**Kasdi Merbah University-Ouargla**

**Faculty of Letters and Languages**

**Department of Letters and English Language**

**Dissertation**

**ACADEMIC MASTER**

Domain: Letters and Foreign Languages

Field: English Language and Literature

Specialty: Applied Linguistics and ESP

Presented by: • Bouguerra Anfal • Meknassi Hanane

<u>**Title**</u>

# Enhancing the Techniques of paraphrasing in Academic writing

## (Thecase of 3rd year licenceLMD students)

Publically defended

On:02/06/2016

Before the jury:

Dr. Ben Chikh Youcef                President (KMU Ouargla)

Dr. CHAOUKI Noureddine (MC a) Supervisor (KMU Ouargla)

Dr. Saadoune FaridaExaminer (KMU Ouargla)

**Academic Year: 2015/2016**

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# Dedication

In the name of Allah the most Gracious, the most Merciful ever all the praise be to Allah alone, the Sustainer of all the worlds.

We would like to dedicate our work to our parents who provided us with love, prayers, and made our success. A special thanks to my parents, my mother Hamel Leila the one who stands with me along my life and in my hard moments during this work (Anfal).

Learning is fun

Learner is sun

My mother's told

Tresor is hold

Working is hard

Waiting is dark

Staying class

Future's class

You wanted more

You worked more

Spending your time

Working all time

No stop no done

Till find your hope

Flying is high

Feeling you're free

Written by Bouguerra Anfal

# Acknowledgements

# List of Abbreviations

| | |
|---|---|
| **BA** | Bachelor. |
| **DIFOS** | Documenting Information From Other Sources. |
| **EFL** | English Foreign Language. |
| **ESP** | English For Specific Purposes. |
| **FL** | Foreign Language |
| **KMUO** | Kasdi Merbah University Ouargla. |
| **MT** | Mother Tongue. |
| **NNSs** | Non-Native Speakers |
| **SILS** | School Of International Liberal Studies. |
| **WMU** | University of Wisconsin-Madison. |
| **WVU** | West Virginia University. |

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## Background of the study

Writing is a process that requires being aware of certain steps and techniques. Indeed, the writing process involves the reading process first and the other skills. That is to say, writers tend to gain enough knowledge through reading in order to have appropriate writing. In addition, writing is needed in academic works.

While writing, students are not expected to write only correct sentences that are free from grammatical errors; but they may be expected to respect the four components of communicative competence and academic ethics too. In other words, writing is not setting down ideas; it is a set of rules, techniques and skills that guide such a process to be understood by readers.

In any academic work, writing is a process that consists of picking up others' ideas in order to support a certain point of view and to start a new study based on previous works by using others' sources through writing. Writers need to take other's ideas, but this could encourage learners to plagiarize. In addition to that, documenting information from other sources can be allowed only if it passes through three main techniques. Either, one quotes the words in the same way they are put in the source using quotation marks, or summarizes the whole work, or presents the writer's ideas in one's own words. Further, researchers consider paraphrasing as an important skill that reflects both students' understanding of the topic and their writing abilities. It is a technique by means of which they restate others' works, ideas and meaning.

Hence, this study attempts to account for the use of techniques of paraphrasing in writing, especially, 3$^{rd}$ year licence LMD students. That is to say, byLMD students are required to learn and reach an advanced level in writing in order to prepare their

dissertations following academic standards and procedures. Writing is used as a tool to help students promote their learning. That is to say, paraphrasing others' ideas in written mode helps students to discuss various ideas in their own style and way of thinking.

**Contents**

## 1. Statement of the Problem

Students often have deficiencies in writing academically, especially third year licence. They have to master academic techniques to produce formal adequate writing without being accused of plagiarism. A problem occurs when students face difficulties with plagiarizing due to their inability to use techniques of documenting information from other sources.

## 2. Purpose of the Study

We have chosen third year LMD students because they often need techniques of paraphrasing in their research assignments, exams and dissertations. First, students are expected to reproduce their acquired knowledge in exams on the basis of their understanding in the classroom. While, in the second case, they are obliged to rewrite others' ideas and thoughts in their own style and words in dissertations to check on their understanding of the topic and to avoid plagiarism.

The main purpose of the study is to enhance third year licence LMD students' paraphrasing techniques in writing to improve their reading and writing in order to develop their competence in using language appropriately.

## 3. Objectives of the Study

The present research aims at suggesting some techniques to enhance LMD students' paraphrasing skill and raise their level in academic writing through different methods and standardized reference techniques to avoid plagiarism.

## 4. The Research Questions

The present inquiry attempts to provide appropriate answers to the following questions:

1- To what extent can paraphrasing help third year LMD students improve their writing and reading skills?

2- What are the main paraphrasing techniques?

3- What are the appropriate activities teachers should design to enhance paraphrasing techniques for LMD students?

4- How should third year LMD studentspractisethose activities to improve their academic writing?

## 5. Hypotheses

The questions asked in this study would be hypothesized that students face obstacles:

❖ While practicing on paraphrasing.

❖ While writing academically

❖ A lack ofawarenessfor techniques of documenting from other sources especially paraphrasing.

## 6. Literature Review

The notion of paraphrasing has been tackled by different researchers due to its importance in the field of academic writing. Migliaccio (2000)sees that paraphrasing is a technique to reproduce other's ideas to support one's point of view. In addition, when the paraphrase looks like the original, then one will be a literal thief. The paraphrase should be similar in meaning and idea, but rather restated differently to showone's understanding to

the topic through the reformulation in different wording and style without plagiarizing.

According to Bailey (2011) Behrens and Rosen (2011),Gillett et al (2009), a good paraphraser should pass through numerous steps such ascareful reading, understanding, selecting main ideasand reformulating them in different ways and styles. Paraphrasingis regarded as one of the techniques of documenting information from other sources and it goes hand in hand with summarizing and quoting.

Bailey (ibid) states that paraphrasing is the process of using other's ideas in one's work with the appropriate in-text citation and referencing style. Paraphrasingthe source text without reference to its original source academically is a serious issue called plagiarism. Although students need others' ideasthey are not allowed to take them or use them without the mastery of a set of skills.

Students while summarizing use further, paraphrasing techniques. That is to say, while shortening the source text, students use different wording to condense the original text. In addition, while students make note, they tend to use different wording in order to reflect the source briefly. However, the most important role of this technique is to avoid plagiarism while writing academic works, Bailey (ibid).

Though paraphrasing is used in summarizing, it does not aim to shorten the texts' length but rather to restate it. (ibid) Bailey (ibid) sees that the aim of paraphrasing is to reflect one's understanding through the reproduction of the source without consideration of the lengthin contrast to summarizing, the original's ideas that reflect the quality of the paraphrase. In addition, Bailey (ibid)suggests some techniques such as changing vocabulary, word class, and word order.Bailey (ibid) demonstrates that an effective paraphrase should be written differently in terms of syntax, lexis, and context. He adds that it is possible to save common vocabulary due to its importance.

Spatt (2010) points out that paraphrasing is relevant when taking information from

sources that reflects one's understanding of the topic. Whereas, quoting is taking the information as it is mentioned without changes, "paraphrasing is the point by point recapitulation of another person's ideas, expressed in your own words" (Spatt, 146). In other words, paraphrasing is the use of someone's ideas that are expressed in a different way. She also suggests that paraphrasing is used for two main reasons. That is to saywhen the structure has no special style, and when one wants to explain and criticize it after understanding and reproduction to a certain readers.

Spatt (2010)states that students paraphrase while reading difficult passages and writing essaysin order to reflect their understanding and they quote when the original passage is written elegantly or in a way that cannot be paraphrased; otherwise it will lose the original idea (ibid).

Harris (2002) tackles the notion of paraphrasing from another angle. For him, paraphrasing helps learners to realize their effectiveness in writing because "it is one of the important skills". In addition, he argues that reading a passage that consists only of quotes would be distracting and cannot convey what is knowledgeable in the topic discussed.

Harris (2002) suggests several reasons behind the use of paraphrasing rather than other techniques of using sources and the main one among them is that paraphrasing enables students to write a research paper that is written in their own style. Whereas, using quotations in a whole research paper would be distracting and without a flow. Quoting does not transmit their knowledge about the topic.

The changes of key terms by equivalents do not mean that the risk of plagiarizing has been minimized.Indeed, one is required to reformulate the whole structure and way of expression, Spatt (ibid).If you do not get the meaning, avoid paraphrasing the source if you have not understood the intended meaning which may harm the original idea. Spatt (ibid)demonstrates that a good paraphrase is characterized byaccuracy, completion, and

written in a different way that help the target text to make sense by itself. In addition, Spatt (ibid) identifies the causes that make people fail while paraphrasing are due to the misreading, projecting, guessing and summarizing rather than reformulating (ibid).

Other scholars tacklethis skill from another angle. While answering questions is somehow a type of paraphrasing,according to Ibrahim et al (2003), Duboné and Chu-Carol (2006), it requires the reproduction of the question in addition to the evidence to support your answer.

In addition, Wisconsin-Madison University's handout (2014) points out the differences between the techniques of paraphrasing and the techniques of summarizing. On the one hand, the focus of paraphrasing is on 'what you want from the source is the idea expressed and not the specific language used to express it. On the other hand, summarizing focuses on making the original source passage concise and express the point in less words.

MCKe et al (2007) show the use of some paraphrasing techniques in the process of summarizing and notice the identification of paraphrased passages appear in the summarized oneand that it helps in raising the quality of the aforementioned product.

Furthermore, while translating a text with machinessuch as Google translator and applications of translation as well, paraphrasing allows one to create a more fluent translation because machines cannot give the natural equivalence to the given product as the human translation can, but rather a word for word translation. Thus, the process of paraphrasing depends on human translators' understanding to polishmachine translation. Paraphrasing is the most challenging way to use sources in one's own work and one of the best techniques.Yet, one should remember to keep the same meaning of the original when paraphrasing. Paraphrasing skillcould, then, be achieved through practice (West Virginia University, 2013).

According to some researchers, paraphrasing is an art in which one could reproduce

other's works in one's own style that reflect one's understanding (WVU, 2013).

It can be deduced that paraphrasing is an important technique and skill used in any academic writing to enable students to write research papers in their own style to reflect their understanding of certain topics and to raise their level in academic writing through practice whichmakes students able to write in a safe way without being accused of plagiarism.

# Part 1

# Chapter 1

**Table of Chapter Content**

## Introduction

Writing is one skill among the four language skill listening, speaking, reading and writing. Writing is a complex skill that needs certain standards and strategies that enable one to write a piece of writing appropriately, coherently and cohesively. Writing is a social activity in which people get in touch with each other and share knowledge.

## 1.1.  Writing

The process of writing reflects the addresser's thoughts that he/she would like to share with a specific audience in a direct and clear way. The audience is expected to understand the message conveyed by the writer (Kress 1996). In addition, writing is not only a set of morphemes that consist of phonemes in order to build sentences, but rather these morphemes and sentences need a set of rules and standards to form a cohesive and coherent text in a given context for the sake of expressing certain ideas to certain audience (Crystal, 2003).

According to Swales and Feak (1994) students are supposed to be able to write effectively and in a proficient manner after a period of training and practice. Gillet et al (2009) argue that the aim of writing depend on the context where the process occurs. Thus, it could be diversified according to the characteristics that differentiate between formal and informal style, academic or occupational…and so on

Since writing is the most complex activity in the classroom, it takes time.Whereas, the provided time to the session is not enough that is why learners could not act in the intended way that teachers want them. Thus, writing may be considered as "time-consuming"; that is why instructors choose the writing skill to practiseon activities and academic works that provide learners with enough time to write (Hedge, 1988).

## 1.2. Academic writing

Academic writing refers to any academic work in the educational field. It is quite different from creative, personal, business and whatever other types of writing. Academic writing is considered by many researchers as the process of writing down ideas and thoughts. But more than this, it should respect a set of academic instructions. Bailey (2003) states that academic writing is designed for students who write essays and other academic assignments using English as a means of instruction.It is quite different from other types of writing in which students should be objective, precise and impersonal. In other words, the purpose behind the use of academic genre, whatever the context, is to produce a piece of research to reflect students' understanding or to share their knowledge with others.

The process of writing academically may reflect one's understanding and ability to prove a hypothesis with supports using others' works and ideas to discuss a certain phenomenon (Whitaker, 2009). Whitaker (ibid) confirms that students would gain and obtain various levels and advantages through academic writing. Teachers could obtain their courses'purposes, objectives, and teachinggoals in general.

According to Richards and Miller (2005), the first step to be dealt with by students is the acquisition of the basic notions and standards of academic writing, and they are supposed to understand the use of such standards that have an important role in academic context. That is to say, academic writing has been chosen to be a means of communicationamong all genres of writing to transmit a certain point of view through different assignments within the framework of academic purposes.

Academic writing is the type of writing that all students are required to practise in colleges and universities. Academic writing is considered as one of the genres in formal

writing, it consists of different genres. Some genres that students are supposed to write in their works are various such as research paper, essays, dissertations, reviews, summaries and so on. Each genre is used in its suitable context with different criteria.

Richard and Miller (2005) state that students in academic communities are provided with different genres in order to fulfil their tasks and purposes to get certain degrees and levels.

