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Changes in EFL Learners' Paraphrasing Performance and Attitudes After Chunking-Based Paraphrasing Instruction*

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This mixed-method study investigates the application of a chunking-based paraphrasing method in an EFL integrated reading-writing course and examines changes in college learners' paraphrasing performance and attitudes toward paraphrasing instruction. A total of 29 students participated in a four-week preparatory instruction phase, comprising an overview of paraphrasing concepts and three training sessions on chunking-based paraphrasing techniques. In six subsequent classes, they applied the newly acquired paraphrasing strategies to address short-answer questions during the post-reading stage. Paraphrasing tests were administered before and after instruction to measure changes in students' paraphrasing performance over the instructional period. Pre- and post-intervention questionnaires and semi-structured interviews were conducted and analyzed quantitatively and qualitatively to examine shifts in students' attitudes toward paraphrasing instruction and their perceptions of the learning experience. The results indicated a statistically significant improvement in students' paraphrasing performance following chunking-based instruction. Furthermore, analyses of the questionnaire and interview data showed significant positive changes in students' attitudes concerning their perceived usefulness, perceived interest, and perceived self-confidence in paraphrasing. These findings provide pedagogical implications for teaching paraphrasing strategies in college EFL contexts, highlighting the potential of chunking-based instruction to enhance both students' paraphrasing competence and their affective engagement in paraphrasing tasks during integrated reading-writing activities.

[chunking/rephrasing/paraphrasing strategy/reading strategy/plagiarism]

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I. INTRODUCTION

Paraphrasing is a key strategy to prevent plagiarism, which is considered "academic theft" (Khan, 2011, p. 1). However, many EFL learners struggle with paraphrasing because of insufficient lexical and syntactic knowledge, as well as difficulties in retaining meaning, leading to copying from source texts or improper quotation (Docherty, 2019; Kwak, 2021; Li & Casanave, 2012). Despite these difficulties, both students and teachers regard paraphrasing as a crucial strategy for developing language proficiency and maintaining academic integrity (Escudero et al., 2019; Thadphoothon, 2019). To meet learner needs, educators have attempted to provide explicit instruction on paraphrasing concepts and techniques, emphasizing its importance in higher education settings (Ahn, 2022; Kim, 2025). However, such instruction has achieved only partial success in teaching paraphrasing strategies, implying the need to explore scaffolded instructional alternatives (Ahn, 2022; Noh, 2019).

Given that paraphrasing is a cognitively demanding process that requires the integration of an array of reading and writing skills (Hirvela & Du, 2013), one potentially effective approach to paraphrasing for EFL learners is the chunking method, which involves segmenting texts into smaller meaningful syntactic units for better comprehension. This method, requiring higher-order thinking skills such as analysis and synthesis, can facilitate the development of critical literacy (Dollahite & Haun, 2012; Escudero et al., 2019). Used in a step-by-step manner, it can also foster positive learner perceptions and attitudes toward the practice of paraphrasing.

In integrated reading-writing classes, students often rely on verbatim copying when answering short-answer comprehension questions due to an inadequate understanding of the content (Barua, 2021). This issue is particularly evident among Korean college students, who are typically accustomed to completing assessments in multiple-choice formats and have had little exposure to paraphrasing instruction (Ahn, 2022; Ko, 2010). An intervention to teach chunking-based paraphrasing can help these students advance beyond surface-level comprehension to a more active and critical interaction with texts, while simultaneously honing their skills in the process of writing paraphrases (Escudero et al., 2019; Ji, 2012).

Although chunking-based paraphrasing instruction has the potential to offer these pedagogical benefits, empirical research examining its application for Korean EFL students has received limited attention. Therefore, the present study used a mixed-method research design to address the following research questions:

1. Does the paraphrasing performance of Korean EFL learners improve with chunking-based paraphrasing instruction?

2. Are there any differences in students' attitudes toward paraphrasing before and after chunking-based paraphrasing instruction?

