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Specialty: **Linguistics**

**The Use of Paraphrasing Strategy to Improve EFL Students'  
Academic Writing  
The Case of Third Year English Students at Kasdi  
Merbah University of Ouargla**

*Subtitle of the Dissertation*

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## ***Dedication***

*To the most precious people to my heart; to the ones who gave birth and meaning to my life,  
to the persons who gave me strength and hope:*

*To my beloved mother and great father I dedicate this work.*

*To my dear husband for his motivation and assistance*

*To my brother and sisters*

*To my lovely cousin Fatima*

*To all my family and friends*

*To all those who prayed for me and besought Allahto help me.*

***Randa***

*I dedicate this work to my greate parent Ahmed for their endless love and encouragement.*

*A special thanks to my beautiful and beloved mother Faiza who stands with me along my  
life especially during my study.*

*To my wonderful family*

*To my beloved sisters Wissal and Oulfa.*

*To my lovely brothers Wafikand AbdelHfid.*

*To all my friends and all those who helped and prayed for me, May Allah bless you.*

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## **Abstract**

Writing skill is one of four language skills besides listening, speaking, and reading. It is the most important skill that EFL students must develop, especially academic writing, which is writing of articles, research and notes in a formal manner and without vocabulary and grammatical errors. Whereas paraphrasing is reformulating the academic writings such as essays, and research paper in a smooth and clear manner without changing the meaning of the original text. It is one of the most important techniques that the researcher must master besides summarizing, quoting and so on.

This study investigates the use of paraphrasing strategy to improve academic writing for Third year EFL LMD students in their writings (essays, research paper, dissertation etc.....). We have selected a number of Forty (40) Third year LMD students registered for the academic year 2021 / 2022 at the English department and a number of Ten (10) teachers of written comprehension at KasdiMerbah University-Ouargla. After analyzing the obtained data to both teachers and students that we investigated in an EFL context. The findings gathered in this study confirm that academic writing is an activity that most of the students find difficulties when dealing with. They have also shown that paraphrasing technique is effective and can improve the students' level of academic writing if they are given enough time and the necessary strategies to deal with the academic writing activity. Thus the results of the questionnaire confirm our hypothesis.

**Key Words:** Academic writing, Paraphrasing, Writing, EFL Learners.

## **List of Abbreviations**

**EFL:** English as Foreign Language.

**ESL:** English as Second Language.

**LMD:** License-Master-Doctorate (education)

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# **General Introduction**

## **General Introduction**

### **Introduction**

- 1. Aims of the Study**
- 2. Statement of the Problem**
- 3. Hypothesis**
- 4. Research Questions**
- 5. Definitions of the Key Terms**
- 6. Research Methodology Design and Tools**
- 7. Structure of the Dissertation**



## **Introduction**

Academic writing is one of the important styles for university students to achieve academic purposes. Therefore, they need to develop their abilities and capacities in writing academically as a part of their studies in higher education by using different techniques such as paraphrasing to improve their writing in of academic documents .

Many EFL students may find different difficulties when writing an academic research paper for several reasons. Thus, this study attempts to provide the students with an effective way of paraphrasing that leads to improve academic writing .

### **1. Aims of the Study**

Among the four skills, writing is considered as one of the productive skills. Learning to write well is difficult process, as it seems to require more effort in terms of language and thought. Good writing skills are essential for academic and occupation or profession success, where written activities serves to provide learners with some tangible evidence that they are making progress in the language. Within academic context students are required to draft different essays, reports, research papers and so on, as part of their educational career. Thus there are a variety of techniques that student can use to produce these academic documents and avoid plagiarism such as paraphrasing, summarizing, quotation, referencing. Therefore the overall aim of the study is to investigate the importance of using paraphrasing strategy to improve EFL student's academic writing ability. Through shedding lights on the main difficulties that EFL students may face when writing an academic document, in addition to explain the crucial techniques that allow EFL students to organize their academic assignment in better way in order to avoid falling in the trape of plagiarism .

### **2. Statement of the Problem**

Based on the rationale for this study, paraphrasing involves changing a text so that it is quite dissimilar to the source yet retains all the meaning. Effective paraphrasing is vital in academic writing to avoid being accused by plagiarism. In paraphrasing the ideas and thoughts from the original text are restated and using one's own words.

### **3. Research Questions**

Therefore, it is possible to conduct our study start from asking the following research questions:

- a. Do EFL students know the importance of academic writing?
- b. Do EFL students know the important strategies of academic writing?
- c. Do EFL students know how to use paraphrasing technique when writing academically?
- d. What are the difficulties that EFL students may encounter when they paraphrase?

#### **4. Hypothesis**

The hypothesis of that study states that the use of paraphrasing strategy can improve EFL students' academic writing.

#### **5. Definition of Key Terms**

**5.1. Paraphrase:** according to the online CAMBRIDGE dictionary (Retrieved February 17, 2022) to repeat something written or spoken using different words, often in a humorous form or in a simpler and shorter form that makes the original meaning clearer

**5.2. Academic Writing:** according to Oshima and Hogue (2007) academic writing is the kind of writing used in high schools and college classes. Academic writing is different from creative writing which is the kind of writing you do when you write stories. It is also different from personal writing, which is the kind of writing you do when you write letters or e-mails to your friends and family. Creative writing and personal writing are informal, so you may use slang, abbreviations, and incomplete sentences. In addition, you should take care to write complete sentences and to organize them in a certain way.

#### **6. Research Methodology Design and Tools**

##### **6.1. Sample of the Study**

This study is carried out on a number of Forty (40) third year LMD students registered for the academic year 2021 / 2022 and a number of Ten (10) teachers of written comprehension and expression at Kasdi Merbah- Ouargla University. The reason for choosing these two samples is because academic writing is a formal style of writing used in Algerian universities and scholarly publications. And they will be expected to write their essays, research papers, and dissertations in academic style. To do that they use the paraphrasing strategy to help them improve their academic writing skills in general.

## **6.2. Means of Research**

To investigate the aims of this study we applied a mixed-method approach as a research design, for collecting, analyzing, and mixing quantitative and qualitative data. Through using questionnaires as tools for data collection that is given to students and teachers to evaluate how to improve academic writing by using paraphrasing and to cover the importance of that strategy by the experimental study.

For data collection, we have used two questionnaires, one for teachers and the other for students. The teachers' questionnaire consists of Seventeen questions (17) divided into three sections. First section is about the background information, the second is about the academic writing, and the last section is about paraphrasing strategy. The students' questionnaire has Eighteen (18) questions divided into Three sections, First section about the background information, the second about academic writing, and the last one is on paraphrasing strategy. Also we have dealt with the experimental study by conducting a pre- and post-test to see to what extent can using paraphrasing strategy develop EFL students' Academic writing ability.