In addition, the application of academic genre in different subjects and topics relies on the flexibility of this process to provide certain criteria to enable students to use academic genre in different themes. In other words, academic writing standards should meet different purposes and objectives in different fields and does not fit only specific areas of investigation (Bailey, 2011). That is to say, academic genre must suit and be applied to fulfil all academic genre and not only one of them rather than others.

Oshima and Hogue (2007) argue that academic writing is the process of writing academic works in certain situations to certain audience imposes its difference from other types of writing in style and tone, and it has got certain standard procedures.Academic writing is considered as a formal means of communication.

Most researchers argue that academic research is a continuation of previous studies that are tackled before by various researchers and it is based on these previous works. The works that share the same area of interest can be used either to support a certain point of view or to disagree with others' works too. Thus, researchers aim to find out new techniques and statistics through comparing various ideas that mayhelp them to carry on and discover new things in certain fields. Furthermore, in academic research using sources is not that an easy task to do but rather it has got several techniques and procedures to

enable students to use others' thoughts and ideas.

Bailey (2011) demonstrates that academic writing consists of four stages and each stage is a continuation to the previous stage, the following figure shows the parts of academic writing:
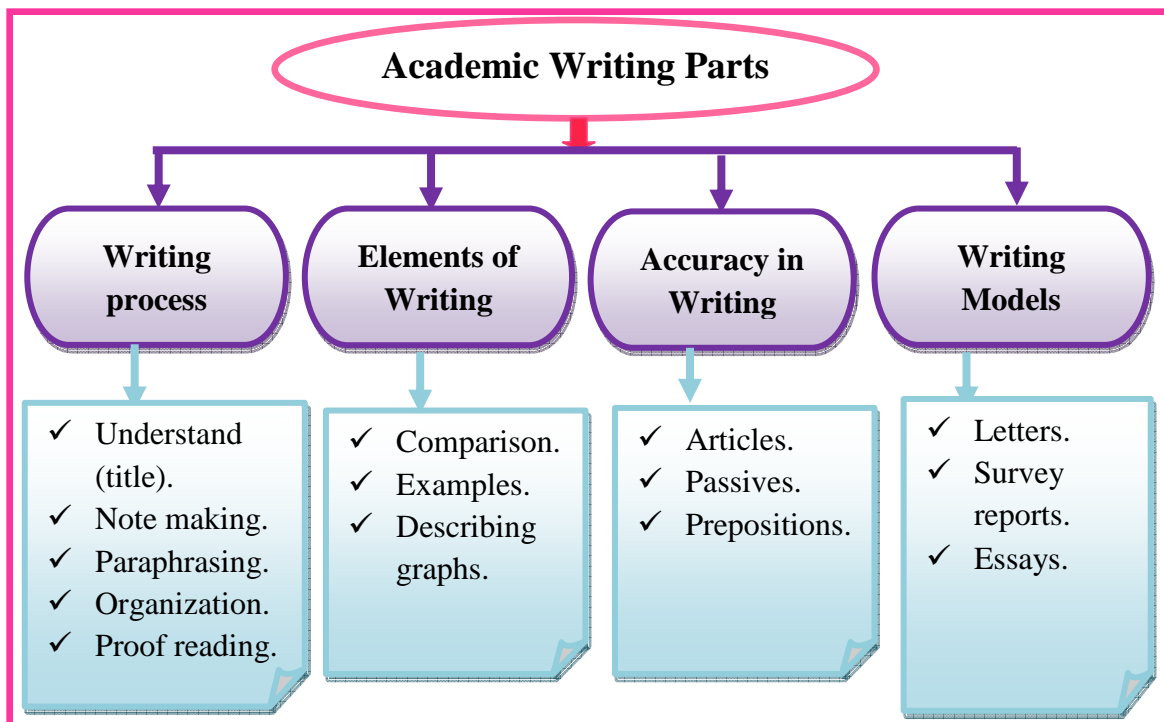


**Figure 1: Stages in Academic Writing (Bailey, 2011).**

Students are guided in the process of writing starting byunderstanding the title of an essay, reading and note-making, organizing an essay until the final stage of proof-reading.Elements of writingtackles the most important skills that are needed for all typesof assignments, such as making definitions and giving references which is organized alphabetically.Accuracy in Writing gives remedial practice in those areas that studentstend to find most confusing, such as definite articles and relativepronouns, again in alphabetical order.Writing Models gives examples of the types of writing that studentscommonly need, including letters and survey reports.

