accomplished orally, such as the explanation of the text material, the paraphrase of new situations by teacher and learners. The whole process goes smoothly and successfully in a quick pace. Being an observer, there is no denying that the listening skill is quite satisfying in this class as paraphrasing allows no native language. They have to listen attentively and identify the right information. The listening input comes from both the instructor and classmates. It is a significant way of tapping learners' listening opportunity to the utmost. Additionally, to clarify the original text demands learners to recognize the implied meaning, organize language and make it understood by others. Learners are appointed as the masters to interpret information actively instead of passively accepting any authoritative statement. The interpretation is personal and resilient. The interpreter can express in any way according to his own language level regardless of the vocabulary or structure used as long as meaning is imparted. It lowers learning anxiety and stimulates more output which

may explain the close cooperation between teacher and learners in implementing paraphrase tasks and the nice performance in quiz as is shown below. Apart from the in-class satisfying performance, statistics in the quiz also show students' nice internalization of the reading material. By scoring the three quizzes, results can be seen in table 2.

Table 2   Students' performance in the quizzes

Quiz Performance	Quiz 1 (N=57)		Quiz 2 (N=61)		Quiz 3 (N=56)	
	F/N	P(%)	F/N	P(%)	F/N	P(%)
Full mark(=60)	16	28.07%	21	34.42%	7	12.50%
Excellence(>48)	30	52.63%	31	50.82%	42	75.00%
Pass(36-48)	9	15.79%	8	13.11%	7	12.50%
Fail(<36)	2	3.50%	1	1.64%	0	0

N: totality of students   F: frequency   P: percentage

In table 2, statistics in the three exercises reveal that more than 96.5% students could pass the quiz, which means almost all the students could recognize the meaning of the reading text. Students who can do excellent in the exercise range from 50.82% to 75.00%. It certifies that more than half of the class have a better understanding of the text and express their ideas flexibly and faithfully. And nearly 12.50% students completely master what is instructed in class and put in use successfully. It can be argued that continuous practice of paraphrase could stimulate learners to listen, read, think and speak. The total physical and mental activity fosters the cultivation of critical reading skill. And the skill can be transferable to critical writing.

In order to seek learners' conscious knowledge about their improvement in language ability, the question in the interviews that "Can you identify the aspects that have been improved by using paraphrase in your mind?" is put forward.

Paraphrase helps me have a deep understanding of the text material. And I

can express in a native way. Some answers from my classmates may sometimes illuminate me to use the expressions I had never noticed. (Sara)

By translating the original text in English, I get to know different usages of the same word. I also become accustomed to express the same sentence with some synonymous words or phrases. In addition, I have more than one choice to express the same thing in writing. As the paraphrase is often used, we can review some words on a regular basis. And the paraphrases from my classmates will reinforce my knowledge about the usages. (Mary)

When I do reading comprehension, I will try to analyze some long and difficult sentences and infer the meaning from context. If I can understand the general meaning of the whole passage, it would be easier to guess the word meaning. By paraphrasing synonymous words in context, I can use them in real situations more appropriately. Some words will be forgotten if we don't use it afterwards. But paraphrasing makes it possible to explain some meaning and use the knowledge we know. So the previous knowledge can be consolidated and I become more and more familiar with the usage. And I find that some expressions can be acquired by using it in paraphrase constantly although I haven't learned them before. (Lucy)

I can have a thorough understanding of the text. By paraphrasing, I have to analyze the constituent in sentence correctly. So I think my grammatical competence have been increased significantly. (Kim)

Statements from Sara and Lucy reflect the efficacy of paraphrase teaching in improving reading comprehension ability. The interviews also reflect the improvement of language knowledge and language competence. Language knowledge is improved in both linguistic knowledge and grammatical knowledge, such as reviewing prior knowledge, mastering new expression, discriminating synonymous expressions. Language competence is seen to be developed in their deep reading skill, writing skill, accurate expressing skill and listening skill. The findings are in consistent to the assertion put forward by Fisk & Hurst(2003) that "paraphrasing for comprehension integrates the four skills of communication into a whole that achieves a better understanding of the text."

