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The relationship between text readability and paraphrase production : A comparison between Chinese/Korean learners of Japanese and native speakers of Japanese

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Paraphrasing is one of the most important skills used in academic writing. This paper aims to clarify the distinguishing features of Japanese language learners' use of paraphrases from the aspect of text readability in order to facilitate more effective Japanese language learning. This study examines learners' use of paraphrase and copy on difficult and not so difficult texts.

The results of this study can be summarized in the following two points. First, the ratio at which learners make use of paraphrases is significantly lower than that of Japanese native speakers and independent of the difficulty of the text. Second, while a significant difference was observed in the ratio of Japanese native speakers' use of paraphrase and copy on difficult and not so difficult texts, no significant difference was observed in the ratio of learners' use of paraphrase and copy, which was also independent of the difficulty of the text.

From the above-mentioned results, we conclude that there is a possibility of learners' relying on copies of the original text if only reading materials are given to learners. Therefore, providing learners with guidance on paraphrasing is a prerequisite for improving learners' summary skill.

Keywords: academic writing, Japanese as a second language, copy, quantitative analysis