The next figure shows he procedures of academic writing that students are required to respect to write their assignments in a well-organized.

```
                 Procedures of academic writing

                        Choosing a topic

              Finding sources & acquiring information

                    Determining the main idea

                       Presenting sources

                       Organizing materials

                       Writing assignment

                      Giving credit to sources
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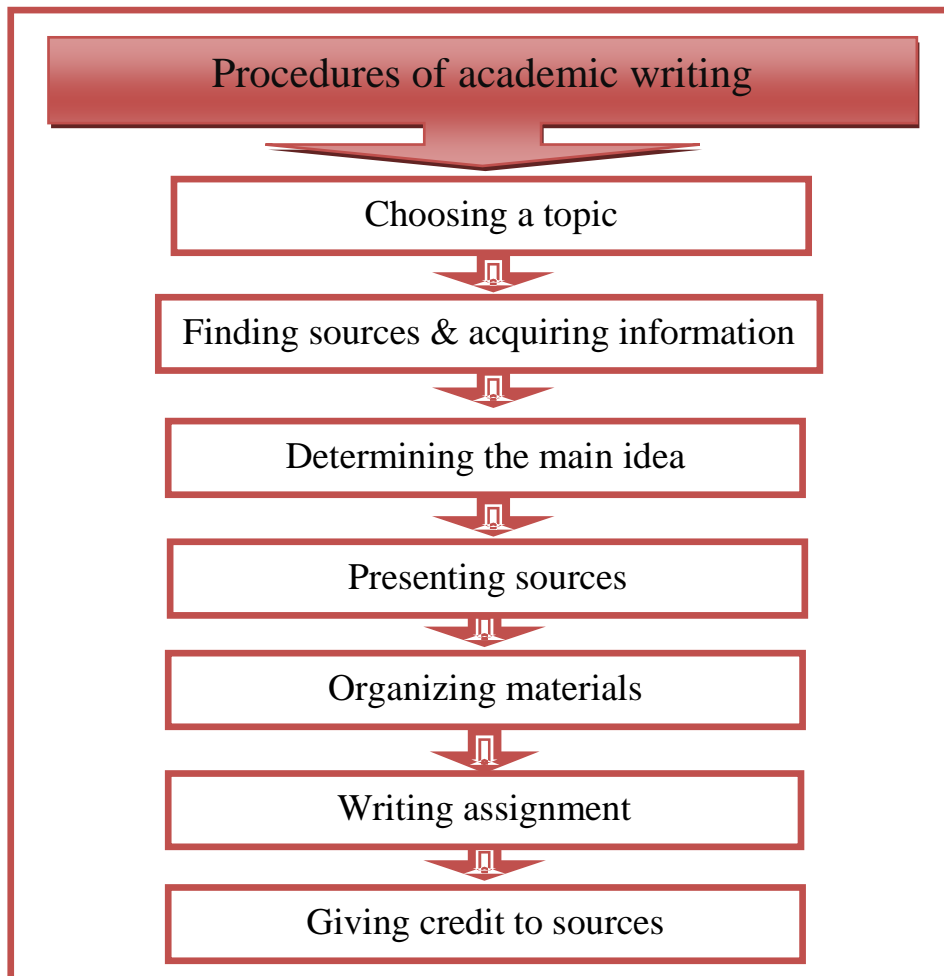
**Figure 2: Basic skills and procedures to write academically(Spatt, 2010).**

Spatt (2010) demonstrates that the first step students are required to do is choosinga topic in which they are interested and whichsuits their fields, and try to narrow the scope of investigation to facilitatethe research management. Then, students look for the available and the most formative sources which provide them with various versions and points of view while reading them. Thus, students will be able to take notes about the important information and collect the most appropriate sources that fit their needs and fulfil their academic curiosity. Moreover, one uses a contrastive study to compare variations to show the differences between them and to find out the most convenient version. Further, the foundations of any research is built on the basis of the researcher's objectives from the selection of certain topic, however, variant research questions occur during the data

collection which show an ambiguity in order to be clarified through answering. However, these questions give rise to hypothesis, these hypothesis are built upon the research questions and problems.

Furthermore, academic genre provides students with techniques of documenting information from other sources, these techniques are paraphrasing, summarizing and quoting and each one is used due to research's and students' reasons and needs.These techniques are used by researchers to support their area of investigation using previous works.Spatt (2010)divides colleges' works into two main parts. On the one hand, students are supposed to read the source text several times in order to understand itto be ableto make sources their own. On the other hand, students transmit their understanding to those sources by using techniques of documenting information, summarizing, quoting, and paraphrasing are the three main techniques students can use to present sources in their works. Thus, students will be able to present the final assignment and link the given materials in a logical order.

By the end of any academic level or degree, students are required to write about a specific topic and collect the possible amount of information as well as different points of view that are related to reliable and valid sources and they can build their research trustful sources. Using sources after reading and understanding can enrich students' academic curiosity about a certain topic to fulfil their final assignments to get an academic degree. All the above steps encourage students to think critically while reading references in order to use them, after a good understanding, while reviewing the literature of a given topic to build a research on reliable findings.

Furthermore, using techniques and skills of documenting information from other

sources is an important tool to prove or disapprove a certain point of view, using the more convenient and reliable source as well as comparing and criticizing collected data. Moreover, the use of techniques of DIFOS is required in dissertations writing to collect and use data to learn from sources (Brown, 2006).

According to Lovitts and Wert (2003) dissertations writing is an important step in any academic community to obtain certain degrees and as a shift from academic environment to occupational one. That is to say, students will be assessed according to this final assignment to get their final degrees. In addition, a dissertation is based on collected information from various sources that are included in the research in different ways of thinking as well as dissertation reflects one's understanding which is based on those sources( Gillet et al, 2009).

According to Gaspar and Shepherd (2011) and as we have mentioned before, a research should be based on previous works at first. This process is called reviewing the literature. It is the most important part of any dissertation that involves the collection of various sources that provide one with information to help one's investigation and not only topics that are related directly to this area of investigation. That is to say, the collection of data helps students to solve the research problem, using different sources that tackle the issue from different angles.

Murray and Beglar (2009) state that the use of others' sources is the most important step in academic writing.Using sources reflects students' reading, understanding and writing abilities to support their own point of view in order to avoid plagiarism. In addition, students are obliged to use the shared style of documentation while preparing their dissertations which is imposed by instructors ie; MLA style or APA style and so on.

## 1.2.1. Types of documenting from other sources

Presenting sources to others, writing from sources, types of documenting information from other sources, etc. are different names of the same process given by different scholars which refers to using sources in academic writing. Most scholars argue in the same referencing techniques and skills to use numerous sources, these technique are summarizing, quoting, and paraphrasing and there is no other techniques to be used by researchers.

According to (FlindersUniversity, Students Learning Center, 2015), the Use of Others' thoughts and Ideas as a technique in academic writing requires from students to understand the meaning and reproduce the source without turning back to it and to put aside the source. However, for others scholars the focus is only on the two skills which are quoting and paraphrasing as tools of DIFOS in order to avoid plagiarism, and they neglect summarizing.

Students in educational fields are supposed to learn how to write from sources in order to know how to criticize, develop, or comment on previous works. That is why, teachers must train their students to deal with the skills of using sources in order to avoid struggling with plagiarism.

Spatt (2010) posits that students while investigating withinthe academic frameworkare supposed to read and write. They read in order to gain numerous information and to build a trustful background about the topic. To write from sources could be achieved with three main skills and techniques to make the inquiry based on previous works through summarizing, quoting, and paraphrasing.These techniques are used to reflect students' understanding of others' works to introduce sources to their works

in their own way. In addition, students are obliged to cite all the used sources in the referencing list to respect the writing ethics.

## 1.2.2. Documenting items

### 1.2.2.1. Summarizing

Summarizing is a means of referencing ideas from other sources (Spatt, 2010). Cohen and Cowen (2008) argue that summarizing is the process of using sources in a condensed way that includesonly important ideas and it neglects additional ones which could be repeated for the sake of clarity and explanation.The length of the summary depends on the needs of the writer. These needs are characterized by objectivity and completeness to the main ideas to save the original meaning (Behrens and Rosen, 2011). According to Raims(1983)summarizing is one operator among the learning-by-doing operators. It helps them to learn how to reproduce the sources that students have read into their own ways to reflect their understanding of various points of view in a smaller passage as much as possible.

According to Spatt (2010), summarizing is the process of condensing, shortening others' ideas or information in a small piece of writing that may include a discussion of various sources in one work. While summarizing, writers do not include every detail and repeated information but rather keep only important ones without putting personal touch and evaluation.

Balzilay(2001, 2003),Hirao et al (2004), and Zhou et al (2006),MCke et al, (2007), argue thatsummarizing is the process of shortening the source text and reproducing it and neglecting the non-important elements. Spatt (2010) sees that summarizing is to make the

source text shorter without mentioning the repeated details.The use of summary urges students to shorten a whole text to one sentence, and it reflects students' understanding, that is to say, students could be able to discuss a range of works at the same time if they use brief summaries.

### 1.2.2.2. Quoting sources

Most students prefer quoting rather than others techniques at the beginning of any writing process because they tend to copy-past sections. But, in fact, quoting everything in a whole piece of writing would be distracting and wouldn't be any flow (Harris, 2002). Emerson (1849) states that writers should reproduce what they have understood from the source to reflect their understanding of the original sources. Quoting is not that important technique and most writers avoid the use of such a skill. Later, Emerson (1876) noted that the need of quoting is due to several causes andstates "by necessity, by proclivity, and by delight, we all quote" (Emerson 1876).

Spatt (2010) identifies the reasons why we should quote as it appears in the following figure:
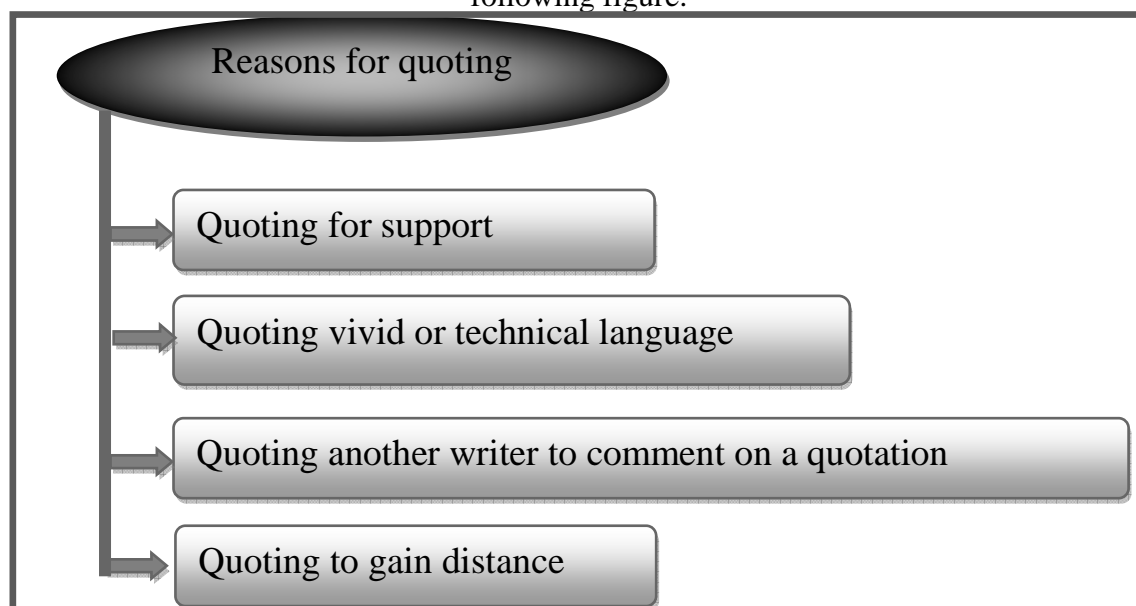


**Figure 3: Reasons behind the use of quotations. (Spatt 2010 p: 107,108).**

Researchers quote ideas that have not been discussed yet.Spatt (2010) states that a quotation is the simplest and basic technique of using sources in academic writing to enable students to state and use exactly the same ideas and wording. She (ibid) argues that a good writer distinguishes between the need for quoting and when not quoting. Thus, quoting is not the appropriate technique to be used with all sources but rather to quote only important and well expressed ideas in an appropriate way. Furthermore, writers must respect sources and differentiate between their own work and sources through mentioning the original writer's name, page, and year.

Emerson (1876) says that we quote because the area discussed is not tackled before, that is why we quote the same words to build our investigation on the source using same wording.Spatt (2010) states that it is the most basic technique to reinforce one's point of view, and that there are several reasons behind the use of quotations such as (supporting, retaining the same point, commenting on the source, and gaining distance. However, quoting the source text as it is without using quotation marks is plagiarism. Thus, students must avoid plagiarism while working on their assignment. Bailey (2003) states that the process of using other's ideas in one's work without reference to its source correctly and academically is plagiarizing.

### 1.2.2.3. Paraphrasing

Paraphrasingis considered as an important skill that helps in different situations and not only to avoid plagiarism.Though, it is a clear concept but it has been tackled from different angles. The common point among researchers is the idea that paraphrasing is the idea that paraphrasing is the process of reproducing, rewriting, reformulating, restating others' ideas in one's own word or style. Though students need others' ideas, they are not

allowed to take them or use them without the mastery of a set of skills which are referencing techniques and citation. (ibid) He states that paraphrasing is a process in which the source is reproduced differently, keeping the same meaning while using academic procedures such as summarizing, taking notes and so on. That is why, the risk of plagiarizing will be reduced if the reader understands well the source to facilitate for him/herself the reproduction via different styles and different structures from the original source to have a well paraphrased product. The paraphrase provides the same idea and meaning without changing the original meaning.

## Conclusion

The objective of the present chapter is to describe the academic writing and its main procedures and steps. It presents the standards of academic writing that help students to write a dissertation in their own style and to avoid plagiarism in which students use sources in different styles and structures. In addition, this chapter provides the main techniques of writing academically and shows how to present others' works in an academic enquiry and the use of paraphrasing in various scoops and works. The use of paraphrasing imposes the importance of such a skill in academic writing to enhance both students' writing and reading skills and to develop their critical understanding.

# Chapter 2

## Table of chapter Content

## Introduction

Most students are required to write good academic reports for exams and coursework. Writing skill necessitates referring to other people's research to give evidence and support own ideas.Paraphrasing is one of the relevant techniques in academic writing assignments that students use to express other's ideas using their own words (Lee & Choy, 2011).

## 2.1.1. Steps in paraphrasing

Spatt (2010) defends the idea that a good paraphrase reflects the same idea of the original that may show students' understanding and the well-organized manipulation of the source. Therefore, they are not allowed to change the meaning or to make the source text incomprehensible. She suggests that the process of paraphrasing involves a set of characteristics and steps to obtain the intended writing (ibid). According to (School Of International Liberal Studies, 2014) the process of paraphrasing follows numerous steps in orderto reach nearly the adequate product.
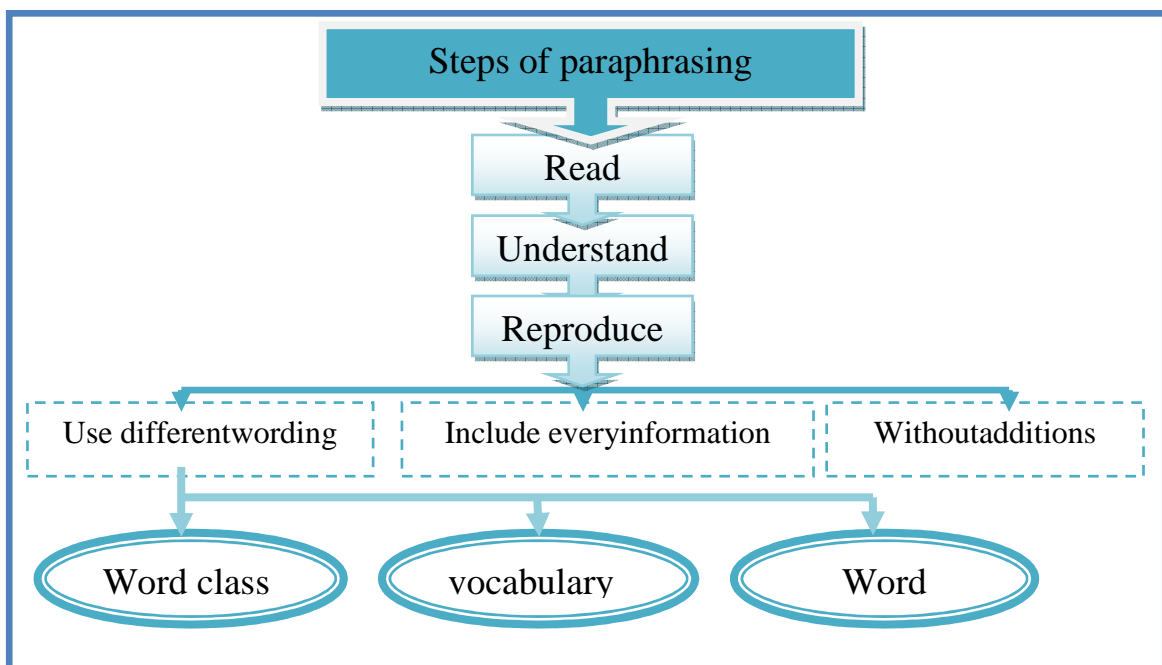


**Figure 4: Steps of paraphrasing, (Bailey (2011).**

Therefore, the regular practice of paraphrasing following the above steps enable writers to produce a well-structured piece of writing in order to avoid plagiarism.

## 2.1.2. Characteristics of Paraphrasing

Spatt (2010), Reading the collected data several times enables students to understand the original source idea to help students in reproducing successfully the original text. In other words, the paraphraser must reformulate the sources accurately and completely in order to keep the exact meaning without additions and omissions. Keeping the same meaning does not allow paraphrasers to use same wording of the original source but rather to use their own style to obtain the structure that makes the paraphrased product far away from the source it terms of style and wording and it can make sense by itself. The aforementioned characteristics must exist in any paraphrasing process to support a certain point of view. A research is based on others' works and ideas, paraphrasing enables students to write a whole research in their own style to produce a piece of writing using the above techniques in (Figure 5)and characteristics in (Figure 6).