To sum up, paraphrase teaching could help learners enlarge knowledge base, improve language skills, refine pragmatic use of language and result in learners' cultivation of comprehensive language competence.

5.2.3 The effect on learners' critical thinking and metacognitive awareness

As is defined by Ennis in 1962 and Rahma in 2015, critical thinking is an active mental activity and a series of skills which can be developed by classroom experience. That is to say the mental skills can be practiced by some learning strategies. Empirical statistics indicate that every student goes through the process of interpreting, selecting, evaluating, applying and creating when they are paraphrasing and receiving paraphrase input from peers.

Interpretation bases on understanding the reading material. Selection rests on analyzing and deciding the most appropriate claim. As Brookhart (2015) says of it that choosing an appropriate answer means a decision-making activity. And decision-making is a cognitive activity which makes thinking happen. Evaluation sources from the sharp thinking about the extent to which their own arguments and the statements from peers and the teacher are the closest to the original meaning. The judgment of their own answers is a self-reflective and metacognitive process. By reflection, the individual monitors his own use of language and regulates his way of thinking and using language. Application reflects in the practice of new knowledge. Paraphrase a certain material by applying new knowledge, learners would check whether they have understood and mastered the new knowledge. Creation sources from the sound internalizing of new knowledge and flexible application in consideration of context, just as sample 3, answers from students show that students tend to mimic the teacher's way of expression which is often seen as the standardized and authoritative expression, but some students in step 4 can still express in completely a new way.

The elements belonging to cognitive objectives are seen practiced individually or conjointly in the classroom mental activity. This means that critical thinking ability can be fostered by paraphrase teaching. And the development of critical thinking ability in itself fosters the use of metacognitive knowledge and metacognitive strategies. A continuous use of paraphrase means a regular use and raise of metacognitive awareness. Both the critical thinking ability and metacognitive awareness are extremely important manifestations of learning ability, which will greatly influence the method and attitude of

language learning and may be transferred to all other subjects as well as complex things which are unavoidable to live in society.

5.3 Perceptions of paraphrase-based teaching

Modern teaching methodology advocates a student-centered teaching approach. It regards that teaching should be subordinated to learning. The teacher would still dominate the education relationship if the teacher imposes the personal will and idea on learners. Therefore, in order to verify the effectiveness of paraphrase teaching, interviews with the participants are considered to be essential.

5.3.1 Teacher's perceptions

In order to have a further understanding of the teacher's cognition and attitude toward paraphrase teaching, an interview is conducted with the teacher by the end of the study. Linda's definition of paraphrase is to explain new knowledge by using the previously own knowledge in context. She emphasizes two points in using paraphrase. One is the using of pre-existing knowledge as it provides the learner with a basis on which new knowledge can be expounded relatively easily. The other is the importance of context. She adds that we need to guess meaning by inferring the context so that we can paraphrase something outwardly. Without context, some individual knowledge is confusing and difficult to understand.

5.3.1.1 Reasons for using paraphrase teaching

When asked the reason why she chooses paraphrase teaching in reading comprehension and language points. Reasons are stated as follows.

In teaching new knowledge, I will provide as many as chances for students to paraphrase the meaning. And paraphrase in itself is a process to understand firstly and then express appropriately. The process of paraphrasing the text actually is the comprehensive analysis of discourse, sentence, phrase and vocabulary. If we know how to analyze from the top-down view, we have given bottom-up consideration to details in the text. Sometimes it is difficult to perceive the meaning of a single new word or phrase. If we put it in context, they may figure out the meaning and explain it in their own words. If students can do paraphrase in this situation, it means that in the first place they have already

understood the meaning of the content. On the other hand, they can infer the meaning of new language forms according to the context.

Inferring meaning in context is actually very difficult for students. And it can be regularly seen in some reading comprehension test, for example, some multiple choice questions are the paraphrased forms of the original sentences, some questions need to infer the meaning of a word in the text. If students know how to paraphrase and can paraphrase the reading material, it would be easier for them to do reading comprehension.