II. LITERATURE REVIEW

1. Paraphrasing and Critical Literacy Development

Paraphrasing is the process of restating a source text in a new way while preserving its original meaning (Campbell, 1998; Keck, 2006; Tran & Nguyen, 2022). As an integrated skill, it plays a vital role in developing L2 reading and writing proficiency while also fostering creativity and critical thinking (Cho & Brutt-Griffler, 2015; Pysarchyk & Yamshynska, 2015). Ahn (2022) and Escudero et al. (2019) have highlighted the value of paraphrasing as an essential academic strategy for developing EFL learners' critical literacy. It improves writing quality, serving as a foundational skill for more advanced academic writing tasks such as summarization (Keck, 2006; Wijaya, 2023).

In EFL reading, paraphrasing enables learners to monitor their understanding and reconstruct ideas in their own words, thereby facilitating comprehension at literal, inferential, and critical levels (Escudero et al., 2019; Kletzien, 2009). Although often overlooked in comparison to other comprehension strategies, paraphrasing is a powerful tool for fostering deep reading and critical engagement with texts (Escudero et al., 2019; Lee & Von Colln, 2003).

Moreover, paraphrasing is a gateway to academic integrity. By requiring learners to distinguish between original texts and their own words, it fosters ethical awareness and helps them avoid plagiarism (Escudero et al., 2019). In an era increasingly influenced by AI, it is crucial that students cultivate critical thinking and a strong sense of academic ethics (Yin & Dou, 2025). Paraphrasing offers a concrete context in which these dispositions can be nurtured.

2. Challenges for EFL Learners in Paraphrasing

The difficulties EFL learners face when paraphrasing are well documented in the literature. Culture can influence paraphrasing performance. Sowden (2005) identified a gap in how plagiarism is conceptualized and practiced between English- and Asian-language contexts. Building on this, Keck (2006) compared the practice of textual borrowing between L1 and L2 learners' writing, finding that L2 learners used the source text verbatim more often than L1 learners.

Limited language proficiency also interferes with L2 learners' correct usage of

paraphrasing (Ahn, 2020; Campbell, 1990; Choe, 2021; Keck, 2006; Li, 2025; Liao & Tseng, 2010; Liou, 2016; Setoodeh, 2015). For example, in an Iranian EFL setting, Setoodeh (2015) compared learners' use of paraphrase types by proficiency and found that low-proficiency learners produced more near-copies than high-proficiency learners. Similarly, Ahn (2020) found that Korean EFL students with lower proficiency were nearly twice as likely to copy source texts than their more proficient peers, and they also demonstrated a lower awareness of plagiarism.

In addition, learner variables such as personality and attitudes are associated with paraphrasing behavior. Students with low confidence in their writing ability are more likely to rely on original sources rather than trying to express ideas in their own words (Angelova & Riazantseva, 1999; Biggs, 1994).

More importantly, EFL learners' paraphrasing is affected by a combination of limited prior experience, inadequate opportunities to practice, and a lack of explicit instructional guidance (Escudero et al., 2019; Kim, 2025; Pecorari, 2003). Liao and Tseng (2010) found a discrepancy between Taiwanese learners' perceptions of paraphrasing and their actual ability to produce acceptable paraphrases; this discrepancy was attributed to insufficient practice and instructional support. Supporting this point, Ahn (2022) reported that many Korean EFL freshmen had received no prior instruction on paraphrasing. These findings underscore the need for structured, sustained instruction in paraphrasing, particularly for less-skilled learners.

3. Paraphrasing Instruction and Empirical Research

Various instructional methods have been introduced and applied to enhance the paraphrasing abilities of EFL learners. Coullie (2020) proposed a three-step model (RRR) that included altering word order (Reword), changing vocabulary using synonyms (Rearrange), and ensuring paraphrases maintain their original meaning (Recheck). Escudero et al. (2019) recommended paraphrasing strategies after applying the Presentation, Practice, and Production (PPP) model to a college B1-level reading course. Through qualitative research in the Korean context, a content-based paraphrasing strategy called the Read-Summarize-Rhetorically Change-Paraphrase (RSRP) model has been developed (Noh, 2019). In Ahn's (2022) study, Korean EFL college students participated in three weeks of paraphrasing instruction with an emphasis on lexical and syntactic changes. The results demonstrated a significant improvement in learners' ability to paraphrase using the strategies, but did not indicate any improvement in morphological changes. Kwak's (2021) study involved Korean EFL college students who were taught the concept of paraphrasing, synonym usage, and sentence transformation. The results demonstrated that the learners paraphrased more often than they copied after the intervention; however, they still had

difficulties in accurately preserving the original meaning.