**Characteristics of successful paraphrase**

| Accurate | Complete | Different style | Makesense |
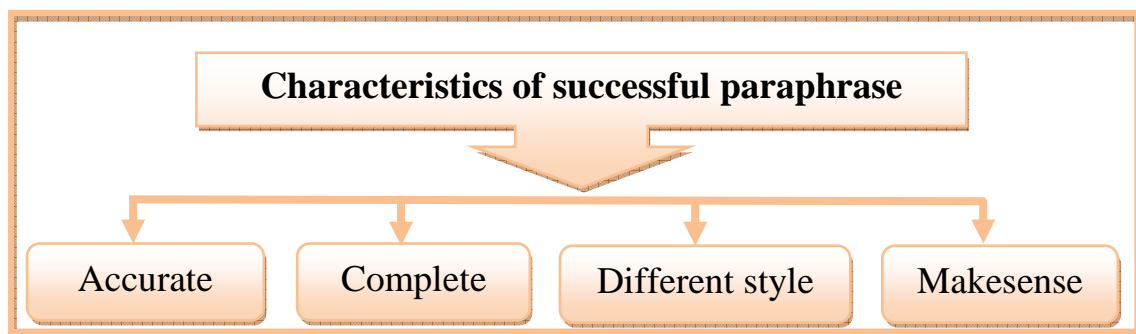
**Figure 5: Characteristics of a good paraphrase (Spatt, 2010)**

## 2.1.3. The importance of Paraphrasing

Harris (2002), paraphrasing is one of the most important skills that must be practised by students in order to write in an effective manner. In addition, it obliges students to understand well the source before rewriting or using it. Thus, paraphrasing reflects one's

understanding and knowledge of the topic. Paraphrasing obliges students to understand well the material to be paraphrased to show that they control the subject. Harris (2002) argues that paraphrasing helps students to write a paper written in their own way to avoid the copy-paste technique that shows the lack of "flow". Paraphrasing helps to bring to the audience sources and information in an appropriate way. Paraphrasing allows one to express the source in a simple way to be easily understood (ibid).

## 2.1.4. The use of paraphrasing

The process of paraphrasing is used for some purposes. Spatt (2010) suggests two reasons behind the use of paraphrasing. On the one hand, it is used when the source is not known or has no authority such as websites, or the writer is anonymous, that is to say, it is more relevant to paraphrase the source when it has no special reasons to quote as it is mentioned in (Figure 3). That is why it is more appropriate to paraphrase in order to avoid copy-paste sections to sources that have unknown sources. Thus, there is no need to use a direct quotation but rather paraphrase the source in one's own style. On the other hand, students paraphrase in order to reflect their understanding of the source to reproduce the idea and explain it to the readers if it seems complex. In addition, paraphrasing can help students take notes in their own style while reading a complex text which cannot be paraphrased easily in order to test their comprehension of the source. Zhou et al (2006) argue that while translating students are paraphrasing the source text to have a paraphrased text reproduced in their own style for both intralingual translation that is to translate the source within the same language ie; explanation, clarification, definitions and so on. Andinterlingual translation from one language to another ie; English to Arabic. These reformulation are all considered as paraphrasing.

Ibrahim et al (2003) and Duboné and Chu-Carrol (2006) state that while answering

questions is a kind of paraphrasing process that needs an additional evidence that the answer is correct, answering a question one uses question's wording plus the evidence required to confirm one's answer which is considered as a reformulation of the question.

## 2.2. Paraphrasing vs Summarizing

Wisconsin-Madison University (2014) demonstrates the difference between the need of summarizing and paraphrasing. He argues that while paraphrasing EFL students focus on the idea expressed and not the language used to express it. In contrast, while summarizing students focus on shortening the length of the passage and expressing the point in minimum words.

Summarizing does not require the sequencing of ideas which is the case with paraphrasing. Mcke et al (2007) demonstrate the use of paraphrase techniques in summarizing. They identify the use of paraphrasing techniques to make the source a short coherent text.

Bailey (2003) states that the aim of paraphrasing is not to express the idea in few words but rather to reproduce the source in a different style in contrast with summarizing which aims at condensing the text and reformulating it in short version. (Mcke et al, 2007) see that paraphrasing techniques are used while summarizing to have a condensed paragraph which consists of reproduction and shortening the source text.

| Differences between paraphrase and summary | |
| --- | --- |
| **Paraphrase** | **Summary** |
| 1- Reflects ones understanding. | 1-Reflects ones understanding. |
| 2- Reproduces short passages. | 2-Reproduces any passages lengths. |
| 3- Includes all the details. | 3-Reports only main ideas. |
| 4- Saves the same information order. | 4-Allows changing ideas order. |
| 5- Avoid personal interpretations. | 5-Interpret and explain. |
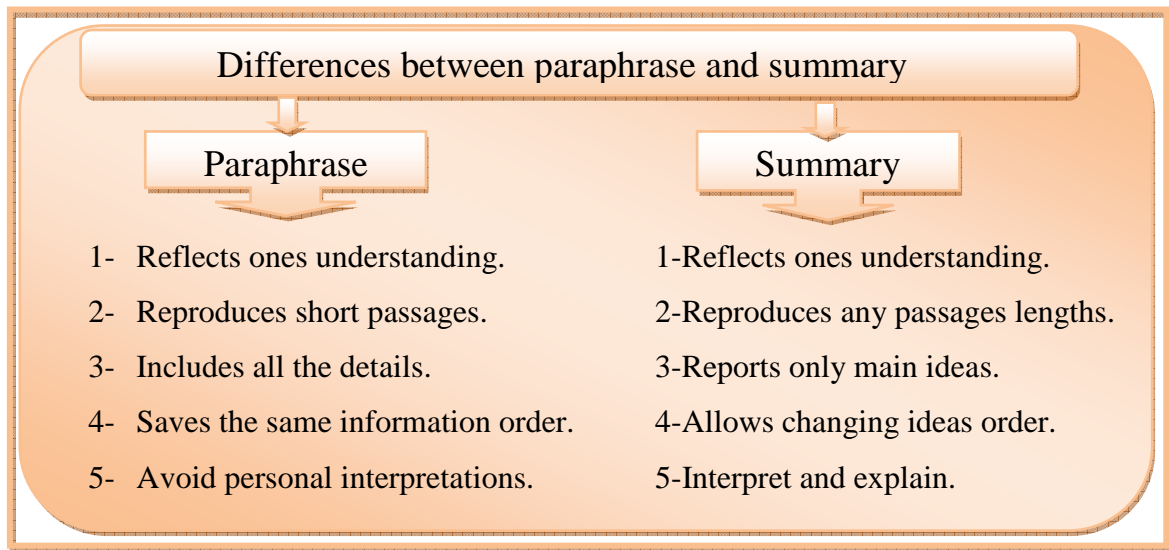
**Figure 6: Differences between paraphrase and summary (Spatt, 2010).**

## 2.3. Paraphrasing vs Quoting

There is no academic work that consists only of quoting. The piece of writing would be distracting and have no flow and it does not reflect the understanding of the topic and knowledge of the writer in the subject to be transmitted to the audience if it consists only quotations. Quoting is the process of taking information as it is expressed in the source text without any change using quotation marks and citation reference. When using paraphrasing techniques the work would be written completely in one's own style that reflects his/her understanding of the source information or idea. Thus, paraphrasing allows you to put information in appropriate terms for your audience to show the understanding of the topic (Harris, 2002).

Spatt (2010) states that the use of paraphrasing is more appropriate than quoting in a research when the source has no special structure or style that can influence one's audience.

## 2.3. Teaching paraphrasing

Teachers often find themselves asking their students to use

"different phrasing and wording to express a particular passage that was originally written or spoken by someone else, in order to blend the other's idea smoothly into one's own writing "( Campbell, 1998, p.86).

However, students frequently have problems paraphrasing other's ideas and, as non-native speakers, they find a challenge in translating their conceptual understanding into English especially with texts that are not familiar with them. (Macbeth, 2006)

Ordinarily, the student reflected on the personal essay he/she had done, and on the interaction he/she had with other students and especially with the teacher. Ehrlich (2009) added that the class offers many explanations by teachers that the students receive and write reflection on what they have observed. Because a lot of students do not have extended experience in writing skill, personal writing should be given much significance, and especially an opportunity to develop the ability to use source texts in academic writing instruction. This idea is supported by numerous studies (Lee & Choy, 2011; Orellana & Reynolds, 2008; Johns, 1988) that have shown the importance of strategies of acquiring paraphrasing skills used by teachers in helping students enhancing their ability in writing skill.

Traditionally, teachers used to transfer knowledge orally to their students, and students encode and memorize it passively (Boyer, 1990; Michel, Carter 3, & Varela, 2009; Stewart- Wingfield &Black, 2005).However, recently, many researchers (such as Bonwell&Eison, 1991; Michel, et al.; 2009) suggest that teaching must be student-centered and the passive method used may not be helpful for learners.

Moreover, many teachers find difficulties defining to students what is actually needed for writing skill. That is, some studies have found that a lot of inexperienced teachers could neither communicate effectively with their students, nor provide them with the appropriate tools and contexts that can help them to learn paraphrasing (Hirvela& Du, 2013). Further, McCarthy (2009) noted that teachers failed to apply the strategies correctly and had slow responses to their students' progress.

Despite the importance of paraphrasing skills in helping students reinforce their reading and writing skills, it has received little attention in educational institutions compared with other strategies such as summarizing (Kletzien, 2009). Hirvela& Du (2013) suggest that designing paraphrasing instruction imposes on teachers taking into consideration students' thinking about paraphrasing skill, not only providing them with a great number of exercises and activities or strategies. Rather, teachers need to help their students in the transformation from linguistic dimensions of paraphrasing ''knowledge telling'' to the rhetorical properties ''knowledge transforming'' (ibid.). In other words, teachers have to make paraphrasing a tool to monitor their comprehension to use their prior knowledge to act as a bridge to help them constructing meaning from what they were reading (Kintsch, 1998).

In students' minds, the teacher's course is the source by which they learn new ideas, knowledge and ways of thinking. For this reason, the teacher needs to be sure that his/her students understand the purpose of the strategy and the appropriate way to apply it (Hirvela& Du, 2013). Furthermore, many studies suggest that selecting appropriate passages in teaching paraphrasing may be more helpful to students than teaching strategies. That is, giving more opportunities for students paraphrasing passages can be a

backup for them in exercising the strategies they have learnt (ibid.).

Horvath (2001) gave an example from his own experience in teaching. He said that "Apart from my role as teacher and tester, I had for some time been collecting student scripts for action research purposes. I became familiar with the concerns of students, was able to observe their decisions in writing, and began to develop a set of materials that exploited a growing corpus of learner English".

This leads to think that teaching writing skills involves an active learning in which the teacher adopts a student-centered approach by providing helpful feedbacks, clear explanations, and give them opportunities to involve them in a wide range of experience (ibid.).

## 2.4. Learning paraphrasing

According to Harmer (2001), students have different ways and speeds of acquiring new information, and each one of them has a certain degree of linguistic knowledge ability in English (2001). Many students can read fluently, and have good expressions but after reading a passage they have difficulties retelling what they have read and even answering questions about it ( Hervila& Du, 2013).

Learning paraphrasing strategy involves writing skills and crucial thinking. It is necessary for the progression of the students reading comprehension and awareness in preventing plagiarism (Kletzien, 2009). Further, a study from Chulalongkorn University Language Institute (2009) states that learning paraphrasing skill improves graduate learners' writing abilities and enrich their vocabulary power.

Ahn (1999) applied a six-steps approach to paraphrasing on his students, which was provided to him by the school reading specialist:

| | |
|---|---|
| step 01 | • Read the passage to be paraphrased twice. |
| step 02 | • Circle any words or phrases you do not understand. |
| step 03 | • Use the dictionary or glossary for the definition of the word or phrase. |
| step 04 | • Read the passage again placing your definition of the unfamiliar words in the phrase. |
| step 05 | • Read through the passage. Translate the phrases into your own words. |
| step 06 | • Review your paraphrase, looking for errors and completeness. |

**Figure 7: Steps of paraphrasing (Ahn, 1999).**

Paraphrasing requires a full reading of the original passage in order to figure out the difficult words or phrases that students may check in dictionaries. So that, they replace the new definitions of the difficult words in the original passage. After rereading the text, students need to interpret the original ideas in their own styles. When they finish reformulating the text, students need to evaluate their work in comparison with the original passage.

## 2.4.1 Learning-by-doing

Some students have problems of writing in academic contexts because of a lack of competence in language use. Paraphrasing represents one of the students' challenges in writing skill (Akbar). For instance, they mismatch between the original passages given to them and their own words, make only some changes, or they do not include proper citation in their works (ibid.).

Students, generally, think of paraphrasing to change some sentence structures or giving synonyms without taking care of the comprehension of the original texts (Liao & Tseng, 2010). This behavior is due to the insufficient knowledge and lack of experience in paraphrasing that can have a negative impact on their attempt in preventing plagiarism (ibid.)

Furthermore, people usually have different ways to learn and gain new ideas and knowledge, whether through reading about previous works or listening to people with experience or by trying things by themselves. The marriage of all these ways will give positive results (Bailey, 2011). Confucius, from more than 2.500 years ago, pointed out that: "I hear and I forget, I see and I remember, I do and I understand". But there is no doubt that writing skill in general, and particularly paraphrasing, entails personal experience more than just reading about it or listening to verbal explanations from teachers. Because students, basically, repeat what they are told or what they have already read (Harmer, 2001).

Burry & Walker (2006) find out that practice is the key to students' problems they face when paraphrasing and a way to prevent plagiarism. In addition, many educators (such as: Kucer, 1985; McGinley, 1992; Spivey, 1990) acknowledge that while

documenting from sources, students need to be engaged in a complex verity of writing and reading activities and to be taught to do things as active participants in classrooms.

An example Nasatir (2011), a teaching assistant in the Department of Spanish and Portuguese, say "Because I teach Spanish, my goal is always to get my students to speak and participate in class in the target language. I plan every class with that end in mind. What is most satisfying is when an activity – a role-play scenario, an article, a poem, a short story, or even a seemingly dry grammar assignment – serves as a springboard for a discussion that is completely based on student reaction and participation".

According to Nasatir, learners are interested in acquiring when they feel they are given an opportunity to take the flour as active elements in the instruction setting and apply what they have already known in their own works (ibid.). Thus, they should be provided with activities including participation strategies such as hand-On authentic exercises and activities, and experimental learning events (Hervila& Du, 2013).

Learning by doing, or active learning, requires students to participate in class to acquire experience that can help them deal with more texts (Kletzien, 2009). It helps motivating them to practise higher-level critical thinking skills and achieving more successfully the course's learning objectives (Harmer, 2001). Students experiencing things are given the chance to clarify their own thoughts, analyzing one's mistakes to be avoided next time (ibid.). In addition, Fullan (2005) added that "Capacity building is not just workshops and professional development for all. It is the daily habit of working together, and you can't learn this from a workshop or a course. You need to learn by doing it and having mechanisms for getting better at it on purpose". (p.69)