As we know, reading comprehension is regularly seen in the text materials in senior high school period, and accounts for an increasingly great proportion in English exam. It determines the route to language learning relying greatly on and should be through reading material. Teachers are propelled to explore sensible ways to teach reading so that the language ability can be developed on the track and the test-taking ability can be built concomitantly. The teacher's opinion indicates that paraphrase teaching suits the current requirement well. Not only the reading skill can be trained but the oral skill will be tapped since learners will be brave enough to guess and express something new or difficult by referring to the language knowledge they have. Additionally the linguistic knowledge and grammatical knowledge can be reinforced and refreshed. Linda also mentions that paraphrasing is a kind of learning strategy. If knowing how to paraphrase the reading materials in the textbook, they would transfer the strategy into other reading activities. In view of Linda's exposition, paraphrase is a way to develop the comprehensive language ability, self-learning ability and test-taking ability, which is oriented at the life-long learning journey.

When asked her original purpose of using paraphrase, Linda shows her far-reaching vision.

I think we can't teach everything but we can teach the method of learning. Learning should be self-directed. The standard to define a good English learner is not just by the score but the comprehensive learning ability. It includes the self-learning ability, problem-solving ability and life-long learning ability. So teachers should pay attention to the cultivation of such abilities in their daily

teaching.

Adhering to this teaching belief, Linda has gained profitably results apart from the current performance in this class. She says that paraphrase teaching has been used for many years in her teaching in either junior high school and senior high school. As long as enough comprehensible scaffolding is provided for students at the beginning of using paraphrase, students in both levels would gradually adapt to this way of learning and enjoy the accomplishment. This will raise their confidence to try paraphrasing the learning materials in their self-learning process.

5.3.1.2 Delayed effects of paraphrase-based teaching on learners

A teacher's idea toward language learning will greatly influence her way of teaching. And the study shows that a teacher's attitude toward language teaching can influence students' learning habit and ability. Therefore conscious employment of learning strategies in classroom can plausibly cultivate the ability to use the strategy. It may be suitable to say the effect of teaching is hysteretic. We can't expect to see instant success but wait to reap in the long run just as Linda shares her success.

> *Some of my students who have graduated from senior high school and*
> *entered university mention that they are admitted into the best A+ English class*
> *and excel in the test for English major or college English test.*

All in all, paraphrase teaching can be beneficial to the all-round development of language abilities as well as the self-learning ability. It can be applied to students from junior high school. Having a good knowledge of students' language level, the difficulty to paraphrase can be lowered by providing enough help to students. With the habit formation, it transforms into life-long learning ability which will unconsciously influence the attitude toward learning and language performance in daily use.

5.3.1.3 Challenges of paraphrase-based teaching for teachers

In order to implement paraphrase teaching smoothly in class, some challenges still exist. Firstly, it demands high to achieve these standards for teachers. Linda suggests that we should prepare as many as answers in our mind to paraphrase because any creative answers can be feasible. We should take a comprehensive attitude toward some creative

answers as the main purpose is stretching their thinking in response to any situations. Secondly, paraphrase as a kind of learning strategy is a part of the cohort of language learning. We need to instill some other strategies and methods of learning as paraphrase, in most cases, transforms the language into simple English but may not take its advantage in improving the variety of writing ability.

5.3.2 Learners' perceptions

As the modern foreign language teaching methodology highly suggests student-centered way of learning in the classroom atmosphere, teaching should serve the students, consider students' characteristics and satisfy students' need. When it comes to paraphrase teaching, the vast majority of people think that it would be challenging for learners since senior high school students may be struggling in expressing what they think. Although the previous researches have found substantial viability and the practical teaching indicates its feasibility through classroom performance and test performance, there is still a necessity to identify the perceptions toward this strategy from learners' point of view for the sake of verifying its merits and demerits.

Four students are randomly chosen from the roster, the interview is implemented individually and their responses are presented anonymously.

5.3.2.1 Learners' adaptation to paraphrase-based teaching

When asked "did you access to paraphrase teaching in your junior high school?" and "can you adapt to this way of learning?" The memories are as follows.