## **7. Structure of the Dissertation**

The present study is divided into two parts, first of all, part one is the theoretical part. Which consists of two chapters: the chapter one deals with academic writing, its definition, purpose, types, characteristics, approaches, difficulties, and strategies. The chapter two deals with paraphrasing strategy: its definition, purpose, characteristics, steps, styles, difficulties, and the role of paraphrasing technique in improving students' academic writing skill. On the other hand, the second part represents the practical part, which consists of the third chapter that deals with the students' and teachers' questionnaires, and the experimental study.

***PART ONE:***  
***Theoretical Part***

***Chapter One:***  
***Academic Writing***

## **Chapter One: Academic Writing**

### **Introduction**

- 1.1. Definition of Writing Skill**
- 1.2. What is Academic Writing?**
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**1.2.4.5. Informal Language**

**1.2.5. Academic Writing Strategies**

**1.2.5.1. Summarizing**

**1.2.5.2. Paraphrasing**

**1.2.5.3. Referencing**

**1.2.5.4. Quoting**

## **Conclusion**

### **Introduction**

Within higher education settings, students are required develop their communicative skills which involve the ability to write critically and argumentatively. This involves the ability to “understand a range of academic vocabulary in context». It also involves students adopting a more formal complex style of writing known as academic writing. It is crucial for students across all disciplines including ESL/EFL learners to develop adequate academic writing skills as it allows them to organise and interpret knowledge in a more structured manner and build on their argumentative and critical thinking skills.

### **1.1. Definition of Writing Skill**

Writing is the way to communicate with other people by using words. There are many definition of writing according to many experts. According to Nordquist (2019), writing is a system of graphic symbols that can be used to convey meaning. Writing is the action of composing a text.

According according to the online Merriam Webster (Retrieved April 12, 2022) writing is the act or process of one who writes. Second, writing is something written, such as; letters or characters that serve as visible signs of ideas, words, or symbols; a letter, note, or notice used to communicate or record; and written composition. Third, writing is a style or form of essay. And fourth, writing is the occupation of a writer, especially the profession of authorship. Nunan (as cited in Yuniati, 2015) believes that writing is the act of creating ideas, thinking the way to express thoughts, and managing the concept into sentences or paragraphs to make

them clear to a reader. Gaith, ( as cited in Yuniati, 2015) says that writing is the process that passed by a writer to scour his ideas and thought and make their ideas are concrete. Byrne (as cited in Junaid, 2012) says that writing is more than the prediction of the sounds. The symbols have arranged according to specifications in the convention. As a rule, however, the students do not write just one sentence or several ones. The sentence as arranged in particular order and linked together in specific ways. Widdowson (as cited in Junaid, 2012) states that writing is a communicative activity and carried out by one specific general principle in which underlines the use of language in communication. From all the descriptions above, it concluded that writing is the use of words, symbols to represent the speech sounds or language in text form and to express the thoughts and ideas of someone to be read by the other people.

## **1.2. Definition of Academic Writing**

According to (Valdes, 2019), academic writing is any formal written work produced in an educational context. It is frequently used by students, professors, and researchers to make papers, arguments, or any academic written documents. There are some characteristics of academic writing that are evidence-based arguments, precise word choice, logical organization, and an impersonal tone. According to Hartley (as cited in Brodhacker, 2016), academic writing pertains to a specific form of depiction that professionals utilize to establish the intellectual specifications associated with their disciplines as well as their particular fields of expertise. Components of academic writing comprise of usage of the third-person point of view as opposed to the first-person point of view, a formal tone, a precise concentration on the study issue under examination, plus an exact and elaborate word choice. Similar to specific dialects acquired within various other fields, most notably, legislation, the law, or the practice of medicine, academic writing created to show harmonized meaning regarding problematic methods or designs for a field of educational professionals. While Muray and Moore, (as cited in Brodhacker, 2016) state that academic writing is different from informal writing because of the design of the paper, otherwise how we use words and phrases to convey what we wish to speak. Specific situations necessitate specific and precise ways of putting words and phrases in conjunction with one another. Formal and informal communications serve various objectives; how we write within an academic and scientific setting will significantly deviate from how we would correspond to a friend or loved one. (Johnson, 2016) also states that academic writing, writing creatively in different forms and functions. Like other writing, academic writing has the purpose of delivering ideas from the writer to the reader. Like technical writing and most types of paper used in professional settings, its primary goal is to present information. Academic writing used to write academic reports, inquiries, and essays in educational settings.



Based on the description above, we conclude that academic writing is the written paper that is commonly produced for educational purposes by researching to fulfill the college requirement in any specific discipline.

### **1.3. Academic Writing Purposes**

The truth is that academic papers are a specially-designed torture instrument. They are preferred because instructors are not directly involved in the torture. Usually students torture themselves by waiting until the last minute to write their papers and by not knowing what they are doing. An academic writing assignment is supposed to be your opportunity to explore something that interests you from your course. You have freedom to choose a topic, empty pages on which to express your own ideas, and an audience that is interested in reading what you think. In an academic writing assignment, you will start by asking a good question, then find and analyze answers to it, and choose your own best answers to discuss in your paper. Your paper will share your thoughts and findings and justify your answer with logic and evidence. So the goal of academic writing is not to show off everything that you know about your topic, but rather to show that you understand and can think critically about your topic. Plus, you will develop skills in researching, evaluating information, organizing, arguing, responding to others' arguments, analyzing, and expressing yourself clearly in writing. These skills, are all valued by employers. As cited in (Whitaker, 2009).

**-Clear Purpose:** The goal of your paper is to answer the question you posed as your topic. Your question gives you a purpose. The most common purposes in academic writing are to persuade, analyze/synthesize, and inform. According to (Whitaker, 2009)

**-Persuasive Purpose:** (Whitaker, 2009) says that the purpose is to get your readers to adopt your answer to the question. So you will choose one answer to your question, support your answer using reason and evidence, and try to change the readers' point of view about the topic. Persuasive writing assignments include argumentative and position papers.

**-Analytical Purpose:** Also in (Whitaker, 2009) It is used to explain and evaluate possible answers to your question, choosing the best answer(s) based on your own criteria. Analytical assignments often investigate causes, examine effects, evaluate effectiveness, assess ways to solve problems, find the relationships between various ideas, or analyze other people's arguments. The "synthesis" part of the purpose comes in when you put together all the parts and come up with your own answer to the question. Examples of these assignments include analysis papers and critical analyses.