A few studies have investigated EFL learners' perceptions or attitudes regarding paraphrasing instruction. Ahn (2022) reported that Korean students perceived paraphrasing instruction as helpful, particularly in vocabulary development, and that paraphrasing enhanced their motivation by directly linking instruction to academic writing tasks. In Noh's (2019) study, students demonstrated increased awareness of the necessity of paraphrasing and were positive about applying the strategies they had learned through the content-based paraphrasing instruction. Additionally, paraphrasing instruction demonstrated a positive effect in lowering college students' anxiety about writing (Cho, 2016).

Notwithstanding previous pedagogical attempts, several important considerations remain to be addressed in future research. First, most of these studies employed short-term or one-time interventions that may have yielded only partial benefits after the instructional interventions (Ahn, 2022). Second, the assessment of paraphrasing performance has often relied on summarizing tasks, which may be overly demanding for less proficient learners. Therefore, alternative task formats should be adopted for novice learners. Third, most studies on learners' perceptions have relied heavily on surveys, suggesting a need for more in-depth qualitative investigations to better understand their affective responses to paraphrasing instruction (Khrismawan & Widiati, 2013; Liao & Tseng, 2010). Most importantly, despite the pedagogical value of existing paraphrasing models, their theoretical principles often provide learners with limited guidance on how to apply these strategies in actual practice. In particular, the lack of concrete, hands-on examples may hinder learners' ability to manage the cognitive demands of paraphrasing, especially when addressing linguistic challenges and semantic issues (e.g., limited syntactic flexibility and misunderstanding of the source content). As a result, a more balanced, scaffolded, and context-sensitive approach to paraphrasing instruction is needed. Chunking-based paraphrasing instruction may address these gaps by offering a viable and scaffolded method for EFL learners to develop paraphrasing skills and critical literacy simultaneously (Chu, 2010; Escudero et al., 2019). Specifically, chunking-based paraphrasing conceptualizes paraphrasing as a meaning-oriented, stepwise process in which learners divide source texts into manageable chunks before reformulating them. By doing so, this approach aims to reduce cognitive load and provide learners with explicit guidance throughout the paraphrasing process.

III. METHODS

1. Participants

A total of 29 Korean EFL college students (26 males and 3 females) taking a mandatory

English course voluntarily participated in this study. The students' average TOEIC scores ranged from 550 to 780, corresponding to a CEFR B1 level. These students were seniors from different majors and had very limited experience with paraphrasing. Of them, 18 (62%) were highly motivated to learn paraphrasing techniques. To equip students with academic reading and writing skills, all participants received explicit instruction in paraphrasing tactics.

2. Instructional Procedures

At the beginning of the semester, the students were informed that they would progressively learn paraphrasing techniques. They participated in a preparatory instructional phase over four weeks. In week 2, the students learned how to use a thesaurus, and were introduced to the definition and rationale of paraphrasing. In weeks 3 to 5, they participated in 30-minute weekly lessons focusing on specific paraphrasing techniques using guided worksheets. Through weekly tasks ranging from controlled to free paraphrasing, specific techniques such as chunking sentences, using synonyms, changing sentence structures, changing parts of speech, and using reporting verbs were gradually incorporated. Drawing on previous literature (Blass & Vargo, 2018; Coullie, 2020), Figure 1 exemplifies the scaffolded, step-by-step instructional cycle implemented in the training sessions.

FIGURE 1
Procedure of Chunking-based Paraphrasing

Target sentence: As for Africa's health problems, they can be greatly alleviated with the right planning and funding.

Step 1

After identifying the key sentence for an answer, the students divided it into thought groups by inserting slashes between meaningful chunks.