> *No, my English teacher didn't use paraphrase specially in teaching, but she would ask us to use the Webster's Collegiate Dictionary when we encounter some unfamiliar vocabularies. By looking up the English versions in the dictionary, we can gradually acquire its meaning and adapt to a total English environment. So when I enter Linda's class, I can keep pace with her teaching.(Sara)*
>
> *No, my middle school teacher didn't use paraphrase teaching. She just analyzed sentence structures and required us to recite the text. But I don't feel it difficult to learn in this way at first since I had learned the text in junior high school.(Mary)*
>
> *My middle school teacher just translated the text. I tried to recite the text mechanically. Entering senior high school, I felt confusing at first in using*

paraphrase to explain the text. But Linda would explain it in both English and Chinese so that I can follow her at that time. Gradually I have adapted to this way and she began to teach in English completely. She transits from one level to a higher level gradually. Until now, I can closely keep step with her teaching. (Lucy)

I didn't use paraphrase in my middle school. I can't adapt to this way at first to explain everything in English. But I can do it after about two weeks since my English foundation is not so bad.(Kim)

For the four students, they have different characteristics and learning experiences. Sara has approached the way to learn language by thinking in English, so she has formed the habit of expressing in English instead of Chinese at an early stage which lays foundation for her easier adaptation to paraphrase learning. While Mary has the knowledge basis on which there is no difficulty in understanding the meaning of the text. As Linda provides enough assistance for learners with no such experiences, Lucy and Kim are able to paraphrase in progress. Their feelings can be plausibly concluded as the following three assertions. In the first place, to paraphrase the text is feasible for learners who are equipped with a certain language foundation. Secondly, English teachers can be brave enough to use paraphrase and have confidence in students on condition that sensible scaffolding are provided in terms of students' level. Thirdly, ways like referring to the dictionary can also build learners' mode of thinking so that they would perceive English language authentically. It enlightens us to provide useful suggestions for students to think in English and influence their habits of thinking unconsciously.

5.3.2.2 Learning experience of paraphrase-based teaching

Under the guidance of Linda, students are supposed to paraphrase the reading text fluently when it is necessary. It is common that several students are chosen to explain the same sentence. They can paraphrase according to their own understanding and the answers are slightly different. When asked "What do you experience in this process?" Students almost have the same feeling.

In many cases, I have the same answer with others. But when someone has provided the answer, I have got to find an alternative answer. Sometimes it is

difficult to figure out the implied meaning. We just guess. Actually the paraphrase provided by the subsequent student is closer to the appropriate answer than the precede student. We can enlighten each other and think a lot. There is no absolute correct answers. I think enjoying the process is enough.(Sara)

Almost every time I have the same answer with my classmates. So when we are to paraphrase, I would try to retrieve all the available expressions in my mind.(Mary)

I often have the same way to paraphrase, for example, the same vocabulary. So I would change another say if I was chosen. It doesn't mean that I give the right answer but he is wrong. The aim is to decide which one is more appropriate. (Lucy)

I would firstly try to think a different answer. If I can't, I'd like to see others' answers.(Kim)

As is stated, all the four students have the same feeling to seek difference in paraphrasing. A series of psychological and cognitive activities would happen in this process. They don't want to be seen as the people who follow the suit and have no innovation. They have developed into the habit of broadening their mind and thinking openly. From a functional view, the same meaning can be expressed in more than one way, teachers have the responsibility to induce all the available expressions in the same context so as to raise learners' awareness of language variety. Thus paraphrase teaching helps discriminate the subtle discrepancy between synonymous expressions which increases the accuracy in using language in varying contexts.

Their reactions also reflect the ability to evaluate others' answers and regulate their own options. It means that their critical thinking ability is developed and metacognitive awareness can be improved without consciousness.