**-Informative Purpose:** according to (Whitaker, 2009) is to explain possible answers to your question, giving the readers new information about your topic. This differs from an analytical

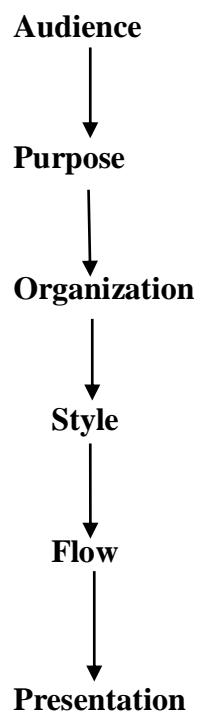
topic in that you do not push your viewpoint on the readers, but rather try to enlarge the readers' view.

#### **1.4. Academic Writing Types**

The most common types that students are expected to become familiar with and to produce, include the following: essays, reports, literature reviews, research papers, dissertations, and many other kinds. Each of these has its own content structure or format, style, and certain conventional requirements. EFL students should understand these different types of academic writing that enables them to be more effective academic writers. For example, an essay is a document that has a defined structure – an introduction, a body and a conclusion.

#### **1.5. Characteristics of Academic Writing**

In academic writing you must consider many factors. The ones we will briefly discuss here are six general points you should take into consideration while writing academic papers. These are Audience, Purpose, Organization, Style, Flow and Presentation.



**Figure 1.1. Considerations in Academic Writing** (Swales and Feak. 1994, p.8)

According to Seddiki (2018) academic writing characteristics are :

### **1.5.1. Audience**

Considering your audience is something you should do before writing your paper. If you are a student, your audience will be your instructor who has definitely some expectations which you will have to meet. Your audience may also be advisors, thesis committees, and journal and conference reviewers. Taking your audience into account will affect the content of your writing. For example, if you assume that your readers are familiar with the subject you are writing about, you will not provide much background information.

### **1.5.2. Purpose**

Audience and purpose are interconnected. If the audience knows less than the writer, then purpose is instructional. But if the audience knows more than the writer, as is the case with students, the purpose will be demonstration of knowledge and expertise. So you should be aware of the purpose of your writing as it is a decisive factor.

### **1.5.3. Organization**

Organization is a matter of priorities and structure. Your audience has this expectation that the information will be presented in a structured format that is suitable for the genre of the text, so there are different patterns you should take advantage of, because most readers are familiar with them and this helps facilitate the conveyance of information. Other factors such as relevance, coherence and flow, cohesion and texture, context and message should be taken into account. Moreover, there are several established patterns of information organization which all writers make use depending on the nature of their paper: problems and solutions, comparison-contrast, cause-effect, and classification.

### **1.5.4. Style**

You have to make sure that your writing is based on an appropriate style. Style should be consistent and suitable both in terms of audience and the message. Writing your research report in an informal style would be a grave mistake. Also, you should consider the fact that academic style differs from one field to another, so by analyzing the papers in your chosen field of study you will become familiar with styles used in your field .

### **1.5.5. Flow**

Another important factor is flow. It means moving from one statement in a text to another. It is obvious that by keeping the flow and making clear connection of ideas and concepts you will help your audience to follow the text. One of the most commonly used methods for establishing a flow is moving from old information to new information .By

stating old information first you can provide some brief background information and then state your assumptions or conclusions and establish a connection between them.

### **1.5.6. Presentation**

Before presenting your paper, ask yourself these questions: are information flow and overall format good enough? Is your paper grammatically accurate? Have you checked for spelling errors?

## **1.6. Approaches to Teaching Academic Writing**

In the early 1960's, writing was a neglected skill; it was argued that language is most important in its spoken form and less important in the written one; and for this reason, writing was not given much attention. When writing was first included in teaching curricula, it was viewed as a simple reinforcement of "what students learned to say" (Rivers, 1968. P.51). After the 1960s' writing gained importance and was considered central in the language learning context. Its understanding and use became largely valued in every discipline, each of which requires a specific method of teaching. Consequently, a great number of approaches and methods of teaching have come out. Although none of these approaches can be considered as ideal, they have all proved to be successful in one period or another (Nemouchi, 2008).

### **1.6.1. The Product-Oriented Approach**

Broadly speaking, a product-oriented approach, as the title indicates, is concerned with the final result of the writing process. It is mainly based on activities which require from the learner to be engaged in imitating and transforming model texts. Indeed, the imitation of a model was seen as crucial. White (1998) sees the model based approach as follows:

*Study the model* ~~Manipulate~~ *elements* *Produce a parallel text* →

**Figure.1.2: Model Based Approach (White 1998, P. 46).**

The model text is always taken as the starting point. It is studied and analyzed from all points of view: structures of grammar, content, sentences, organization, and rhetorical patterns. After manipulating these features, students are given a new topic and invited for a parallel writing task. The interest of such an approach is in the correct use of form. Naturally the role of the model is important in the sense that it leads students from a point of departure to an end with a task to replicate. The model then comes first and shows a completed text as well, White (1998, P. 6) says that, "What the model does not demonstrate ... [it]... is how the original arrived at that particular product. In other words, it gives no indication of the process".

### **1.6.2. The Process-Oriented Approach**

This approach shifted the attention from the traditional view of looking at writing purely as a product to emphasize the process of writing. Students need to realize that what is first written down on paper is not the final product, it is only the beginning. The process approach depends on giving students time to work on what they want to write, going from pre-writing activities to the final draft. According to Nemouchi (2008), the major aim of this approach is to train students how to generate ideas for writing, plan these ideas, take into account the type of audience, draft and redraft in order to produce a final written paper that is likely to communicate their ideas. The process approach according to many scholars may include identified stages of the writing process such as: pre-writing, writing and rewriting. When the first draft is created, it is refined into subsequent drafts with the assistance of peer or teacher conferencing (Murray, 1992). According to Gocsik (2007), in a process-oriented approach, the learner should ask a number of questions before plunging into the activity of writing "ranging from *What do I write about? To Who is my audience? To How do I structure my essay? To What sort of language and voice should I use?*"

In order to shed more light on the process-oriented approach and reinforce the given definitions, Murray (1992, P.16) quotes that:

The process-oriented approach refers to a teaching approach that focuses on the process a writer engages in when constructing meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as a product-oriented approach. The process-oriented approach may include identified stages of the writing process such as: pre-writing, writing and re-writing. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing.

### **1.6.3. The Genre Approach**

The genre approach to teaching writing is mainly concerned, as the name indicates, on teaching particular genres that students need control of in order to succeed in particular situations. This might include a focus on the language and discourse features of the texts as well as the context in which the text is produced (Nemouchi, 2008, P. 92-3). The fundamental principle that underlies the genre-based approach is that language is functional; that is through language that we achieve certain goals. Moreover, language is a contextual based tool of communication; language is always occurring in particular social and cultural contexts, and thus, cannot be understood outside its context. The need for teaching writing through a genre-oriented approach then, is because language is functional: it is meant to serve functional purposes as Painter (1989, P. 21) notes that "Language is a functional resource in

that the language system can be viewed as having the form it does because of what it is called upon to do. The needs of language learners have shaped the linguistic system itself” .