Example: As for Africa's health problems, / they can be greatly alleviated / with the right planning and funding.

⇩

Step 2

The students then identified key words in each chunked segment by crossing out unnecessary words and rewording the segment using context-appropriate synonyms. The instructor facilitated this process by eliciting suitable synonyms from students through questioning. The students were also allowed to consult a thesaurus to confirm the appropriateness of their selected synonyms.

Example: ~~As for~~ Africa's health problems, / ~~they~~ can be ~~greatly~~ alleviated / with ~~the~~

right planning and funding.

→ health problems in Africa

→ can be improved

→ proper planning and funding

⇩

Step 3

Based on the reworded phrases created in step 2, the students reorganized and generated new sentences by changing the parts of speech and sentence structures.

Example: The author argues that the health problems in Africa can be improved with proper planning and funding.

⇩

Step 4

The students were asked to check whether they had preserved the target sentence's original meaning and avoided introducing incorrect or unrelated information.

After the four-week basics instruction, the students received follow-up instruction along with opportunities to practice independently. This procedure continued for a further six weeks and comprised three stages: pre-reading, while-reading, and post-reading. In the pre-reading stage, the students explored a topic and prepared to read about it by examining the given infographic and previewing the text headings.

In the while-reading stage, the students read expository articles in their textbooks and tried to understand the main ideas and key details. The instructor then reviewed the articles to check comprehension by having the students retell the gist in their own words and provide detailed explanations as necessary. As part of the instruction, the instructor drew students' attention to how the author had constructed phrases by substituting synonyms or expressions with equivalent meanings in the given context and effectively using various types of well-structured sentences to convey the same meaning. The instructor also provided contextual definitions, examples of usage, and synonyms of key words from the passages using appropriate example sentences.

In the post-reading stage, the students were asked to answer the short-answer comprehension questions in their textbook. Once they located the relevant information in the

passage, they paraphrased it by applying the skills they had learned in the preparatory instruction phase and the while-reading stage. Thereafter, the instructor provided feedback by reviewing the entire paraphrasing process, ensuring that the students avoided pitfalls such as substituting improper synonyms.

3. Data Collection and Analysis

1) Paraphrasing Tests

Rather than using the summarizing tasks prevalent in the literature, this study employed sentence-level tasks tailored to the students' proficiency and the task difficulty. In the first and last classes of the semester, the students participated in 30-minute pre- and post-paraphrasing tests. Identical in nature, these tests consisted of three types of tasks: (1) three cloze-type paraphrasing items; (2) three partial paraphrasing items; and (3) three full paraphrasing items. The nine items were the same as those used by Ji (2018); however, one item was replaced due to the complexity of the sentence. The students were not allowed to use any reference resources during the tests.

For the cloze tasks, correct answers were scored 1 and incorrect answers 0. The partially open-ended items were scored 2, 1, and 0 for successful, somewhat successful, and unsuccessful answers, respectively. In the third test, answers were coded from 0 to 6 using the rating scale developed and validated by Ji (2018), based on the following criteria: sentence structure reformation, appropriateness of vocabulary and grammar, degree of meaning retention, and mechanical accuracy. For instance, answers indicating successful structure modification and grammar usage, albeit with a slight semantic change, were given 4 points. Out of the total score of 39, the subtotals of the first, the second, and the third sections were 11, 10, and 18, respectively.

The test data were coded by the researcher and an experienced rater (with over two decades of teaching experience), and any discrepancies were resolved after discussion. The interrater reliability was found to be 0.93. Statistical analyses were conducted using paired *t*-tests in SPSS to compare the changes in students' paraphrasing performance.

2) Questionnaires

Identical pre- and post-treatment questionnaires were used to examine the students' perceptions and attitudes regarding paraphrasing activities. These questionnaires were developed based on previous studies (Ahn, 2022; Liao & Tseng, 2010; Thadphoothon, 2019) and were divided into two parts. The first section, rated using a five-point Likert scale, contained nine closed items that gauged the students' perceptions of usefulness (three items),

interest (three items), and confidence (three items) regarding chunking-based paraphrasing activities. The Cronbach's alpha values of the pre- and post-questionnaires were .849 and .843, respectively. Paired statistics were used to examine changes in the students' attitudes toward paraphrasing instruction.