Observed from the teacher's statement, the teacher takes an eye on the full development of comprehensive language ability and learning ability. By using paraphrase teaching, the comprehensive language ability can be practiced and the learning ability reflects in learners' future development in college. The purpose to use paraphrase is realized from the teacher's point of view. Through students' self-reflection, they hold that their language abilities have indeed improved as to different skills. And the test-taking

ability has improved consciously. Actually the thinking ability and metacognitive ability are also used in the process without consciousness. In view of the two-way participants, the teacher's purpose of using paraphrase is also realized in learners' eyes. It means paraphrase teaching can practically exert its influence on learners in an EFL classroom in senior high school. It may be safe to propose teachers to be sensitive to this point. And teachers devoted to teaching are suggested to try paraphrase and make full use of the text material.

6. Conclusion

6.1 Major findings

This study is conducted to examine the application of paraphrase teaching in senior high school TEFL from three angles: the traits of teacher's application of paraphrase teaching, the effects of paraphrase teaching on learners and the perceptions of teacher-learner community on paraphrase teaching.

Statistics from classroom observation and the quiz clearly show the traits of paraphrase teaching used by the teacher. The teacher tends to use paraphrase in teaching reading comprehension and language points. Paraphrase is mainly implemented from three levels: the vocabulary-based, phrase-based and sentence-based. For this teacher, the three levels are not used separately but in context from top-down level to bottom-up level. It means that paraphrase is conducted through recognizing the meaning of text material which is meaning-based, and transits to explain specific terms and then put in use in context. Influenced by the teacher, students in this class similarly paraphrase text or sentence in accordance with the three levels to show their understanding of the original material.

This study also discovers several significant effects of paraphrase teaching on learners. The constant use of paraphrase in teaching would develop learners' habit of paraphrasing and the teacher's way of paraphrasing would influence students' habit of paraphrasing. In addition to the effect on improving reading ability, paraphrase is seen to develop learners' comprehensive language ability, critical thinking ability and metacognitive awareness. The findings indicate that paraphrase teaching devotes to developing both the language knowledge and learning ability which is necessary and reflects the ultimate purpose of education.

To further find out the reason why the paraphrase strategy is chosen to teach reading, the interview tells the answer. Firstly, the teacher's idea about language learning breaks through imparting content knowledge and keeps an eye on the ability to use language. Secondly, the teacher gives a comprehensive analysis on learners' language level, teaching materials and the characteristics of exam paper. Thirdly, the past paraphrase practices gain immediate or delayed benefits for learners. The comprehensive

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consideration of these reasons and appropriate scaffolding on learners come in correspondence to the effects of paraphrase teaching. This certifies the feasibility of paraphrase teaching in reading and makes it deserve to be recommended for English teachers whose students have a certain language underpinning.

From the perspectives of learners, they can well adapt to use paraphrase as long as enough assistance is provided at the beginning stage, for example, explain how to paraphrase and show examples. And they identify the progress of language ability with a period of using paraphrase. The long-term experience by paraphrase teaching fosters the consolidation of previous knowledge and acquirement of new knowledge. They also develop the ability to analyze the text material, evaluate others' statement and apply the strategy in self-learning. The introspection from students also certifies the feasibility of paraphrase in senior high school in the EFL atmosphere to elevate language ability, thinking ability and learning ability.

These findings add to the growing researches across the gamut of paraphrase for comprehension and enlarge the effect of paraphrase in language learning. Statistics in relation to the traits, effects and perceptions also provide us with some revelations to implement paraphrase in the future teaching.

6.2 Suggestions for implementing paraphrase-based teaching

In conclusion of the major findings in this study, the teacher's purpose to use paraphrase and the effects resulting from paraphrase teaching are closely unified. The teacher's method to implement paraphrase in class also influences learner's attitude toward language learning. The uniformity in a certain degree reflects the efficacy of paraphrase teaching in language learning. Empirical study on paraphrase teaching is expected to convince front-line teachers of the feasibility and effects of using paraphrase in senior high school. It may enlighten teachers to realize the benefits of cultivating learners' ability of knowing how to learn. The results and discussion part also shows practical examples in conducting the idea of paraphrase teaching. Due to the field study, the author also has a deep understanding of paraphrase teaching and believes it will contribute much to the author's future action research in teaching. In order to be more specific in trying paraphrase teaching, some suggestions are provided here. These suggestions are expected to be helpful to those teachers who want to develop learners'

language learning ability in addition to mere exam-centric orientation in senior high school or secondary school. The suggestions are proposed to be implemented systematically.