## **1.7. Learner’s Academic Writing Difficulties**

Most EFL students have different issues and difficulties while they need to write for any academic purpose. They still make some errors in writing for educational purposes, whether in grammar, coherence and cohesion, spelling and punctuation , word choice, or informal language .

### **1.7.1. Grammar**

Despite the crucial role grammar plays in language teaching and learning, many language experts have failed to provide the field of language teaching with a clear comprehensive definition of this vital aspect of language. Hartwell (1985, P.111) defines grammar as “the internalized system that native speakers of a language share”. A more detailed definition was proposed by Harmer (2001, P.12) as “the description of the ways in which words can change their forms and can be combined into sentences in that language” These ways are called the grammar rules that are basic elements in every language, and are also inseparable from writing (Hartwell, 1985). Grammar rules mainly include various rules such as tenses, prepositions, word class, voice and many others. These rules stand as a problem for many students in writing. In investigating the effect of teaching grammar, Hartwell (1985) cites different studies which concluded that formal grammar instruction made no improvement on students writing ability nor on their ability to avoid errors.

### **1.7.2. Word Choice**

For EFL learners, word choice errors in academic writing can have a serious impact on the student's overall academic success, often resulting in misinterpretation or incomprehensibility Leech (1994). The reader's native or near native sense of "wrongness," even where comprehensibility is not affected, may result in a negative evaluation of the overall quality of the written work, in terms of its scholarship, clarity, or both. Moreover, when such a reader is an academic instructor with the power to judge and hence determine academic achievement, the consequences for the second language learner can be a misunderstanding of the student's scholarly achievement or communicative ability.

### **1.7.3. Spelling and Punctuation**

Spelling and punctuation are two commonly shared writing difficulties among EFL students. Learning to spell words correctly is expected to occur during the earliest stages of language teaching, yet it is not always the case for spelling may become difficult in some instances. Moreover, spelling is said to be closely interrelated with reading; Frith (1980,

P.496) argues that “Learning to read should imply learning to spell, and learning to spell should imply learning to read”. However, this is not always the case, for there exist people with excellent reading abilities, but struggle when it comes to spelling words (Frith, 1980) .

Writing difficulties of relevance to spelling mainly include the misspelling of words which are a result of the irregularities of the English spelling system (Banchar, 2013). This related to the similarities of vowels, for instance, that can be decoded in different spelling. Additionally, Banchar (2013, P4) further explains that spelling mistakes may occur when students are less concentrated due to tiredness or carelessness about the correctness of words. While Harmer (2001, P.256) states that “...the correspondence between the sound of a word and the way it is spelt is not always obvious”. Furthermore, Harmer(2001) indicates that the reason spelling is difficult for students is “...the fact that not all varieties of English spell the same words in the same way”. For instance, the way American English pronounce the word ‘behavior’, differs from British English ‘behaviour’. In this sense, Harmer (2001) proposes extensive reading as a remedy for students to overcome spelling difficulties. On the other hand, punctuation presents an obstacle in writing. According to Carroll and Wilson (1993), there are three problems linked to punctuation. The first is that punctuation rules are not totally exact, punctuation is complex, and it depends on one’s style to determine the meaning. The way a student punctuates writing can change the meaning completely, because each punctuation mark is a distinctive way of interpreting the meaning. Therefore, students need to pay attention to the way they punctuate, which is in most cases a problem for them. Spelling and punctuation mistakes do not necessarily hinder the reader’s understanding of the text but they may create a negative impression of the writer.

#### **1.7.4. Coherence and Cohesion**

In order to produce a clear, seamless, and a well-structured piece of writing, students need to be able to employ certain organisational skills which mainly involve cohesion and coherence. Bachman & Palmer (as cited in Ruegg & Sugiyama, 2013) maintain that knowledge of cohesion is demonstrated by “producing...explicitly marked relationships among sentences in written texts”.(2010, P. 45). Problems in cohesion may occur as the result of inconsistencies in the writing. These inconsistencies or shifts usually involve tense, tone, voice, person, number, style, or viewpoint. The shifts may result in the reader missing key points because of the unclear connection between the ideas.

#### **1.7.5. Informal Language**

Authors should avoid the use of slang and colloquial or regional expressions in scholarly and academic writing. Such wording is seldom clear to all readers because slang expressions become dated quickly and may have different meanings based on the regions and cultures in

which the terms are used. If such language is important to the understanding of the topic being discussed, be sure to define these terms or expressions. Imprecise Words Authors should always aim for the most precise language possible in writing. In academic and scholarly writing, that principle is even more important. Authors should avoid the use of incorrect, inexact, and ambiguous wording or of wording that evokes inappropriate feelings in the context in which the wording is used.

## **1.8. Academic Writing Strategies**

### **1.8.1. Summarizing**

Summarizing is rewrite briefly the main ideas without changing the meaning or adding other ideas. Hacker (2008, P.62) refers to summarizing by “Stating a work’s thesis and main ideas simply, briefly, and appropriately.” Buckley (2004, P. 1) declares that summarizing is “Reducing the text to one-third or one-quarter its original size, clearly keeping the author’s meaning and retaining the main ideas When summarizing something, the writer should delete all the unnecessary details in the text .” Summarizing also is one of the important techniques to avoid plagiarism in the academic writing .

### **1.8.2. Paraphrasing**

Vanitha (2017, P.14) says that paraphrasing is “Rewrite the author’s idea by using different words, word orders, voices, or clauses without changing the meaning of the main idea of the author.” Baily (2006) insists on the idea that “Paraphrasing involves some changes in the text while still retaining its meaning.” (as cited in Na and Mai 2017, P.10). It means changing the words of a text and keeping the same meaning. It is an easy strategy that helps in documenting sources, and it is a way to write the ideas of other researchers in your own words to show that you have understood what they have said .

### **1.8.3. Referencing/ Citing**

Academic writing depends on the research and ideas of others, so it is vital to show which sources you have used in your work, Referencing is a fundamental and critical aspect of scholarship. It is a way in which members of the scholarly community acknowledge the contributions of others to knowledge creation and dissemination, and signal the extent of their use of such prior knowledge in relation to their own original input. It is important to refer correctly to the work of other writers that you have used. You may present these sources as either a summary/ paraphrase or as a quotation. In each case a citation is included to provide a link to the list of references at the end of your paper,Pears and Shields (2019, p.1) points out



that “Referencing refers to acknowledging other’s work when you have used it in your research.” Moreover, “Citing the source in the text of your assignment is called in-text citation, and referencing them at the end of your assignment is called reference list or end-text reference.” (Pears and Shields,2019, p. 1) .