To further understand attitudes toward paraphrasing activities, the following open-ended questions were asked in the post-questionnaire: "What do you think of the paraphrasing activities?" "Do you think the paraphrasing activities were useful/helpful/engaging? Why or why not?" and "Have you noticed any changes in your confidence when doing paraphrase tasks?" The responses were used to support the statistical findings.

3) Interviews

To cross-check the questionnaire responses and ask follow-up questions, four of the students volunteered to participate in a 15-minute one-on-one semi-structured interview held via Zoom. They were notified in advance that no penalties or loss of credits would be incurred even if they did not participate. The interview questions (e.g., "How do you feel about your progress throughout paraphrasing instruction in class?") were aimed at eliciting honest opinions about the learning experiences gained from engaging in chunking-based paraphrasing activities. The interviewees were given gift certificates for participating. The interviews were conducted in Korean, then transcribed, and analyzed through qualitative thematic analysis by identifying, analyzing, and reporting recurring patterns (Braun & Clarke, 2006) to support the statistics along with the questionnaire findings. Interview transcripts were later translated into English.

IV. FINDINGS AND DISCUSSION

1. Changes in Korean College EFL Learners' Paraphrasing Performance

Table 1 presents descriptive statistics for the pre- and post-tests measuring Korean EFL students' paraphrasing performance. Overall, the average post-test scores (M = 15.62) were more than twice as high as the average pre-test scores (M = 6.28) and were statistically significant (t = –6.944, p < .001). Specifically, the post-test scores exhibited an increase that was statistically more significant than that of the pre-test scores across the three different types of tasks. These results indicate that the students generally improved their capacity for writing paraphrases after instruction in chunking-based paraphrasing practices. Such a significant improvement can be attributed to their successful incorporation and synthesis of the techniques introduced during instruction. Specifically, during the while-reading stage,

the students were consistently encouraged to pay deliberate attention to synonym usage and syntactic adjustments; this instructional approach likely helped foster a deeper understanding of paraphrasing, enabling them to improve their performance by benchmarking their paraphrases against authentic examples.

TABLE 1
Paired Statistics of Paraphrasing Tasks (N = 29)

Task	Test	*M*	*SD*	*t*	*p*
Gap-fill	Pre	3.00	2.30	–4.499	.000**
	Post	4.97	2.26		
Partial	Pre	1.79	1.35	–8.114	.000**
	Post	4.97	1.80		
Full	Pre	1.48	2.61	–4.329	.000**
	Post	5.69	4.54		
Total	Pre	6.28	4.61	-6.944	.000**
	Post	15.62	6.46		

**p < .001

Nonetheless, the rise in post-test standard deviations for both the partial and full tasks was noteworthy, indicating that although most students improved their paraphrasing scores, the degree of improvement differed. In alignment with previous studies that have reported partial success regarding learners' paraphrasing performance, these gaps may reflect challenges encountered by low-novice learners (Ahn, 2022; Escudero et al., 2019). Notably, perceived difficulty or unfamiliarity with tasks, combined with low proficiency, may lead to inequalities in learners' paraphrasing performance (Ahn, 2022; Ji, 2018; Liao & Tseng, 2010). In the present study, since most participants had only minimal experience with paraphrasing, low-proficiency students may have struggled to fully manage the open-ended nature of full paraphrasing tasks. Additionally, Korean EFL learners tend to be more familiar with multiple-choice reading questions than with open-ended ones, rendering conventional full paraphrasing tasks even more challenging for lower-proficiency students (Ko, 2010). Moreover, EFL students continue to master paraphrasing skills and achieve adequate comprehension through the variety of tactics that they learn (Escudero et al., 2019; Liao & Tseng, 2010).