6.2.1 General analysis of the teaching and learning situation

The teacher has to analyze the whole situation in teaching realistically, such as the students' condition, the teaching objectives, the teacher's professional knowledge etc.

As can be seen, paraphrase for comprehension is underpinned on a certain amount of language knowledge. Therefore the paraphrase strategy may not be suitable for beginners. For those students above primary language level, teachers also need to know their learning experiences and language performance so as to set comprehensible tasks. If the learners had never approached any paraphrase tasks, the teacher is suggested to do enough demonstration and scaffolding just like teaching a toddler. For example, suppose that it is the first month to teach in a new class. When the teacher asks the meaning of "People may wonder why different words are used to describe these four countries:England, Wales, Scotland and Northern Ireland", the teacher can choose several students to explain the meaning. Then the teacher explains the meaning, emphasizes the concept of paraphrase and shows the way to paraphrase. A constant practice would result in the knowledge about how to paraphrase.

The teaching objectives should also be identified according to different teaching material and types of lesson. When paraphrasing for comprehending the reading text, many presupposed answers should be determined during the preparation of a lesson since the original meaning can be paraphrased resiliently. When paraphrasing for the language points, the teacher should discern the connotative meaning of every vocabulary or phrase by using dictionary. The teacher can also restate the explanation in a simpler way in consideration of students' current language knowledge.

6.2.2 Context-based and meaning-based application of paraphrase

In this study, paraphrase is used from three levels. It doesn't mean that explaining the meaning of single vocabulary and phrase is enough. Paraphrase serves for the perception, understanding and flexible application of language knowledge. Words and expressions can have varied meanings in different contexts, with different collocations and to different people. Explaining the single meaning must be incorporated into text or sentence so that students can experience its contextual meaning and usage.

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6.2.3 Adds-on methods to develop language ability and awareness

Although paraphrase is found to be effective in improving the comprehensive language ability and thinking ability, it can't be used solely to arrive at the effect. For example, student Mary asserts that she has more choices to express one idea in writing which shows the advantage of using paraphrase for various substitution in writing. However, paraphrase is liable to simplify the original expression which may lower the ability of skillful wording and phrasing in writing. So paraphrase teaching is not almighty but proposed to be integrated with some other teaching strategies, such as polish the sentence, complete the cloze etc. The combination may well absorb the essence of every method and complement with each other.

The teacher can also provide some extracurricular method of learning English to tap learners' foreign language thinking habit and awareness. Recommending some reference books for students to use during self-learning will be of some use, for instance, remind students to look up the monolingual dictionary or English thesaurus. By looking up the monolingual dictionary, they would be able to check the English explanation of the new word meaning with more familiar words and some sample sentences in use. They are supposed to learn new vocabulary by thinking in English and thereby explore the context-based meaning exactly. By using the thesaurus software such as Merriam-Webster or Thinkmap Visual Thesaurus, they can approach to as many as alternative synonyms and antonyms of one word. The benefit is that learners can enlarge the word-base and resort to more substitutions in use. The challenge is that they need to select the most appropriate substitution for expression in accordance with the context.

6.3 Limitations of this study

Paraphrase teaching is found to be effective in developing learners' comprehensive language ability, metacognitive awareness and critical thinking ability. But paraphrase teaching is just an appropriate strategy to exert its influence. It is neither a sufficient nor a necessary element. Perhaps there are some alternative methods. In addition, the cultivation of such abilities attributes to many factors. With limited time and research experience, there still exist many ill-considered aspects.

Firstly, the quizzes designed in the first and second time focus on multiple choice and paraphrase practice. The multiple choices are restricted to the understanding of new

vocabularies and expressions but less concentrate on the comprehension of the whole passage. It may lose a certain validity to verify learners' reading comprehension ability. The future research is suggested to design more questions on the paraphrase of a complete meaning group like questions in quiz 3.