#### **1.8.4. Quoting**

Quotation means bringing the original words of a writer into your work to avoid plagiarism. Pak-tao Ng (2003,P.96) states that “To quote is to use certain words, phrases or sentences as they appear in the original... to support a point you are making in your writing.” 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. (Bailey, 2011, P. 65) says that quotations are effective in some situations, but must not be overused. They can be valuable:

- When the original words express an idea in a distinctive way
- When the original is more concise than your summary could be
- When the original version is well-known

All quotations should be introduced by a phrase that shows the source

#### **Conclusion**

The objective of this chapter is to describe the academic writing which is the difficult style of writing that requires both teachers and learners knowledge and information that would reinforce and make of the teaching/learning of this style easier and important. However, academic writing comes with its own rules and conventions which vary from one discipline to another, thus creating many issues for EFL students who are not familiar with the notion of academic writing, it requires advanced knowledge and usage of vocabulary, grammar, coherence and cohesion ... etc, It is important; therefore, for students to have a good grasp of academic writing, its characteristics, and the different genres that exist in the academic discourse.

## ***Chapter Two:***

# *Paraphrasing Technique*

## **Chapter Two: Paraphrasing Technique**

### **Introduction**

- 2.1. Definition of Paraphrasing Technique**
- 2.2. Purpose of Paraphrasing Technique**
- 2.3. Characteristics of Paraphrasing Technique**
- 2.4. Steps of Paraphrasing Technique**
- 2.5. Techniques of Paraphrasing**
  - 2.5.1. Synonyms**
  - 2.5.2. Passive and Active Voice**
  - 2.5.3. Other Techniques**
- 2.6. EFL Learners' Paraphrasing Difficulties**
- 2.7. The Role of Paraphrasing Technique in Improving EFL Students' Academic Writing Skill**

### **Conclusion**

## **Introduction**

The majority of EFL learners are always required to write different academic documents such as: essays, dissertations, reports and so on, in order to achieve a specific academic requirements. However, writing these Academic writing types are generated through using one of the most important academic writing techniques which is called paraphrasing.

Paraphrasing is one of the most important techniques, and it is the process of rewriting other's writing by your own words regarding the same idea.

### **2.1. Definition of Paraphrasing**

Paraphrasing is one of the academic writing techniques where in you "rephrase" (rewrite facts from an outdoor supply to your personal phrases without converting its meaning. Because you encompass to your rewriting all, or almost all, of the content material of the unique passage, a paraphrase is sort of as long (Alice & Ann, 2010). It is critical in paraphrasing that the sentence shape and vocabulary are not too much like the unique. Alred et al (2009, P. 372) outline paraphrasing as "restating or rewriting to your personal phrases the critical thoughts of every other writer." In different phrases, to paraphrase the data from the

text, it is miles very critical for the readers to encompass the critical data through using their personal phrases.

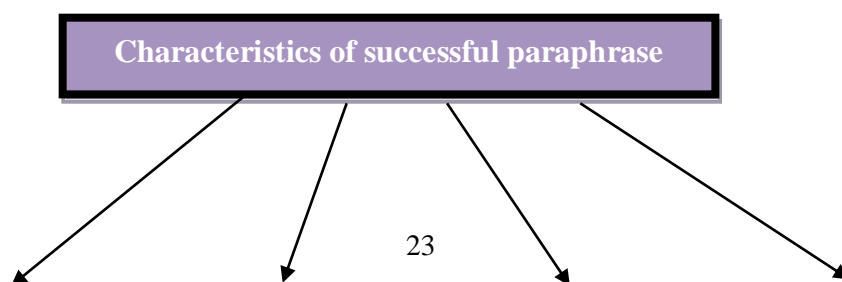
## 2.2. Paraphrasing Technique Purposes

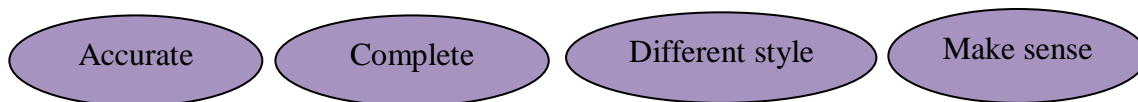
Paraphrasing technique is used for a variety of purposes. Change it at all according to Spatt(2010) paraphrasing is used for two main reasons: on the one hand, is more important to paraphrase the original text when it is unknown or has no authority, such as websites, or even the author is nameless, that is, when there are no specific reasons to quote. As a result, it is suggested to paraphrase rather than copy-paste passages from sources with unidentified sources. Thus, the second reason according to Kansas University's article (2022) the goal of a paraphrasing is to convey the original text's content while also showing that you comprehend the text well enough to rephrase it.

According to Ibrahim et al. (2003) and Duboné and Chu-Carrol (2006) (ascited in (Bouguerra&Meknassi, 2016, P. 24), answering questions is a type of paraphrasing technique that requires additional evidence that the answer is right, whereas reformulating a question involves using the question's wording along with the evidence needed to confirm one's answer.

## 2.3. Paraphrasing Technique Characteristics

Spatt (2010) says that reading the gathered information several times helps learners to comprehend the original source idea, which will aid them in successfully duplicating the original passage. In other words, the writer must accurately and completely reformulate the sources in order to maintain the exact meaning without modifications or omissions. Keeping the same idea does not need writers to use the same language as the original source, but rather to apply their own way and their different style to create a structure that is different from the source in terms of style and language and can make sense. Any paraphrase technique that supports a specific point of view should have the aforementioned characteristics. A research paper is based on the work and ideas of others; therefore, paraphrasing allows EFL learners to write the whole research paper in their own style, resulting in a piece of writing. Figure (2.3.) summarize characteristics of successful paraphrase.





**Figure 2.3: Characteristics of a good paraphrase (Bouguerra&Meknassi, 2016, P. 23)**

#### **2.4. Paraphrasing Technique Steps**

According to Seddiki (2018), paraphrasing a written text can be produced effectively, if the writer follows the following steps:

<b>ORDER</b>	<b>STEPS</b>
<b>1</b>	- Read carefully the original text and understand its main ideas and purposes.
<b>2</b>	- Divide and highlight the text's basic ideas.
<b>3</b>	- Separate the selected sections from the original text
<b>4</b>	- Rewrite it by following these steps: - Change the original vocabulary (synonyms). - Change the structure and word order. - Alternate verbs into nouns, adjectives into adverbs and vice versa.
<b>5</b>	- Shorten long sentences and link the short sentences (that you have produced).
<b>6</b>	- Rewrite the new text and compare it with the original one, without forgetting to refer the source

**Table 2.1: Paraphrasing Steps (Seddiki, 2018, P.81)**

#### **2.5. Techniques of Paraphrasing**

Several major techniques help EFL learners in gaining a thorough knowledge of the author's idea and expressing it in new and different ways avoiding plagiarizing. These are by substituting synonyms, changing word classes, or changing voices (from active to passive and vice versa) and many other techniques:

##### **2.5.1. Synonyms**

Harvey (2008) as cited in (Bouguerra&Meknassi, 2016, P. 35) states that synonyms are a common paraphrasing technique that comprises substituting the original words with new vocabulary or expressions that have equivalent meanings. Learners do not have to replace technical terms or proper names in the original text, such as medical terms, economic terms, and so on. Many students

find it difficult to use synonyms. The reason for this is that many English vocabulary can have multiple definitions and positively or negatively connotations, and a learner may be hesitant to choose the appropriate synonym (Wallwork, 2011). In other words, as Harmer (2001) states, words can be replaced with synonyms depending on their context: “words do not only have diverse meanings, nevertheless. They also can be stretched and twisted to suit various situations and purposes” (p.19).