2. Korean College EFL Learners' Attitudes Toward Chunking-Based Paraphrasing Instruction

1) Perceived Usefulness

As Table 2 illustrates, the participants viewed the usefulness of paraphrasing activities more positively after the instruction (M = 4.52) than before it (M = 3.52), a statistically

significant difference (t = –6.372, p < .001). This finding suggests that they increasingly recognized the practicality and necessity of paraphrasing through chunking-based instructional activities, eventually shifting their perceptions regarding its contribution to their English learning.

TABLE 2
Paired Statistics of Students' Perceived Usefulness (N = 29)

Items	Test	*M*	*SD*	*t*	*p*
1. Paraphrasing activities are practical.	Pre	3.66	.77	–5.570	.000**
	Post	4.52	.51		
2. Paraphrasing activities are helpful for learning English.	Pre	3.48	.78	–6.835	.000**
	Post	4.55	.51		
3. Paraphrasing activities are essential for learning English.	Pre	3.41	.87	–5.396	.000**
	Post	4.48	.57		
Total	Pre	3.52	.76	–6.372	.000**
	Post	4.52	.47		

**p < .001

Further insights into the students' perceptions were gained by analyzing the responses to the open-ended questions in the survey and the interviews. The rationales behind the students' positive perceptions that paraphrasing activities are helpful and necessary for studying English were categorized into four sub-topics: real-life application, reading comprehension, thinking skills, and preventing plagiarism. The students perceived paraphrasing activities to be practical, mentioning their applicability in other courses and their benefits as test-taking strategies. The following student quotes illustrate this perception:

> In fact, when I write papers for other classes, I often need to cite in English. I find the methods I learned through the paraphrasing practice quite helpful, as they come to my mind in those situations. (Student 9, interview)

> I think paraphrasing is a must because this strategy is often used in standardized tests like TOEIC and TOEFL to match key ideas in the original passage to the answer choices. (Student 4, survey)

Moreover, the students reported that engaging in paraphrasing tasks helped them understand reading materials more deeply, beyond surface-level interpretations, and enabled them to retain both content and vocabulary:

> By trying to reword what I read, I became aware of the parts I had missed semantically and was able to grasp the deeper meaning of the sentences. (Student 5, survey)

> I think simply reading and translating a passage is not meaningful. By rewriting the key ideas of the passage in my own words, I was able to fully understand it. Also, through paraphrasing practice, I could identify synonym relationships between words, which helped me remember vocabulary better and longer. (Student 13, interview)

Regarding thinking skills, the students claimed that the entire process of identifying main ideas and generating new sentences by combining proper expressions in the correct word order helped them develop new ways of thinking and expressing ideas more flexibly:

> Basically, English word order is opposite of Korean, so I have to think in a completely new way when forming English sentences. ... I feel that paraphrasing really helped me develop the ability to reconstruct and elaborate ideas in Korean into English. (Student 22, interview)

> It's not just about slightly changing the word order. I did have to fully understand the context first, think up synonyms for key words, and then transform the sentence so that it didn't have the same structure as the original. Through this deep-thinking process, I felt that I was developing more flexible thinking skills. ... I believe this is a core activity in college English courses. (Student 3, interview)

Finally, the students found paraphrasing useful for preventing plagiarism. Their responses suggest that they understood the definition and purpose of paraphrasing. The following excerpts highlight such perceptions:

> Since paraphrasing helped avoid copying or repeating the source, it allowed me to stay away from plagiarism when writing. (Student 23, survey)

> Paraphrasing involves reviewing and reconstructing sentences in a new way, so I believe paraphrasing practice is important because it helps reduce the risk of plagiarism. (Student 16, survey)

These findings are consistent with previous research reporting the positive influence of paraphrasing strategy training on L2 students' perceived usefulness (Ahn, 2022). In previous quantitative studies, the traditional RAP strategy and PPP methods were found to be effective in enabling students to progress beyond surface-level literacy and engage in a more active and authentic reading comprehension (Escudero et al., 2019; Karbalei et al., 2011). Using both quantitative and qualitative methods, the present study generated more comprehensive descriptions of positive changes in learner perceptions. The findings confirmed previous research and further verified that the chunking-based paraphrasing method contributes to

critical reading comprehension as well as lexical and literal comprehension.