Secondly, the interview should cover a wider range of students so that more perceptions and suggestions will be collected from learners, which may provide more revelations for the future experimentation of paraphrase teaching.

Thirdly, the research may be influenced by many external factors. For example, the quiz is set as homework without scrutiny. So the task may not be finished all by themselves. In addition, the interview is subjective, which may influence the consistency of the research results. Moreover, the teacher uses more than one method in teaching reading. Therefore, the nice performance can be the joint forces of multiple methods.

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Appendix

Appendix I: Quiz 1

I. Multiple choice. Choose the answer that is most suitable for the given sentence.

(   ) 1. The second theory suggested that people absorbed this disease into their bodies with their meals.

   A. The second theory showed that people fought against the disease successfully by having meals.

   B. The second theory held the view that people were infected with this disease by having meals.

   C. The second theory advised that people be infected with this disease by having meals.

(   ) 2. John Snow suspected that the second theory was correct.

   A. John Snow believed in the second theory.

   B. John Snow doubted the second theory.

   C. John Snow supposed that the second theory was correct.

(   ) 3. As the disease spread quickly through poor neighborhoods, he began to gather information.

   A. When cholera is spread quickly by some poor people living in this area, he began to gather statistics.

   B. Because cholera spread very quickly among poor people living in this place, he began to collect information.

   C. With the flu spreading quickly among poor people living in this area, he began to gather statistics.

II. Paraphrase the following sentences. Pay attention to some special words or phrases.

 1. Many thousands of terrified people died every time there was an outbreak.

 2. John Snow was a famous doctor in London--- so expert, indeed, that he attended Queen Victoria as her personal physician.

 3. The cholera multiplied in the air. A cloud of dangerous gas floated around until it found its victims.

Appendix II: Quiz 2

I. Multiple choice. Choose one answer that is the most suitable for the given sentence.

(   ) 1.Copernicus didn't tell anyone about his theory that the earth was not the center of the solar system. What was the reason?

       A. Because God had made the world.

       B. Because he was a coward to be punished.

       C. Because the theory went against the Christian Church's idea.

(   ) 2. Only if you put the sun there did the movements of the other planets in the sky make sense.What does this sentence mean?

       A.If the sun was the center of the solar system, the movements of the other planets in the sky were in good order.

       B.If the sun was the center of the solar system, the movements of the other planets in the sky would be logical.

       C.The sun was not the center of the solar system.

(   ) 3. He only published the theory as he lay dying in 1543.

       A.He published his theory when he died in 1543.

       B.He didn't publish his theory until he died in 1543.

       C.He published his theory when he was dying in 1543.

II. Paraphrase the following sentences. Pay attention to some special words or phrases.

   1.He also suggested that the earth was spinning as it went around the sun .

   2.The Christian Church rejected his theory, saying it was against God's idea and people who supported it would be attacked.

   3.Copernicus' theory is now the basis on which all our ideas of the universe are built.

Appendix III: Quiz 3

I. Questions. (Tips: You may firstly find the answers from the text. Then express in your own words.)

1. What are the common characteristics between the cinquain and Haiku? List them out.

2. What are the common characteristics between nursery rhymes and list poems? List them out.

3. In the Tang poem *The Awaiting Stone* written by Wang Jian, he expressed that "Should the traveler return, this stone would utter speech". "The traveler" refers to

_____.

II. Paraphrase the following sentences. (Tips: You may not confined to change some vocabularies or phrases only. Sometimes expressing it in simple sentences will also be understood easily.)

1.The language of the nursery rhymes is concrete but imaginative, and they delight small children.

2.Some poems tell a story or describe something in a way that will give the reader a strong impression. Others try to convey certain emotions.