As a result, if learners utilize a lot of synonyms when paraphrasing, their English sentences may seem strange and unstructured. So because reader still needs to see a cohesive product, this can influence the reader's comprehension of the learners' work (Wallwork, 2011).

According to Higher Score's article (2007), two paraphrased equivalents demonstrate the use of synonym technique.

**Examples:**

- It **can be** difficult to choose a **suitable** place to study English. (the original)
- It is **often** a challenge to pick up (x) a **relevant** (x) school to learn English. (paraphrase 01)
- It is **sometimes** hard to select **an appropriate** place to learn English. (Paraphrase 02)

### 2.5.2. Changing Word Class

Word classes are categorized based on their function in a phrase. Word classes or parts of speech are the names mentioned to these categories. In English, nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions are the most common word classes. Another technique for paraphrasing in writing is to change some words in the source text into new parts of speech.

To further explanation the technique of changing word classes, consider the following examples from (Bhagat&Hovy, 2013):

- **Verb/Adjective Conversion**

Replace a verb with the adjective form that corresponds to it, and conversely.

**Example:**

- The electoral arrangements were acceptable to the people. <=>The people accepted the electoral arrangements.

- **Verb/Adverb Conversion**

Substitute the adverb with the verb, and vice versa.

**Example:**

- She boasted about her conquests. <=>She spoke boastfully about her conquests.

- **Noun/Adjective Conversion**

Changing a verb with the adjective form that corresponds to it, and conversely.

**Example:**

- The roses flower by the end of March. <=> The roses flower late March

- **Verb + preposition/Noun Substitution**

Substituting a verb and a preposition that denotes location, and vice versa.

**Example:**

- The finalist teams will play in Blida's stadium. <=> Blida's stadium will be the playground for the finalist teams.

- **Verb/Noun Conversion**

Substitute a nominalised noun form for a verb, and vice versa.

**Example:**

The Higher Score's article (2007) mentioned an example:

- "Last week the spotlight on OxyContin intensified as the Drug Enforcement Administrationannounced a national strategy to combat the painkiller's illegitimate use..." (Kalb, 2005, p.28)

The underlined words are elements of speech that could be replaced with the following:

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

"**Spotlight** " is a noun in the first passage. In the second passage, it is replaced by the verb "**spotlighted**".

In the first passage "**Announced** " is a verb in past simple tense. In the second passage, it is substituted by the gerund "**declaring**".

### 2.5.3. Passive and Active Voice



In exceptional cases, students may be able to shift sentences written in the active voice to the passive voice and conversely during the paraphrasing process. Changing voices refers to a change in word order from one position to another. The majority of the sentences are written in the active voice. When the performance is unknown, inconsequential, a secret, understood, or clear, the passive voice can be employed to either remove the subject of the active verb or to keep the subject-object order (Jordan, 1999).

Further to clarify the transformation from active to passive and vice versa, the following example from Higher Score's article (as cited in Bouguerra&Meknassi, 2016, P. 23):can be added as follows:

- **From Passive to Active**

The ICT Ministry was assigned by the cabinetto oversee the electronic ID card bidding.

- **Step1:** The ICT Ministry was appointed by the governmentto supervise the electronic ID card bidding.
- **Step 2:** The government appointed the ICT Ministry to supervise the electronic ID card bidding.

- **FromActive to Passive**

PTT and Siam Cement will fund the building of new water pipelines in the Eastern seaboard. (the original)

- **Step 1:** PTT and Siam Cement willfinance the constructionof pipelines in the Eastern seaboard.
- **Step 2:**the construction of new water pipelines in the Eastern seaboard will befinanced by PTT and Siam Cement.

#### 2.5.4. Other Paraphrasing Techniques

According to Bhagat and Hovy (2013) the following example is mentioned:

- **Antonym Substitution**

By adding a negation, you can replace a word or phrase with its antonym.

**Example:**

- Rachida is awake. <=>Rachida is not asleep.
- **Converse Substitution**

Inverting the link between the elements of a sentence by substituting a word or phrase with its antonym.

**Example:**

- Google bought YouTube <=> YouTube was sold to Google.
- **Change of Speech**

By Changing the speech from direct to indirect and conversely.

**Example:**

- She said:” I work in a laboratory.” <=>She said that she worked in a laboratory.
- **Repetition/Ellipsis**

Remove the words that can be comprehended within the context but are repeated.

**Example:**

- Ali can speak English well and Omar can speak English well, too. <=>Ali can speak English well and Omar can, too.
- **Actor/Action Substitution**

By replacing the name of an action with the name of the person performing it (actor) and conversely.

**Example:**

- I dislike rash drivers <=>I dislike rash driving.
- **Verb /Semantic-role Noun Nubstitution**

By Replacinga verb with a noun that corresponds to the action's actor, patient, or instrument.

**Example:**

- Dave trains Paul. <=>Dave is Paul’s trainer.
- Dave trains Paul. <=>Paul is Dave’s trainee.
- Dave tiled his bathroom floor. <=>Dave installed tiles on his bathroom floor.

- **User/Device Substitution**

By replacing a device's name with the name of the person who uses it (user) and conversely.

**Example:**

- The plane took off despite the stormy weather <=>The pilot took off despite the stormy weather.
- **General/Specific Substitution**

Change a word or sentence with a more general or specific word or phrase.

**Example:**

- 500 drivers were caught on camera last week.  $\Leftrightarrow$  500 motorists were caught on camera last week.
- She is flying this weekend.  $\Leftrightarrow$  She is flying this Saturday.

- **Metaphor Substitution**

Replace a verb with its adverbial form, and conversely.

**Example:**

- John is a fish when he is in the water.  $\Leftrightarrow$  He swims very fast.
- He is a walking encyclopedia.  $\Leftrightarrow$  He is a very knowledgeable person.

- **Part/ whole Substitution**

Replace a part with the whole it corresponds to, and conversely.