Concerning enhanced awareness of plagiarism, Noh (2019) reported a positive change in learner perceptions after they received paraphrasing instruction based on the RSRP method. The present study also provides empirical evidence indicating that chunking-based paraphrasing activities promote the development of paraphrasing concepts and awareness of plagiarism among Korean EFL college students. Considering that a lack of paraphrasing practice is closely associated with L2 learners' limited awareness of plagiarism (Ahn, 2020; Pecorari, 2003), the present study suggests that incorporating structured chunking-based paraphrasing into EFL literacy curricula can serve as a preventive measure against unintentional plagiarism.

2) Perceived Interest

Table 3 shows participants generally shifted toward more positive perceptions regarding paraphrasing activities in the post-test. Although they initially reported a barely moderate level of interest in paraphrasing activities (M = 2.92), their perceived interest increased to 3.85 after they received paraphrasing instruction; this difference was statistically significant (t = –5.239, p < .001).

TABLE 3
Paired Statistics of Students' Perceived Interest (N = 29)

Items	Test	*M*	*SD*	*t*	*p*
4. I am interested in practicing paraphrasing.	Pre	3.41	.63	–2.188	.037*
	Post	3.83	.71		
5. I like to practice paraphrasing.	Pre	2.48	.78	–6.384	.000**
	Post	3.79	.73		
6. I am willing to engage in paraphrasing practice.	Pre	2.86	.64	–5.235	.000**
	Post	3.93	.70		
Total	Pre	2.92	.60	–5.239	.000**
	Post	3.85	.63		

*p < .05, **p < .001

Despite this improvement, the post-instruction mean remained below 4.0, indicating that students were still unenthusiastic about participating in paraphrasing activities. Such disinterest may be due to the cognitively demanding nature of paraphrasing tasks; perhaps the chunking-based method was not enough to evoke enjoyment (Hirvela & Du, 2013). However, considering the difficulty of mastery, this result possibly suggests that sustained exposure to paraphrasing activities may further increase students' interest. The following excerpts, including mixed responses from the participants, support this interpretation:

> In fact, paraphrasing activities are somewhat frustrating because I have to overcome linguistic hurdles such as vocabulary and structural transformation. On the other hand, however, I would like to see paraphrasing activities receive greater instructional emphasis and be incorporated more regularly into the course. (Student 9, survey)

> I used to just memorize stuff without really thinking for myself, but once I started producing paraphrases, it began to feel like I indeed understood the meaning beyond the text. Now I'd like to challenge myself with more difficult sentences, not just the basic ones. (Student 3, interview)

3) Perceived Self-Confidence

Table 4 presents the results of the participants' perceived confidence in their paraphrasing ability. These results revealed an overall shift toward more positive feelings after the students engaged in chunking-based paraphrasing activities. At the beginning of the semester, the students' average confidence score was 2.37, indicating a low level of confidence. However, after the chunking-based paraphrasing instruction, their mean self-confidence score rose to 3.59, reflecting a moderately positive level of confidence in their paraphrasing ability; this difference was statistically significant (t = –5.818, p < .001). Notably, while the students initially expressed negative perceptions regarding all items, their post-test responses generally indicated a slightly more neutral to positive perspective. These results indicate that chunking-based paraphrasing instruction helped them gain confidence in their paraphrasing abilities and enhance their sense of effectiveness in completing paraphrasing tasks as they gradually applied the basics of paraphrasing.