## 2.5.1. Paraphrasing in Question Answering

Language is vast and inherently ambiguous (Burry & Walker, 2006). Cambridge ESOL Examinations (2012) stated that teachers may have different ways to formulate their questions either at the end of a course to see whether their students understand the course material, or in preparing exams.

Question answering often contain the most challenging sections of an enquiry, especially if some of these questions are complicated, misinterpreted, or not properly structured (Harmer, 2001). Therefore, learners need to clarify the enquiry in more understood language before going any further. They also need to repeat back what the questioner meant (ibid.)

Practising paraphrasing may help learners to unlock the real meaning of these questions. That is, paraphrasing based on the understanding of the original ideas and a way to show learners' attention in classes, and their ability to rephrase the questions in another correct way can be an evidence of their attention and capacity to answer accurately (Parrott, 1993).

Furthermore, students may use paraphrasing to monitor their comprehension when reading the source text to facilitate answering questions. In other words, paraphrasing gets the students back to the text to reread it and clear up their misunderstanding. Also, learners when paraphrasing need to move from thinking like student answering questions to think like a teacher who is writing questions. This requires a frequent practice in paraphrasing (Kletzien, 2009).

## 2.5.2. Paraphrasing in Natural Translation

Learners, in instruction setting, are given texts in different domains and they are required to restate the original text in their own writing styles. Language is so vast and one idea can be expressed in more than one way. The ability of learners to understand texts in foreign languages entails a profound knowledge in source language to interpret the author's ideas and rewording them in more easily understood piece of writing (Sadhu, Lee & Choy; 2013).

The use of paraphrasing in writing texts or essays is depends on the difference between learners and reflects the capacities of understanding the real meanings of the source texts. For the purpose of understanding the original text, students try to translate the original texts into their native language to get the intended meaning that helps them in paraphrasing (Barreiro, 2008). However, because languages are complex and have different grammar and vocabulary and people have different cultures and ways of thinking, they use different ways of expressions, and present different syntactic-semantic behavior ( ibid.). The reason why many students are exposed to face difficulties to find equivalents in their languages especially words and expressions that may have more than one synonym, and therefore, more than one translation (Teubert, 2001).

Translation is considered as the paraphrasing of meaning in one language applied to another language (ibid.). It is obvious that the two processes are related. Callisson-Burch (2006) affirms that"Paraphrasing and translation have previously been treated as unconnected natural language processing tasks. Whereas translation represents the preservation of meaning when an idea is rendered in the words of a different language, paraphrasing represents the preservation of meaning when an idea is expressed using different words in the same language".

In other words, paraphrasing usually aims at protecting the essential meaning of the material that is being translated and paraphrased.

When a source is paraphrased, the translator usually seeks to transfer the meaning in the same and different way at the same time. That's, he/she needs to redraw the original words in a distinct style. Thus, paraphrasing can be considered a translation technique (Sadhu, Lee & Choy; 2013).

## 2.6. Techniques of paraphrasing

Three main techniques help learners to gain accurate understanding to express the author's meaning in new ways without plagiarizing. These are substituting synonyms, changing word classes, or by changing voices (active & passive).

## 2.6.1. Synonyms

Using synonyms is an important technique in paraphrasing that entails replacing the original wording with different vocabulary or expressions with similar meaning. However, if the source text includes technical words or proper names, the students do not have to change them, such as-: medical terms, economic terms…etc. (Harvey, 2008)

Using synonyms can be difficult for many students. The reason is that many words in English may have multiple meanings and positive or negative connotations, and the student may be hesitant to choose the appropriate synonym (Wallwork, 2011). In other words, words can be substituted by synonyms according to their context, as Harmer (2001) argued: "words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses" (p.19).

Therefore, if students use many synonyms when paraphrasing, they might produce unnatural and misstructured sentences in English. This can affect the reader understanding of the students' works because they still have to see a coherent product (Wallwork, 2011).

Students need to check the appropriate synonyms by using reference books such as dictionaries and thesaurus ( dictionary of synonyms) to help them find general meanings of unfamiliar words  to relate them to their context before using them in paraphrasing texts (Beaumont, 2012).

An Example from Higher Score's article (2007) illustrates the use of synonym technique by two paraphrased equivalents.

1."It **can be** *difficult*to choose**a suitable***place to study* English." (the original)

2."It **is often***a challenge*to pick up (x**) a relevant** (x*) school to learn* English." (paraphrase 01)

3. "It **is sometimes***hard*to select**an appropriate***place to learn* English."

(Paraphrase 02)

The first sentence is the original one. The second sentence includes errors in replacing the word ''choose'' by ''pick up'' and the word ''suitable'' by "relevant". In this case, these words are close in meanings in isolation, but cannot replace each other in this context. The last sentence is considered as an acceptable paraphrase of the first sentence. Although the same information is presented, the sentence structure and word order have been substantially altered.

## 2.6.2. Word class

Word classes are classified to categories according to the role they play in a sentence. These categories are called**word classes** or **parts of speech**. The main word classes in English are noun, verb, adjective, adverb, pronoun, preposition, conjunction. (Wikipedia).

Changing some words in the original text into different parts of speech is another technique learners can apply when paraphrasing in writing.

A simple example by Koch (2013) is suggested in a student-support document.

- Somebody **is knocking** on the door.

- There is **a knock** at the door.

In the first sentence "is knocking" is a verb. It is replaced by the noun "a knock" in the second sentence.

Another example from Higher Score's article (2007) is the following:

"Last week <u>thespotlight</u> on OxyContin intensified as the DrugEnforcement Administration <u>announced</u> a national strategy tocombat the painkiller's illegitimate use…" (Kalb, 2005, p. 28)

The words, which have been underlined, are parts of speech which could be changed to the following:

-Recently, the Drug Enforcement Administration <u>spotlighted</u> on OxyContin by <u>declaring</u> a nationwide campaign to put a stop to the misuse of the drug (Kalb, 2005).

### 2.6.3. Passive vs Active Voice

In some cases, in paraphrasing process, students may be able to change sentences written in the active voice into the passive voice and vice versa. Changing voices is a changing in word order to different positions (Unknown 2009).

Most sentences are written in active voice. The passive voice can be used either to omit the subject of the active verb in the case where the performer is unknown, unimportant, a secret, understood, or obvious; or to reserve the subject-object order (Jordan, 1999).

The following example from Higher Score's article (2007) can be added to give more clarifications in changing from active into passive and vice versa:

➢ **From passive to active**

The ICT Ministry <u>was assigned</u> by <u>the cabinet</u> <u>to oversee</u> the electronic ID card bidding. (The original)

**Step1** ▶ The ICT Ministry <u>was appointed</u> by <u>the government</u> <u>to supervise</u> the electronic ID card bidding.

**Step2** ▶ The government <u>appointed</u> the ICT Ministry to supervise the electronic ID card bidding.

➢ **From active to passive**

PTT and Siam Cement will <u>fund</u> the <u>building</u> of new water pipelines in the Eastern seaboard.

**Step1** ▶ PTT and Siam Cement <u>will finance</u> the <u>construction</u> of pipelines in the Eastern seaboard.

**Step2** ▶ The construction of new water pipelines in the Eastern seaboard <u>will be financed by</u> PTT and Siam Cement.

## 2.7.1.Effective vs ineffective paraphrasing

## 2.7.1.1. Ineffective paraphrasing

Students' unintended errors when using information from other sources to support what they have already known about a topic can give rise to an incorrect paraphrasing that is considered plagiarism.

Walden University's article (2015) noted the following elements that students have to take into consideration to avoid paraphrasing inaccuracy:

to keep away from focusing only on changing some vocabulary with equivalent meanings.

Not to neglect the identification of the original source, except when talking about shared facts.

Not to provide the paraphrased text with the appropriate punctuation when exerting the same wording from the original text.

In addition, the English Department of Loyola University of Chicago noted that paraphrasing should not be expressed in the same style of the author. That is, even though students change vocabulary and the structure of sentences, following the author's way of expressing thoughts would not be helpful for the reader to recognize the student's own style. Furthermore, paraphrasing is ineffective if the original ideas are misinterpreted (Thompson, 2008). Moreover, Spatt (2011) added that paraphrasing should not include overly quotations from the original.

The following examples proposed by The Writing Center (2009) of an ineffective paraphrasing from Jackson,s "Politics in Canada" (1990).

❖ **The original quote**

*"If parliament is to maintain its status as the most important institution in Canadian political life, it has to amends its internal procedures and its external relation with other political actors".*

❖ **The incorrect paraphrasing**

*The\* maintain its status as a central institution in Canadian politics, parliament must amend its internal procedures and external relations with politicians.*

➢ **The key problems of this paraphrasing**

• It is too similar to the original quote: it copies too much of the original wording and sentence structure.

• It does not cite the original source.

Spatt (2010) considers that the paraphrase does not make the reader familiar with the most important thoughts and ideas of the original text as an ineffective paraphrasing. According to her, this failure in paraphrasing could be due to the following explanations:

| **Misreading** | **Projecting** | **Guessing** | **Summarizing** |
|---|---|---|---|
| • The writer do not understand propperly the source text. | • The writer tries to stick out his/her own ideas into the text. | • The writer paraphrase without being sure about all the ideas in the original text. | • The writer focuses only on the main ideas and ignore others. |
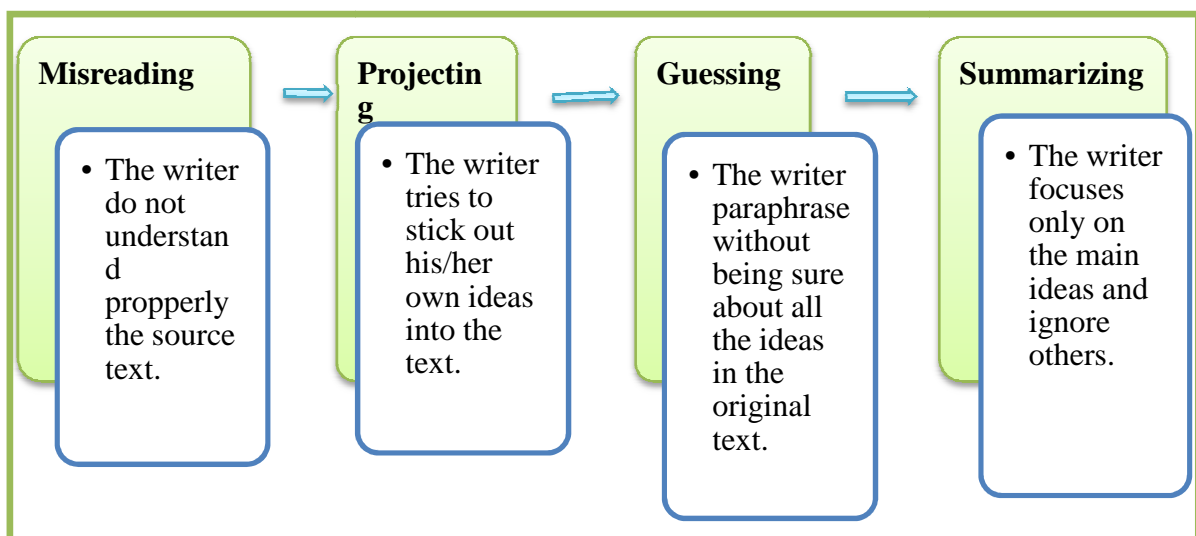
**Figure 8 : The causes of failure in paraphrasing (Spatt, 2010)**

## 2.7.1.2.Effective paraphrasing

"Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism: it demonstrates your understanding of a source" (Baily, 2011; p.51). It is important to learn how to use information from outside sources to write an effective paraphrasing without committing plagiarism. Paraphrasing is a skill that requires a full

understanding of the source text to report and clarify the author's point of view for the reader (Spirn, 2016). Spatt (2011) points out that: ''a good paraphrase makes sense by itself, it is coherent and readable, without requiring reference to the original essay'' (p.158).

That is, paraphrasing needs to be written accurately by following the author's meaning of his/her ideas and their order, and represents and explains the original text. In addition, Spatt (ibid.) calls attention to read the text carefully to get a full understanding of the text to be able to record all its points.

Walden University (2013) proposes the following steps to paraphrase accurately:

❖ To read carefully the text and check the difficult words to get what the author intends and means.

❖ Put the text out of sight then express its ideas using one's style.

❖ Do a comparison between your writing and the original text to check the accuracy of your paraphrasing and the presence of all the original ideas.

❖ Cite your paraphrase using the author's last name, the year, and the number of page if available.

Spatt (2011) gives an example of a complete comprehensive paraphrase of a passage from Christopher Lash's «Divorce and the Family in America,"

**Source material**

The family by its very nature is a means of raising children, but this factshould not blind us to the important change that occurred when child-rearing ceased to be simply one of many activities and became the central concern— one is tempted to say the central obsession—of family life. This development had to wait for the recognition of the child as a distinctive kind of person, more impressionable and hence more vulnerable than adults, to be treated in a special manner befitting his peculiar requirements. Again, we take these things for granted and find it hard to imagine anything else.

Earlier, children had been clothed, fed, spoken to, and educated as little adults; more specifically, as servants, the difference between childhood and servitude having been remarkably obscure throughout much of Western history. . . . It was only in the seventeenth century in certain classes that childhood came to be seen as a special category of experience. When that happened, people recognized the enormous formative influence of family life, and the family became above all an agency for building character, for consciously and deliberately forming the child from birth to adulthood.(ibid)

**Paraphrase**

Though the family has always been the institution responsible for
bringing up children, only in recent times has its child-raising function become the family's overriding purpose and its reason for being. This striking shift to the child-centered family has resulted from the gradual realization that children have a special, unique personality, easy to influence and easy to hurt, and that they must be treated accordingly. Special treatment for children is the norm in our time; but hundreds of years ago, people saw little or no difference between childhood and adulthood, and, in fact, the child's role in the family resembled that of a servant. It was not until the seventeenth century that people began to regard childhood as a distinctive stage of growth. That recognition led them to understand what a powerful influence the family environment must have on the child and to define "family" as the chief instrument for molding the child's personality and moral attitudes.