**Example:**

- He was blinded after a bombing raid by American airplanes.  $\Leftrightarrow$  He was blinded after a bombing raid by American air force.
- **Change of Modality**

Replace one modal with another, or add or remove a modal.

**Example:**

- The people want to install democracy.  $\Leftrightarrow$  The people hope to install democracy.

- **Semantic Implication**

Substitute an action, event, or other occurrence with its potential future effect.

**Example:**

- Google is in talks to buy YouTube.  $\Leftrightarrow$  Google bought YouTube.
- **Approximate Numerical Equivalences**

Substitute an approximately equivalent phrase for a numerical expression.

**Example:**

- At least 29000 Palestinians lost their homes in Gaza.  $\Leftrightarrow$  About 29000 Palestinians lost their homes in Gaza.
- Algiers is 400 kilometers from here.  $\Leftrightarrow$  Algiers is six hours from here.
- **External knowledge**

Extra-linguistic (world) information is used to replace a word or sentence with another word or sentence.

**Example:**

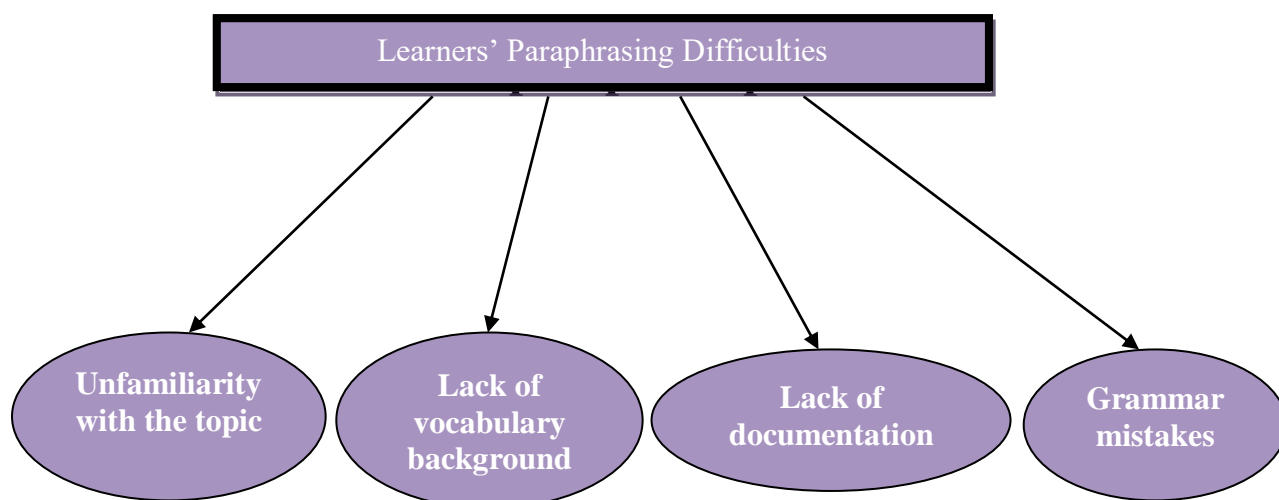
- The government declared war on Irak. <=>Bush declared war on Irak. (Bhagat&Hovy, 2013).

## 2.6. EFLLearners' Paraphrasing Difficulties

Paraphrasing is one of the important techniques for learners, as it necessitates good knowledge of the language to express the ideas of other writers in their own way in order to avoid plagiarism. For many students, this technique is linked to several skills that require knowledge and comprehensive proficiency, especially for EFL learners. But despite the high level of the students, according to Rahmayani (2018, P.19) there should be difficulties that they may encounter during the paraphrasing technique, and among these difficulties:

- **Language Level:** there are difficulties at the level of language, which are related to understanding the original passage and its topic, in addition to that, lack of vocabulary background, this is because of culture, which causes a difficulty in finding the appropriate synonyms.
- **Grammar Level:**in other words grammatical mistakes for example verb tenses issues, the structure of sentences and so on.
- **Documentation Level:**there are problems at the level of documentation including citation and referencing, which includes mentioning the author's name, year of publication, page number, and other details related to it.

Figure(2.4) summarizes the paraphrasing difficulties:



**Figure (2.4.): Learners' ParaphrasingDifficulties (Rahmayani, 2018, P.19)**

### **2.3. The Role of Paraphrasing Technique in Improving EFL Students' Academic Writing Skill**

According to Harris (as cited in Bouguerra&Meknassi, 2016, P. 23), paraphrase is one of the most essential techniques that learners must develop in order to write effectively. Furthermore, it requires students to fully comprehend the original text before rewriting or using it. As a result, paraphrase indicates one's comprehension and knowledge of the subject. Paraphrasing requires students to have a thorough understanding of the content to be paraphrased in order to prove that they have control of the subject.

According to Harris (2002) as cited in (Bouguerra&Meknassi, 2016, P. 23), paraphrasing allows EFL learners to write a document in their own style rather than using the copy-paste method, which results in a lack of "flow." Paraphrasing aids in bringing sources and information to the audience in an appropriate manner. Paraphrasing allows to express the origin in a clear and understandable manner.

Harmer (2001), learners acquire new information in different ways and at different speeds, and each has a varied level of linguistic understanding capacity in English. Many learners can read smoothly and with appropriate expressions, but many have issues repeating what they have learned or even responding to questions about it after (Hervila& Du, 2013).

Learning a paraphrase technique necessitates both writing and critical thinking abilities. It is important for the students' reading comprehension and understanding of plagiarism avoidance to grow (Kletzien, 2009). Furthermore, according to a study published by Chulalongkorn University Language Institute (as cited in Bouguerra&Meknassi, 2016, P. 28) studying paraphrase improves graduate learners' writing abilities and increases their vocabulary background.

### **Conclusion**

In this chapter, we have demonstrated the definition and significance of paraphrasing and see how important and essential it is in academic writing, such as research papers, dissertations, essays and high-quality written works. Also we have talked about the purposes of paraphrasing, one among them is avoiding plagiarism and other purposes. We have showed also both of paraphrasing characteristics and steps which are very important to followed in paraphrasing process.

Learners should reformulate the source text using their own words while maintaining the same concepts in order to produce a good paraphrase. In addition, learners may have used synonyms for difficult words or sentences, as well as modifying word classes and voices (passive Vs active) as main paraphrase techniques and many other techniques. Writers collect information and ideas for such works from a variety of sources, which are frequently cited as references on the last page of the provided content.

At the end, we have cited the obstacles that may face EFL learners while paraphrasing like unfamiliarity with the topic, grammar mistakes and so on. Finally we concluded by the role of paraphrasing technique in improving students' academic writing skill.