TABLE 4
Paired Statistics of Students' Perceived Self-Confidence (N = 29)

Items	Test	*M*	*SD*	*t*	*p*
7. I am capable of paraphrasing well.	Pre	2.31	.97	–5.500	.000**
	Post	3.41	.57		
8. I believe that I can paraphrase effectively.	Pre	2.34	1.08	–5.741	.000**
	Post	3.69	.66		
9. I am confident that I can successfully paraphrase.	Pre	2.45	.99	–5.387	.000**
	Post	3.66	.67		
Total	Pre	2.37	.99	–5.818	.000**
	Post	3.59	.56		

**p < .001

The following quotes support the results regarding the students' growing self-efficacy:

> When I read English texts, I now find myself starting to think of synonyms and making structural changes. Little by little, I think I've developed my ability to understand and express ideas in a more English-like way than before. (Student 9, interview)

> I was barely aware of how to paraphrase, so I used to inadvertently copy sentences from the passage when answering the questions. Now, I believe I can put them into my own words to some degree. I can come up with alternative expressions and adjust them to fit the context. At times, I am not sure about the appropriateness of my paraphrase in terms of retention of original meaning, though. (Student 19, survey)

The above findings partially align with Cho's (2016) assertion that implementing paraphrasing-based activities reduces students' anxiety about writing. Although specific affective domains may vary, writing anxiety is often conceptualized as an affective factor inversely related to confidence (Kim, 2014). In this regard, the findings of the present study extend earlier research by demonstrating that paraphrasing instruction mitigates negative emotions, such as anxiety, and strengthens learners' confidence in their paraphrasing capabilities.

V. CONCLUSION

This study investigated changes in Korean EFL students' paraphrasing performance and attitudes following the implementation of chunking-based paraphrasing instruction in a college-level integrated reading-writing course. The findings indicate that the instruction contributed to statistically significant improvements in students performing gap-fill, partial, and full paraphrasing tasks. The findings on students' attitudes toward paraphrasing practice, from both the quantitative and qualitative analyses, indicated overall positive transitions. The participating students perceived the paraphrasing activities as useful in terms of having real-life applications, enhancing in-depth reading comprehension, developing thinking skills, and fostering academic integrity. Moreover, their willingness to engage in paraphrasing activities increased significantly. However, this interest remained moderately positive rather than strongly positive, perhaps owing to the cognitively demanding and complex nature of paraphrasing activities. Furthermore, considering the students' lack of confidence at the beginning of the study, a significant increase was observed in their self-confidence levels following chunking-based paraphrasing instruction; they reported that the instruction contributed to the gradual development of their paraphrasing sub-skills, which, in turn, enhanced their confidence while constructing paraphrases.

Based on these findings, this study recommends incorporating chunking-based

paraphrasing into the college English literacy curriculum as a viable alternative strategy. The participants' comments indicate that chunking-based paraphrasing activities can offer motivational guidance to novice learners, where sustained exposure to scaffolded interventions may increase awareness of the ethical and critical strategies required for academic success, ultimately allowing them to emerge as independent learners who approach academic texts with integrity and confidence.

When designing and implementing paraphrasing activities, it is important to take into account their cognitive, affective, and contextual dimensions. Teachers should design concomitant tasks based on careful needs analyses. As the findings of the present study show, some students may require additional time and tailored support to improve their skills. For low-proficiency and novice learners, for instance, more time should be allocated for controlled tasks such as gap-fills. In addition, targeted mini-lessons using teacher-made materials may be necessary to check and strengthen students' text-attack skills, including the use of nominalizations. Similarly, general feedback to the whole class may not be sufficient for less proficient learners to achieve learning gains in open-ended paraphrasing tasks. Therefore, to enhance learning outcomes, teachers should meticulously monitor the progress of such students and provide timely individualized feedback on avoiding pitfalls and common errors, as well as on tolerating challenges instead of avoiding them.

Notably, this study lacked a control group and focused on a limited sample of college students; therefore, the results should be interpreted with caution. In addition, the post-test gains cannot be attributed exclusively to chunking-based instruction, as other factors, such as increased test familiarity, may have influenced the results. Future research should use other qualitative research methods, such as think-aloud protocols, to explore how EFL learners at different proficiency levels approach and perform different types of paraphrasing tasks. Researchers may include other factors, such as demotivation, to further understand what influences paraphrasing development. Furthermore, paraphrasing research can be expanded to prove its relevance to 21st-century skills such as critical thinking, collaboration, and creative thinking. Finally, longitudinal studies may address the sustainability and long-term effects of paraphrasing activities.

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Examples in: English

Applicable Languages: English

Applicable Levels: Tertiary

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