➢    This paraphrasing reflects the proper understanding of Lash's quote. It records every point of the passage and is written in coherent sentences and comprehensive way.

Spatt (2011) noticed that acceptable paraphrasing requires using appropriate words that helps the reader to make distinction between the writer's ideas and the ones used from other sources. In addition, effective paraphrase supports the researcher paper and adds meanings that strengthen the writer arguments.

## Conclusion

In this chapter, we have showed the importance of paraphrasing in academic writing and how it remains a challenging task for both teachers and learners. Learning the technique of paraphrasing reflects students' understanding of the source text, and it is a way to monitor their reading comprehension to overcome writing difficulties. Teaching paraphrasing requires providing students with active strategies that gives them the opportunity to express and practise this technique, so that, learners empower their writing skills and avoid plagiarism.

In order to have a better paraphrase, learners need to reformulate the original passage using their own word and keeping the same ideas. In addition, learners may focus on using synonyms of difficult words or phrases, changing word classes and voices (active vs passive) as the main techniques of paraphrasing.

Part 2

# Chapter 3

## Table of chapter Content

## Introduction

This chapter includes the research methodology, participants, and procedures of analyzing data and discussion of results that may help in designing activities to enhance students' abilities in EFL classes at the English department, UKMO.

### 3.1. Research design

The two selected methods for conducting this study are descriptive and experimental. A questionnaire was administered to gather data about the state of academic writing and the techniques of using sources, then an experiment was conducted through pre-test, one lectures and post-test. This experiment involves the observation of the sample's behavior over thesessionand the tests to allow researchers track changes and trends.This studytackles the level of students' performance in paraphrasing during the academic year (2015/2016)

### 3.2. Participants

The sample selected for the purpose of carrying out the present study is constituted of thirty four (34) third-year LMD students registered for the academic year 2015/2016 at the English Department KMU- Ouargla. They are EFL students who share the same learning background.

### 3.3. Data collection

A questionnaire is chosen as a research tool to gather information from teachers to analyze the statistics that are calculated from the gathered responses about their assessment of students' academic writing and paraphrasing in order to avoid much efforts from the respondents to provide us with standardized answers that make it simple to complete.

This seems appropriate to give teachers a questionnaire to gather various assessment

criteria and points of view about the way that students perceive academic writing through the process of paraphrasing.

In addition, a T-test is used to assess students' deficiencies, lacks, and the problems that face students while paraphrasing in the pre-test. Then design a course to teach them in order to enable them to be acquainted with the right ways and techniques to paraphrase others' ideas to avoid plagiarism.

The final instruments used is to test students after the training session to show the course's impact on students and to compare between pre and post-performance in order to reflect if the course and activities are reliable and valid to EFL students or not.

## 3.4. Data Analysis

## 3.4.1. Administration of the teachers' Questionnaire

The questionnaire is chosen as a tool of data collection to gain insights about teachers' experience in teaching writing and academic writing as well as the appropriate ways and activities of teaching that can be used in teaching the techniques of paraphrasing. The questions are selected to fulfil the present study. They are nine (9) close-ended questions and nine (9) other open-ended questions see (Appendix 1).

This section aims at exploring students' needs of writing academically and their awareness about procedures of academic writingby their teachers and the assessment of students and the effects of the mother tongue in students' writing.

This section seeks information about techniques of paraphrasing and other ways of using information from sources and its importance in academic community.

It deals with the students' lacks while paraphrasing, the main reasons behind their

plagiarism though they paraphrase the passage, and the appropriate techniques and ways to paraphrase a passage in an appropriate way.

### 3.4.2. Questionnaire Analysis

**Section one: Writing / Academic writing (Q1-Q6)**

**Q01.** What do learners need writing for ?

**Table 1: Learners' needs for writing**

| Choice | Number | Percentage |
|---|---|---|
| To communicate | **4** | **57.14%** |
| To do the exams | **4** | **57.14%** |
| To write a final project | **6** | **85.71%** |

The results obtained on this table display that **57.14%** of teachers state that students need writing for communication, while **57.14%** state that their students need writing to do their exams. **85.71%**of teachers argue that students need writing for their final projects.

**Q02.** What are the benefits of teaching academic writing in EFL classes?

**Table 2: Benefits of teaching academic writing in EFL classe**

| Choice | Number | Percentage |
|---|---|---|
| To reflect students' understanding for teachers | **5** | **71.43%** |
| To save students' written copies | **2** | **28.57%** |
| To write for the sake of exams and evaluation | **5** | **71.43%** |

On this table**, 71.43%** of teachers seethat in EFL classe students learn academic writing to reflect their understanding for the courses designed by teachers. While **28.75%** say that teaching academic writing is for the sake of'saving students' written copies. **71.43%** argue that this process is taught to enable students write in exams and to be evaluated.

**Q03.** To what extent are students able to write in a foreign language?

**T1:** Students are able to write a cohesive and a coherent paragraph.

**T2:**Students seem to respect capitalization and other forms. However, organization of ideas and level of argumentation seem to be the difficult aspect in writing.

**T3:** To the extent they want.

**T4:** To the extent of answering questions in written form, summarizing passages, paraphrasing texts.

**T5:** Students write in a foreign language in an acceptable way if taught in the right way of teaching.

**T6:** EFL students are different from each other, so in this case their writing abilities

will never be the same.

Most teachers argue that students are able to write a short paragraph in which their abilities in writing are not that improved to write a dissertation; while some teachers argue that the level of students in writing depends on the way of teaching and it differs from one student to another.

**Q03.** Do you think that understanding the source text by NNSs is affected by their translation to their mother tongue ?

**Table 3: The effects of the students' MT on their understanding of ST**

| Choice | Number | Percentage |
|--------|--------|------------|
| Yes    | **7**  | **100%**   |
| No     | **0**  | **0%**     |

As shown on Table 3, **100%** of teachers see that students'understanding of the source text is affected by their MT which affect their production in a foreign language and shows its impact on their writing and understanding.

**Q05.** What do learners know about procedures of academic writing and its differences to other genres of writing?

**Table 4: Students' awareness about academic procedures in writing**

| Choice | Number | Percentage |
|---|---|---|
| Similar | 4 | 57.14% |
| Quite different. | 3 | 42.86% |
| There is no relation | 0 | 0% |

The results on this table show that **57.14%** of teachers state that most students consider that academic writing is similar to other genres. However, **42.86%** of teachers consider students' awareness about academic writing, it is different from other genres by its procedures that impose certain standards on writing.

**Q06.** Do learners consider written expression as enjoyable activity?

**Table 5: Students' feedback to written expression**

| Choice | Number | Percentage |
|---|---|---|
| Yes | 6 | 85.71% |
| No | 1 | 14.28% |

**85.71%** of teachers state that most students enjoy written expression and give different arguments to confirm their choice. Only **14.28%** of teachers say that written expression is not an enjoyable session.

**T1:** They practise language.

**T2:** Not all students. For some, writing is enjoyable while for others;it is difficult

procedure to follow and they prefer speaking.

**T3:** Because they find the method used enjoyable and they express their ideas freely.

**T4:** It helps them express themselves better than in oral class.

**T5:** The methods used by teachers aim to tackle authentic topics from students' daily life.

**T6:** For teachers who opted for no, students consider written expression as a time consuming process.

## Section two: Using sources "Paraphrasing"

**Q07.** Are your LMD students aware of academic writing's techniques?

**Table 6: Students' awareness about procedures and techniques of academic writing**

| Choice | Number | Percentage |
|--------|--------|------------|
| Yes | **5** | **71.43%** |
| No | **2** | **28.57%** |

This table shows that **71.43%** of teachers consider that their learners are aware about the techniques of academic writing; while only **28.57%** consider that their learners are not aware about these techniques.

**Q08.** What are the most appropriate techniques to write appropriate academic piece of writing?

**Table 7: Techniques of using sources to write academically**

| Choice | Number | Percentage |
|--------|--------|------------|
| Quoting | 2 | 28.57% |
| Summarizing | 4 | 57.14% |
| Paraphrasing | 7 | 100% |

The results on this table show that **100%** of teachers choose paraphrasing as the most appropriate technique in order to produce the appropriate academic product.This appropriatnessshows the importance of this skill rather than other skills. While **57.14%** of teachers state that summarizing is also important in academic writing. However, only **28.57%** consider the technique of quoting as an important skill in which all the techniques go hand in hand and they all overlap.

**Q09.** Do you think that teaching paraphrasing can improve students' writing skills?

**Table 8: The role of teaching paraphrasing in improving the students' writing skills**

| Choice | Number | Percentage |
|--------|--------|------------|
| Yes | 6 | 85.71% |
| Somehow | 1 | 14.29% |
| No | 0 | 0% |

This table shows the importance of paraphrasing in teaching writing,and**85.71%**of teachers confirm this importance. Only **14.29%** of them say it is somehow useful.

**T1:** They get used to the technique of summarizing.

**T2:** It develops students stock of vocabularyas well as their gtammatical knowledge. when a student paraphrases, they need to check a dictionary for synonyms and similar grammatical structring.

**T3:** It assists them in manipulating vocabulary, grammar and style.

**T4:** When studentsare taught paraphrasing,they become more aware of how to preserve one's idea in a clear way that is neat and grammatically correct.

**T5:** At many levels (Spelling, vocabulary,coherence and many other levels, the learner will display his/her own style.

**T6**: It gives students the opportunity to learn how to use their own words to convey different meanings.

**T7:** Paraphrasing requires from students to deal with different styles of writing and ideas which provide them with a lot of ideas to learn.

**Q10.** Is it necessary to design courses on paraphrasing for LMD students**?**

**Table 9: Designing a course on paraphrasing for LMD students**

| Choice | Number | Percentage |
|--------|--------|------------|
| Yes | **7** | **100%** |
| No | **0** | **0%** |

This table shows that **100%** of teachers argue for designing a course on

paraphrasing to enhance their paraphrasing as well as to improve other writing skills.

**Q11.** Are students supposed to practise paraphrasing to enhance their writing?

**Table 10: The role of practice in enhancing the techniques of paraphrasing**

| Choice | Number | Percentage |
|---|---|---|
| Yes | 7 | 100% |
| Not that important | 0 | 0% |
| Tere are other ways | 0 | 0% |

**100%** of teachers confirm the importance of practice in learning paraphrasing to enhance and improve the students' level in paraphrasing.

**Q12.** What types of activities can be used to develop students' abilities to paraphrase ?

**Table 11: Types of paraphrasing activities.**

| Choice | Number | Percentage |
|---|---|---|
| To engage them activein reading texts | 3 | 42.86% |
| To practise while paraphrasing sentences. | 3 | 42.86% |
| To paraphrase whole paragraphs. | 5 | 71.43% |
| To suggest synonyms for key words. | 3 | 42.86% |

Table 11 shows that **42.86%** of teachers see that students should be engaged activelyin reading texts they are required to read. Whereas, **42.86%** of teachers state that paraphrase since this isa good activity to develop students' abilities in

parphrasing. **71.43%** of teachers argue that paraphrasing paragraphs and using synonyms are the most appropriate activities. In addition, they suggest other activities which are stated as follow:

**T1:** To use dictionary (synonyms), to read the texts, to practise in paraphrasing, Using cards (Main ideas, Central verbs, Adverb) check their synonyms in dictionnariers; peer correction (working into pairs then exchanging the paraphrased text).

**T2:**To learn about morphological processes of deriving words from their words.

**T3:** -Give the students the opportunity to choose or select a text to paraphrase.

   **-**Encourage group reading and paraphrasing in the first lesson (Collaborative paraphrasing).

   **-**Functional use of dictionnaries.

## Section three: Paraphrasing deficiencies

**Q13.** What are the main causes of students' inappropriate paraphrase?

**Table 12: Causes of inappropriate paraphrase**

| Choice | Number | Percentage |
|---|---|---|
| English writing deficiency | **6** | **85.71%** |
| Unfamiliar with the topic | **1** | **14.29%** |
| Lack of procedures of paraphrasing | **1** | **14.29%** |