3. Should the traveler return, this stone would utter speech.

Appendix IV: Interview questions for the teacher

1. 您认为 paraphrase 是什么？

2. 您为什么选择在讲阅读文或者语言点的时候用这种方法？

3. 您是什么时候开始使用这种方法的？

4. 您在最开始尝试这种方法的时候，您希望达到什么样的目的？

5. 您的目的达到了吗？

6. 实现了这种初衷后，学生有没有给你带来一些意外的收获？

7. 对于高一新生，您使用 paraphrase 进行教学，对有些学生来说可能会有难度，您如何处理这种问题？

8. Paraphrase 对教师的教学水平要求也很高，您觉得对您来说使用该方法，最大的挑战是什么？

9. 你现在除了 paraphrase 方法，还配合使用了其他的方法，如 polish the sentence, complete the sentence, 你觉得单纯用 paraphrase 的话，对学生哪方面能力的培养还有欠缺？

Appendix V: Interview questions for students

1. 您知道 paraphrase 是什么吗？

2. 您在初中英语学习中，老师使用过这种方法吗？

3. 在刚刚接触这种方法的时候，您能跟得上老师的进度吗？

4. 您经过多久习惯了这种教学方法？

5. 在课堂上，老师让你们进行 paraphrase 时，您要做哪些准备？您通常的心理活动是什么？

6. 您觉得通过这种教学方法，自己哪方面的能力得到了提高？

Appendix VI: Example paraphrases used in this study

1. John Snow suspected that the second theory was correct.

    S1: John Snow thought that the second theory was correct.

    S2: John Snow believed in the second theory was correct.

    S3: John Snow guessed that the second theory as correct.

    T: John Snow guessed/thought/imagined/supposed that the second theory was probably correct.

2. suspect: vt. 1) to believe to be likely

                    2) to believe sb. to be guilty

                    3) to doubt the truth of : distrust

3. I thought he was likely the murderer.

    S1: I suspect him of murdering.

    S2: I suspect that he is the murderer.

    S3: I suspect him of being a murderer.

4. I distrust his motives.

    S: I suspect this motives.

5. I doubt that he has stolen my watch.

    S: I don't think that he has stolen my watch.

6. I suspect that he has stolen my watch.

    S: I guess that he has stolen my watch.

    T: I have a suspicion that he has stolen my watch.

7. suspicion: n. have a suspicion = to suspect

              under suspicion = to be suspected

8. The Christian Church rejected his theory, saying it was against God's idea and people

who supported it would be attacked.

S: The Christian Church refused to accept Copernicus's theory. They said it was against God's idea and people who supported this theory would be punished.

9. The language of the nursery rhymes is concrete but imaginative.

S: The language of the nursery rhymes is detailed but rich of imagination.

10. Some poems try to convey certain emotions.

S: Some poems attempt to express some emotions.

11. Copernicus' theory is now the basis on which all our ideas of the universe are built.

S: All our ideas of the universe are built on Copernicus' theory.

12. The Christian Church rejected his theory, saying it was against God's idea and people who supported it would be attacked.

S: The Christian Church refused to accept Copernicus' theory. They said it was against God's idea. They would attack the people who supported it.

13. He is allergic to hard work.

S: He strongly dislikes hard work.

14. He is a mystery.

S: I can't understand him.

15. Only if you put the sun there did the movements of the other planets in the sky are in order.

S: We could explain the movements of the other planets logically only when we put the sun at the center of the solar system.

16. Some poems tell a story or describe something in a way that will give the reader a strong impression. Others try to convey certain emotions.

S: Some poems impress the reader a lot. Others not.(omission)

17. John Snow was a famous doctor in London--- so expert that he attended Queen Victoria as her personal physician.

S1: John Snow was a famous doctor in London--- so much skill and experience in medicine that he took care of Queen Victoria.

S2: John Snow was such a famous and expert doctor in London that he took care of Queen Victoria as her personal physician.

S3: John Snow was so famous and expert a doctor that he took care of Queen Victoria as her personal physician.

T1: Such a famous and expert doctor was John Snow that he attended   Queen Victoria as her personal physician.

T2: So famous and expert a doctor was John Snow that he attended Queen Victoria as her personal physician.

S4: John Snow was such a famous and expert doctor in London. He took care of Queen Victoria as her personal physician.

S5: As Queen Victoria's personal physician, John Snow was such a famous and expert doctor.