**85.71%** of teachers argue that students' deficiencies in writing are the main causes of paraphrasing problem. While **14.29%** of teachers turn this inappropriate product to their being unfamiliar with the topicand lack of procedures of paraphrasing.And here are some other causes stated by teachers.

**T1:** Students' attitudes, teacher attitudes, focusing on theoretical framework of paraphrasing and Lack of practice as a central cause.

**T2:**Writing course do not have enough space for teaching this technique.

**T3:**Teaching methods, some teachers do not change the way of teaching according to the context.

**Q14.** Are your learners able to paraphrase a passage which enables them to avoid plagiarism in their dissertation **?**

**Table 13: Paraphrasing abilities to avoid plagiarism**

| Choice | Number | Percentage |
|--------|--------|------------|
| Yes | **5** | **71.43%** |
| No | **2** | **28.57%** |

**71.43%** of teachers see that their learners are able toparaphrase, whereas **28.57%**see that learners are not able to paraphrase to avoid plagiarism**.**

**Q15.** Why do students commit plagiarism when writing ?

**Table 14: Causes of plagiarizing while paraphrasing**

| Choice | Number | Percentage |
|--------|--------|------------|
| They have not learnt paraphrasing | **5** | **71.43%** |
| They misunderstand the source material | **0** | **0%** |
| They have difficulties to put the original texts in their own words | **5** | **71.43%** |
| They are unaware of the fact that they must change | **2** | **28.57%** |

This table shows that **71.43%** of teachers  state that learners commit plagiarism because of the inappropriate way of teaching, learning, and how to paraphrase. They also see that students have dificulties to reproduce the original text in their own way**.** While **28.57%**say that plagiarism is due to students' unwareness of this issue.

**Q16.** What are the most problematic elements in students' paraphrasing ?

**Table 15: The most problematic elements in students' paraphrasing**

| Choice | Number | Percentage |
|---|---|---|
| Grammar | **6** | **85.71%** |
| Vocabulary | **6** | **85.71%** |

**85.71%** of teachers confirm that grammar is the most problematic aspect in students' paraphrasing the original text. In addition **85.71%** say that the lack of vocabullary is also problematic.

**T1:** The nature of of the topic, the author style.

**T2:** Register, comprehension levels which should be developed through reaction among students to improve their critical thinking.

**T3:** Cohesion and coherence.

**Q17.** What are the main techniques that students can use to paraphrase appropriatly ?

**Table 16: The useful techniques of paraphrasing**

| Choice | Number | Percentage |
|---|---|---|
| Using synonyms | **2** | **28.57%** |
| Changing word classes | **2** | **28.57%** |
| Changing voice | **0** | **0%** |
| All of them. | **5** | **71.43%** |

**71.43%** of teachers see the importance of the use of paraphrasing techniques in

combination to produce the appropriate product. While **28.57%** choose the use of synonyms and word class change.

**Q18.** How can we convince learners to use paraphrasing rather than quoting ?

Teachers make some suggestions to convince learners to paraphrase in their academic works rather than quoting and summarizing.

**T1:** The two techniques complete each other.

**T2:** S. R principal(reward) ie; +1pnt for best paraphrase.

**T3:** - By showing them the conventional percentage of a quoted text in an academic text (20%).

- By training them well so that they do not get afraid of using the technique.

**T4:** When they are required to do tests and exams in paraphrasing.

**T5:** Raising their awareness by teaching academic writing as separate guiding questions, practice, Rewarding; Wall magazines, course.

**T6:** Practice.

**T7:** students should understand the benefits of paraphrasing and practice it to enjoy such skill.

### 3.4.3. Questionnaire interpretation

Section one dealt with writing and academic writing. The majority of teachers (85.71%) assert that students often need writing to be taught and learnt adequately to enable them to write their final projects. That is to say, writing reflects their learning in the whole

academic career to be assessed by members ofa jury. (71.43%) of teachers argued that the benefits of teaching academic writing in the EFL classes can be noticed in the students' understanding oftheir teachers. They also see that it enables students to write adequately in exams for the sake of evaluation. In addition, teachers said that the way of teaching plays an important role to improve students' level in writing cohesive and coherent piece of writing until reaching the level of writing a whole dissertation in FL. (100%) of teachers agreed that students' mother tongue affects their understanding and writing in FL. (57.14%) of them said that the majority of students are not aware of the academic genre.(85.71%) of teachers state that most students consider written expression as an enjoyable session because they have sufficient time to think about the appropriate ways of expressing their ideas, which give them the opportunity to express themselves freely more than in speaking.That is to say, they do not have sufficient time to think about structures and ideas while speaking. However, for others writingis a difficult task that obliges them to follow a set of procedures rather than in speaking.

The results obtained from section two show that (57.14%) of teachers said that most of learners are not aware about academic genre. Table 6 shows, however, that (71.43%) of teachers declared that some students know some techniques of academic writing. This contradiction of table 4 and 6 reflects the inadequate interpretation of writing genres and the subdivisions of each genre. (100%) of teachers argued for paraphrasing as the most appropriate technique to be used in academic writing, because it reflects students' understanding of the topic as well as it shows the abilities and skills of writing. (100%) of teachers see that designing courses to teach paraphrasing will help LMD students to be acquainted with techniques of paraphrasing before moving up to Master level. (100 %) of teachers focused on practice as the main aspect that enhances students' level in

paraphrasing. (71.43%)of them seethatparaphrasing whole paragraphs and suggesting synonyms for key words are the most appropriate activities to develop students' abilities in paraphrasing. In addition, teachers suggest some other activities such as training students to derive some words from the original word to enable learners to deal with the morphological level. Teachers should encourage learners to work in groups to help them to exchange ideas and to discuss appropriate synonyms in a given context which may help them to be able to paraphrase easily.

Section three which speaks about paraphrasing deficiencies represents the possible causes that can be the causes of an inappropriate paraphrasing. These problems are due to the deficiencies of writing in English, lack of practice in which teachers focus more on theoretical framework rather than practice, time constraints do not allow teachers to deal with such a technique during the written sessions, Teachers' and students' attitudes towards learning and teaching. In other words, teachers must follow flexible ways in teaching and leaners are supposed to do efforts to learn. All the aforementioned factors are causes of paraphrasing problems collected from teachers in the questionnaire.(71.43%) say that their students are able to avoid plagiarizing. (71.43%)said that the commitment of plagiarism caused by the inappropriate way of learning how to paraphrase and the difficulties of putting the original text in their own way. (85.71%)saw that these difficulties are due to grammar at first and vocabulary at second. That is to say, the style of the author and his grammatical structures and the high selection of morphology that could cause problems to substitute the original text with another one to convey same idea. (71.43%) argued that techniques of paraphrasing should be used in combination to form a well-organized paraphrase free from plagiarizing. University teachers stated that encouraging students to use paraphrasing rather than quoting can be through rewarding students during the training sessions (stimulus_

response) and by raising their awareness about the percentage of quoting (20%).

### 3.4.4. Description of the experiment

#### 3.4.4.1. Pre-test

The test administeredto third-year LMD students.Students are required explicitly to read the original paragraph selected from a given source that is talking about technology and its impact through history see (Appendix 2) and then are asked paraphrase it. Students are required to rewrite the original text in their own style within a limited time(30 minutes in the pre-test and 15minutes in the post test). In addition, students wereprovided with the same passage in order to compare between their pre- and post-performance.
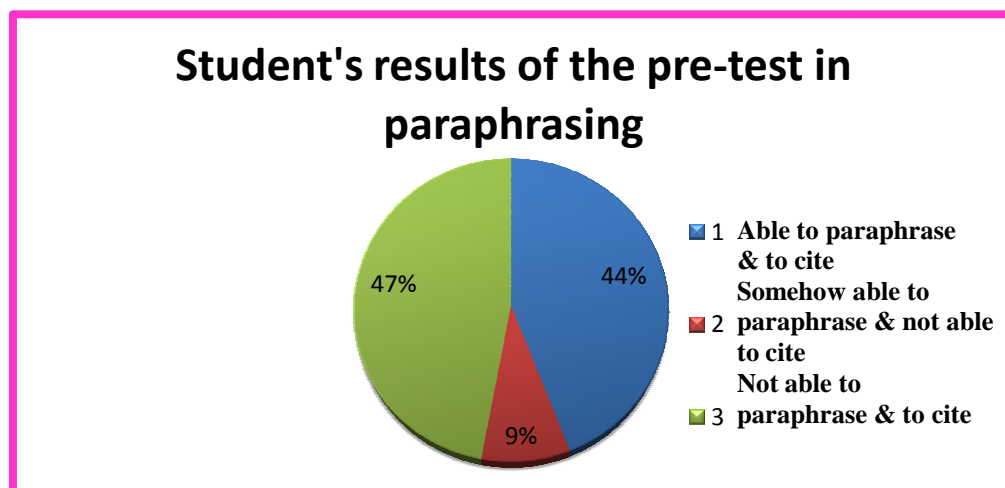


**Figure 9: Percentages of the pre-test**

This figure shows students' performance in the pre-test:

The green portion **(47%)** reflects the percentage of the students who are not able to paraphrase and to cite. The blue portion **(44%)** shows the students who are able to paraphrase only some phrases and they are not able to cite. While only **(9%)** of the students whom are able to paraphrase and cite the reference in the red portion.

**Interpretation**

The majority of LMD students do not know the techniques of paraphrasing.This unawareness of these techniques leads to the inability to reformulate the original text into their own style and wording. However, only 9% of students were able to paraphrase the text and cite the original text in order to avoid plagiarism. While the others were not able to reproduce the text and use different wording to substitute the whole passage.

### 3.4.4.2. Session description

In this session the teacher starts his/her lesson by distributing a handout consists of small pictures that reflect a short story. It describes the 13[th] birthday party of a girl. The teacher asks his/her students to look at these pictures and try to describe what is going on in few words in the same handout. Then, he/she tries to discuss with them the topic and gives the flour to some students to express their points of view in order to show them the ability of expressing the same idea in different ways to transmit the same message, while the students are interacting the teacher tries to write some examples on the board.This step is considered as an introductory element to the lesson.

The second step in this course is to give students authentic examples from real life about stealing someone else's properties and the possible consequences of this act and how this example can be applied in academic community. They were asked to discuss until reaching the word plagiarism, which is stealing within academic community. The teacher asks students to provide him/her with some techniques that may allow them to use others' properties in the right way. Then, students suggest some techniques and focus on the one he/she wants to carry out the session with which is paraphrasing. The teacher asks students about some ways to paraphrase the original texts, and students suggest the transformation

from passive to active, changing parts of speech and so on.

The teacher tries to give an example of the source text with its reference and its paraphrased text with in-text citation to show a clear idea about this technique. In addition, the teacher asks his/her students to find out the techniques used to reformulate the first example.

The teacher gives his students an activity to practise alone to test their understanding of this process. Last but not least, the teacher provides his/her students with the 3 main techniques of paraphrasing word class, synonyms, active into passive voice and the citation form (APA). As a final step, the teacher tries to raise the awareness of his/her students about the use of the above techniques in combination, otherwise they will commit plagiarism.

In the final stage, the teacher shows his/her students are not supposed to harm the meaning by neglecting some ideas, and they are not able to use the author's style that can break down the rules of paraphrasing. In addition, the teachers shows his/her students that this technique enables them to write using their styles as well as their writing will consist a flow sequencing ideas rather than quoting.

### 3.4.4.3.  Post-test

| Post-test items | Able to paraphrase And cite | Able to paraphrase & not able to cite | Not able to paraphrase the whole text |
|---|---|---|---|
| **Techniques of paraphrasing** | **9.1%** | **81.82%** | **9.09%** |

**Table 18: The post test results**

## Student's results of the post-test in paraphrasing



| | |
|---|---|
| 1 | Able to paraphrase And cite |
| 2 | Able to paraphrase & not able to cite |
| 3 | Not able to paraphrase the whole text |
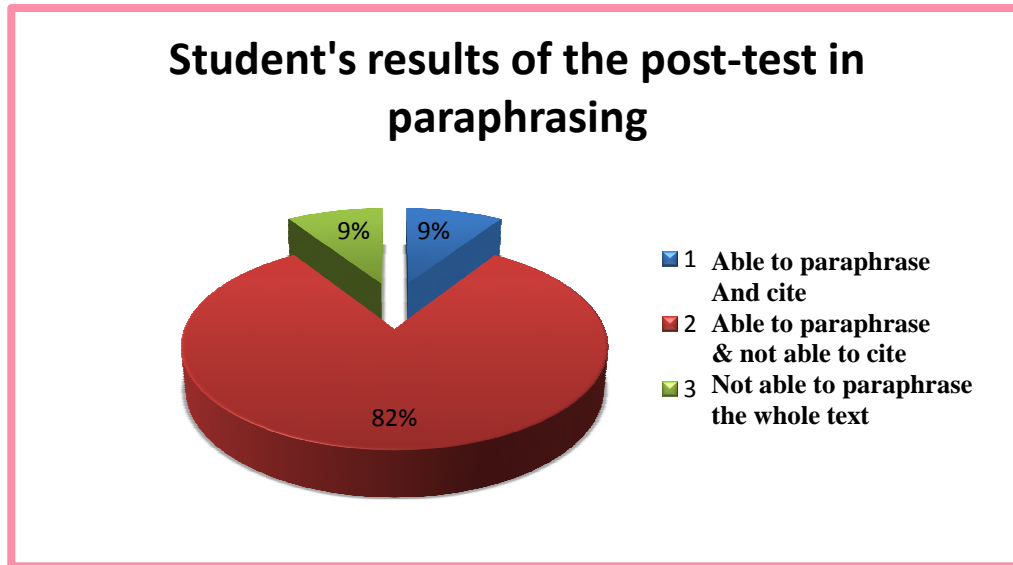
**Figure 10: Percentages of the post-test**

This figure shows the students' performance in the post-test and students are divided into 3 main categories. ▮ he red portion represents the students who could paraphrase the whole passage into their own style without citing the source text▮ The blue portion represent the percentage of students who could not paraphrase the whole text except some of them who understood it.-T▮ green portion represents the students' performance who could paraphrase and cite in a well expressed way.

## Interpretation

Despite the lack of in-text citation, the majority of students **(81.82%)**were able to reproduce the source text in a well expressed way after designing a course to explain for them the techniques of paraphrasing. While only **(9.1%)** of them understood the source but they could not use their own words. However, **(9.09%)**of them were able to reproduce the source text with a well cited reference.

### 3.4.4.4. Comparison of the post-test and pre-test results

The tables above reveal that the techniques of paraphrasing were better used in the post-test as shown on the table below:

**Table 19: Comparison of the students' ability to paraphrase in pre-test and post-test**

| Paraphrasing level | Pre-test | Post-test |
|---|---|---|
| Able to paraphrase & to cite | **8.82%** | **9.1%** |
| Able to paraphrase & not able to cite | **44.05%** | **81.82%** |
| Not able to paraphrase & to cite | **47.06%** | **0%** |
| Not able to paraphrase the whole text | **0%** | **9.09%** |

The results indicate that most students showed a remarkable improvement at varyingdegrees. The training session was efficient in that it assisted the subjects in being aware of paraphrasing techniques. These techniques enable most students to paraphrase the original text in the post-test better than in the pre-test. That is to say that being aware of theories is not sufficient for students to paraphrase in an appropriate way. Whereas,

classroom activities and interactions encouraged them to improve their level in paraphrasing as it is shown on Table 19.

## 3.5. Pedagogical Implications

Students at the Department of English at Ouargla University should have a module of academic writing, along with Written Expression Module, where they are taught techniques of writing within the academic context. Within the same context, they should be aware of the importance of paraphrasing. Reading and writing are the most important elements to achieve students paraphrasing goals. Reading provides students with a background and enriches their abilities and capacities to improve their writing skills. Writing reflects students understanding and manipulation of language skills and completes the reading process. Students must practise paraphrasing in collaboration to exchange ideas and ways of reformulation and to obtain their teacher's feedbacks to enhance their paraphrasing skill.

Teachers have to select some classroom activities to be practised within the academic writing module to help students avoid plagiarism and improve their academic writing skills through paraphrasing.

Students need to know how to reformulate a given text in order to reproduce it in their own style.This enables them to express the same idea usingdifferent structures and styles.But before this, students need to exchange their ideas and possible ways that may help in changing the original texts in ways that reflect their understanding in different ways.

This process can be achieved and enhanced only if teachers provide their learners with the appropriate starting.For instance, teachers must train their students on simple passages that may help students' performance as an introductory activity to clarify and simplify the process of paraphrasing. Then, they are to move on to more complex passages to be paraphrased collaboratively work during the academic writing sessions.

Students will never be able to do so, if they are not provided with the appropriate linguistic elements. Leaners' grammatical competence remains the main important element in changing sources to one's own style.

It is to be noted that most teachers base their teaching process on theory rather than practice. However, the most important point to be tackled by both teachers and learners is to present appropriate academic writing that is free from plagiarizing and using different styles and ways of expression in the form of classroom practical activities. Students have to practise with their classmates in order to share different backgrounds and points of view. This will help them in paraphrasing and assessing their skills.

## General Conclusion

The process of writing academically involves a set of rules, standards and techniques of using sources to be respected. This makes the writer produce an appropriate piece of writing. Linguistic elements are not the only important part in writing. If the writer is not acquainted with the right background obtained from the reading process of a given topic. He will fall short of producing an appropriate piece of writing the use of these procedures should be in combination and not individually to acquire proficiency in writing.

This study revealed that students need guidance in how to paraphrase original texts into their own styles in terms of terminology, syntax, pragmatics, semantics and so on. It has been found that most students are not aware the importance of using paraphrasing in their academic writing and do not know how to paraphrase a given text free from other's style. Students ignore the main elements that enhance their paraphrase which is reading the source text and obtaining the whole idea that enables them to paraphrase it into different styles and ways of expression.

Teaching and learning how to paraphrase is a vital step in manipulating such a process. Teachers should guide their learners and provide them with various techniques and ways to enable them to practice this skill. Learning by doing can enhance students' paraphrasing skill which helps them to recognize their errors and lacks while paraphrasing. This will, no doubt, develop their proficiency.

The methods used in this study were chosen in order to fulfil the students' needs in this area. Also, ways are suggested to achieve filling these lacks through activities and practice during written expression or academic writing expression sessions.

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# Appendices

**KasdiMerbah University- Ouargla**

**Faculty of Letters and Languages**

**Department of Letters and English Language**

<u>**Teachers' questionnaire**</u>

Dear teachers,

This questionnaire constitutes an essential part of our master thesison academic writing (paraphrasing). Its main objective is to enhance the technique of paraphrasing in academic writing. You are kindly requested to fill it in.

Your modest participation is appreciated.

Your modest students: BouguerraAnfal and MeknassiHanane

## Section one: Writing / Academic writing

1. What do learners need writing for ?

   a- To communicate.

   b- To do theirexams.

   c- To write a final project( thesis, disertations…etc).

2. What are the benefits of teaching academic writing in EFL classes?

   a- To reflect students' understanding to teachers.

   b- To save students' written copies.

   c- To write for the sake of exams and evaluations.

3. To what extent are students able to write in a foreign language?

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   ………….

4. Do you think that understanding the source text by NNSs is affected by their translation to their mother tongue?

a- Yes. ☐

b- No. ☐

5. What do learners know about procedures of academic writing and its differences from other genres of writing?

a- Similar. ☐

b-Quite different. ☐

c- There is no relation. ☐

6.Do learners consider written expression asan enjoyable activity ?

a- Yes. ☐

b- No. ☐

-If yes, Why?

-If no,
Why?..................................................................................................................................................................
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.................................................**Section two:  Using sources "paraphrasing"**

7. Are your LMD students aware of academic writing techniques?

a- Yes ☐

b-No ☐

8. What are the most appropriate techniquesto write appropriate academic piece of writing?

a- Quoting. ☐

b- Summarizing. ☐

c- Paraphrasing. ☐

Why?
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9. Do you think that teaching paraphrasing can improve students' writing skills?

   a- Yes. ▢

   b- Somehow. ▢

   c- ▢
No.Explain……………………………………………………………………………
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10. Is it suitable to design courses on paraphrasing forLMD students?

   a- Yes. ▢

   b- No. ▢

11. Are students supposed to practise paraphrasing to enhance it?

   a- Yes. ▢

   b- Not that important. ▢

   c- There are other ways. ▢

12. What types of activities can be used todevelop students' abilities to paraphrase ?

   a-To engage them actively with the texts they are required to read ▢

   b- To practice whileparaphrasing sentences. ▢

   .c- To produce paraphrased paragraphs. ▢

   d- To suggest synonyms for key words. ▢

Other activities
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## Section three: Paraphrasing deficiencies

13.What are the main reasons of students' inappropriate paraphrasing?

   a-English writing deficiency. ▢

   b-Unfamiliarity with the topic. ▢

   ▢

c-Ignorance of procedures of paraphrasing.

Other reasons:

………………………………………………………………………………………………

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14.Are your learners able to paraphrase a passage which enables them to avoid plagiarism in their dissertation ?

  a-  Yes.

  b-  No.

15.Why do students commit plagiarism when writing ?

  a-They have not learnt paraphrasing.

   b-They misunderstand the source material.

   c-They have difficulties to put the original texts in their own words.

d-They are unaware of the fact that they must change.

16.What are the most problematic elements in students' paraphrasing ?

    a-Grammar.

     b-  Vocabulary.

Other
elements :………………………………………………………………………………………

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17.What are the main techniques that students use to paraphrase appropriately

    a-Using synonyms.

    b-Changing word classes.

    c-Changing voice.

    d-All of them.

18. How can we encourage learners to use paraphrasing rather than quoting ?

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**APPENDIX 2: Lesson.**

**Time: 1h 30mn**          **module: Written expression.**

**Topic: Techniques of paraphrasing in academic writing.**

**Class: 3rd yearLMD.**

**Objective: To enable students to paraphrase.**

| Time | Lesson | Ss' tasks | Purpose |
|---|---|---|---|
| 5 min | **1ˢᵗ stage:**<br><br>Teacher provides Ss with a short story, (a set of pictures) | **Ss listen** | |
| 10 min | Teacher introduces the topic and explains it.<br><br>Teacher gives sufficient time to his/her students to look at the pictures and write their different passages to write about the same story, to show the possibility of expressing same thing with different ways and styles. | **Ss look at the pictures and express their ideas.** | **To show that students express the story in different ways.** |
| 10 min | Choose three students to write their essays on the board to discuss the differences in each one.<br><br>**2nd stage:**<br><br>Teacher gives students authentic examples about stealing from real life and what are the sequences of this act, for example: to ask them about their reactions against someone who has stolen personal properties and let them discuss to find out the appropriate punishment. And link this act to stealing within academic community without permission. | **Ss link the issues with academic works.** | **To show them the problems that are resulted from it. To reflect their awareness about skills of documenting from other sources.**<br><br>**To enable students to aware about techniques of paraphrasing.** |
| 10 min | Teacher explains the issue in academic community.<br><br>Teacher asks SSs how it is called in academic writing. And ask them to suggest some ways in order to avoid plagiarism.<br><br>**3ˢᵗ stage :**<br><br>Teacher provides Ss with example of original passage | **Ss answer with plagiarism.**<br><br>**Paraphrasing, summarizing and quoting.** | |

| | | |
|---|---|---|
| **10 min** | and how they canparaphrase the passage without citation.<br><br>➕ "by necessity, by proclivity, and by delight, we all quote " Ralph Waldo Emerson (1849)<br>➕ According to Emerson (1994) there are several reasons behind the use of quotation rather than other techniques. | <span style="color:red">**Ss try to find out the used techniques to reproduce the text**</span> | |
| **10 min** | <span style="background:magenta">**4<sup>th</sup>stage:**</span><br><br>Teacher asks his students about the ways in which the source text is reformulated.<br><br>Teacher asks his students to suggest possible ways to reformulate a piece of writing. Teacher asks students and each time he will introduce a technique of paraphrasing. | <span style="color:red">**To show the use of paraphrasing is due to academic procedures**</span> | |
| | <span style="background:magenta">**5<sup>th</sup>stage:**</span><br><br>Teacher asks Ss to guess the possible techniques to paraphrase academically.<br><br>1. Reproduce the source in your own styles.<br><br>A -Word class:<br><br>B -synonyms. | <span style="color:red">**Students answer and discuss.**</span> | |
| **5 min** | C - Passive voice: used when the focus is more on the action itself and not the doer.<br><br>2. Reporting verbs: Use common verbs to present other's works (states, identifies, demonstrates, suggests, highlights…etc<br>3. Cite the author's name+ year. According to…..<br>4. Cite the source in the list of references at the end | <span style="color:red">**Ss interact and discuss with the teacher.**</span> | |
| **5 min** | By the end of the session teacher provides his/her students withthe benefits of paraphrasing.<br><br>✔ Reflects one's understanding to reader.<br>✔ Record a relatively short passages.<br>✔ Include every detail in the passage.<br>✔ Save the original order.<br>✔ Does not allow students to interpret the source which help to save the original meaning.<br><br>Teacher shows for his students the characteristics of a | <span style="color:red">**Ss ask some questions to more explanations.**</span> | |

| | successful paraphrase: | | |
|---|---|---|---|
| | ✓ It should be accurate.<br>✓ It should be complete. Without omissions.<br>✓ It must be written in your own style and way.<br>✓ And it must make sense It should by itself. | | |

**APPENDIX 3: pre-test & post-test.**

## Kasdi Merbah University- Ouargla
## Faculty of Letters and Languages
## Department of Letters and English Language
**Level: Third year (license)**
**Full name:**

➢ Please read the original source material carefully then try to paraphrase it as fully as possible:

The original source material:**Technology has significantly transformed education at several major turning points in our history. In the broadest sense, the first technology was the primitive modes of communication used by prehistoric people before the development of spoken language. Mime, gestures, grunts, and drawing of figures in the sand with a stick were methods used to communicate, yes, even to educate. Even without speech, these prehistoric people were able to teach their young how to catch animals for food, what animals to avoid, which vegetation was good to eat and which was poisonous.**

**Source:** Frick, T. (1991). *Restructuring education through technology*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

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**Good luck**

**Abstract**

In this study suggests ways of enhancing the techniques of paraphrasing of 3<sup>rd</sup> year LMD students. They were involved in several activities during the written session in order to observe their progress in improving their paraphrasing skill. Two methods were adopted: Descriptive method *via* questionnaire to collect data from teachers and experimental method by means of an assessment component that includes a pre-test, a training session followed by a post-test to show the efficiency of the training session and its significance for learners. The studyshows that students need more classroom practice than theory. Students' paraphrase will be more enhanced through collaborative work. This will help them avoid plagiarism in their academic writing.

**Key terms:**Writing, Academic writing, DFOS (Documenting from Other Sources), Paraphrasing, Plagiarism.

ملخص

تعد استفادة الطالب من مصادر المعلومات من أهم المهارات التي يجب عليه تعلمها وذلك من أجل ادراج المعلومات المستخرجة في بحثه. وتعد مهارة إعادة الصياغة مهمة جدا من أجل تطوير مهارتي القراءة والكتابة وتقترح هذه الدراسة عدة طرق لتطوير مهارة إعادة الصياغة لدى طلبة السنة الثالثة ليسانس. وقد تم إشراكهم في عدة نشاطات خلال حصة الكتابة من اجل ملاحظة تطور مهارة إعادة الصياغة لديهم.

اعتمد هذا البحث على منهجيتين وهما: المنهج الوصفي بواسطة استبيان لجمع البيانات من الأساتذة والمنهج التجريبي كأحد العناصر التقييمية والتي تتضمن اختبارا تجريبيا ودورة تدريبية متنوعة واختبارا نهائيا لإظهار فاعلية الدورة وأهميتها للطلبة. أظهرت الدراسة أن الطلبة بحاجة إلى التطبيق أكثر منه إلى الجانب النظري. تتطور إعادة الصياغة عند الطلبة من خلال العمل الجماعي وذلك لاجتناب السرقة الأدبية في كتاباتهم الأكاديمية.

كلمات مفتاحية : الكتابة. الكتابة الأكاديمية. تقنيات استعمال المراجع. إعادة الصياغة. السرقة الأدبية .