***Part Two:***

***Practical part***

***Chapter Three:***

# *Methodology and Data*

## *Analysis*

### **Introduction**

**3.1.** Methodology

**3.2.** Participants

**3.3.** Research Instruments

**3.4.** Teachers' Questionnaire

**3.4.1.** Description of the Questionnaire

**3.4.2.** Administration of the Questionnaire

**3.4.3.** Analysis of the Results

**3.4.4.** Discussion of the Results

**3.5.** Students' Questionnaire

**3.5.1.** Description of the Questionnaire

**3.5.2.** Administration of the Questionnaire.



**3.5.3.** Analysis of the Results.

**3.5.4.** Discussion of the Results

**3.6.** Description of the experiment

**3.6.1.** Pre-test

**3.6.2.** Session Description

**3.6.3.** Post- test

**3.6.4.** Comparison Analysis and Discussion of the of the Results

## **Conclusion**

## **Introduction**

The main goal of this study is to investigate the use of paraphrasing strategy to improve EFL LMD students' academic writing. This chapter deals with includes the methodology adopted participants , research instruments , and procedures of analyzing data collected for EFL teachers of "written comprehension and expression"and Third year LMD students at KasdiMerbah Ouargla University , in additionto the analysis of the teachers' and students' questionnaire adopted for this study .

### **3.1. Methodology**

This research follows descriptive and experimental approaches, and it uses Qualitative and quantitative methods. Two Aquestionnaires wereAdministered for gathering, analyzing, and interpreting the data collected one for students' and the other for teachers about the role of using paraphrasing technique to improve EFL students' academic writing. Then an experiment was conducted through pre-test, lecture, and post-test . It involves samples' ability to improving their academic writing by paraphrasing technique .Thesetools help to getreliableanswers.

### **3.2.Participants**

In this study, we have chosen a sample composed of Forty (40) Third year EFL LMD students and Ten (10) teachers of the “Written Comprehension and Expression” module at the English department.

### **3.3.Research Instruments**

For this study we have conducted two questionnaires one for Ten (10) teachers and the other one for Forty(40) students, in addition to the experimental study for collecting data for Forty (40) EFL third year LMD students. We have chosen the questionnaire because it allows obtaining reliable results. In addition to that an experimental study conducted through a test is used to assess students’ deficiencies, and the difficulties that may face them while paraphrasing a given document, then designing a course to teach them how to paraphrase through providing them with the different techniques that could be used while paraphrasing in order to improve their academic writing .

### **3.4. Teachers’ Questionnaire**

#### **3.4.1. Description of the Teachers’ Questionnaire**

This questionnaire consist of thirteen questions (13) divided into three sections. First section contains three questions related to some background information of the teachers about how long they have been teaching English, and if written comprehension programme that they are teaching is effective to improve their students’ level in academic writing. Second section consist of eight questions about teaching the academic writing module, and if their students know how to write academically and why. Also if they teach them its different types, approaches, and techniques. The last section has eight questions about paraphrasing technique, its purposes, characteristics, techniques, and difficulties that may face their students when paraphrase, then how can paraphrasing strategy improve the academic writing of their EFL students.

#### **3.4.2. Administration of the Teachers’ Questionnaire**

The questionnaire was given to ten teachers of “Written Expression and Comprehension” at the English Department of English at KasdiMerbah University – Ouargla who have the adequate experience that makes their suggestions and observations valuable for the aim of this

research. Teachers were very cooperative in that they handed back the answered copies in less than one hour .

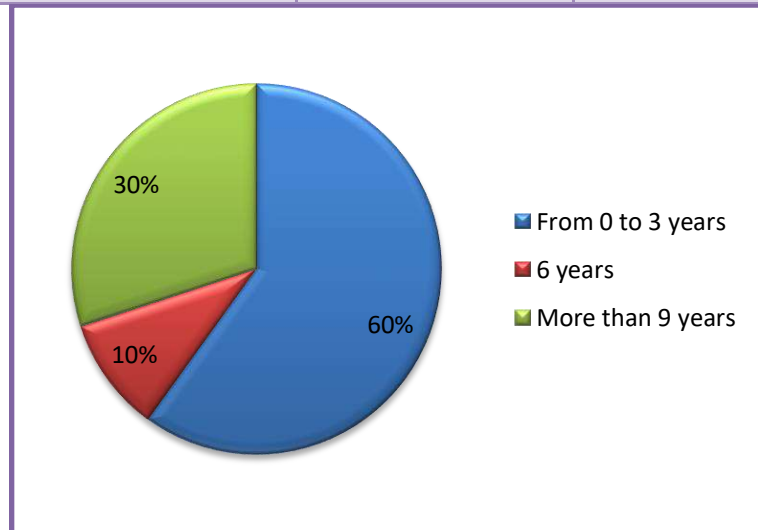
### 3.4.3. Analysis of the Teachers' Questionnaire Results

#### Section One: Background Information

**Q 1:** How long have you been teaching the module of written comprehension?

- a. From 0 to 3 years    b. 6 years    c. more than 9 years

Options	Number	Percentage (%)
From 0 to 3 years	6	60
6 years	1	10
More than 9 years	3	30
<b>Total</b>	<b>10</b>	<b>100</b>



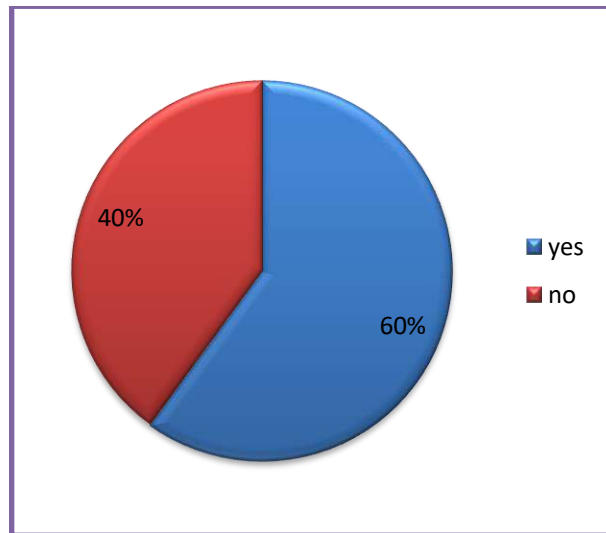
**Table3.2; Figure 3.5: Teachers' years of teaching**

According to Table 3.2 Figure 3.5 (30%) of the teachers have been teaching for three years and less. (10%) And just one teacher have been teaching for six years. However, (30%)the rest have been teaching more than nine years.

**Q 2:**Do you think that written comprehension programme that you areteaching is effective to improve your students' level in academic writing?

- a. Yes    b. No

Option	Number	Percentage (%)
Yes	6	60
No	4	40
<b>Total</b>	<b>10</b>	<b>100</b>



**Table3.3; Figure3.6: Written comprehension programme effectiveness in improving academic writing**

From table 3.3 and figure 3.6 (60%) of teachers think that written comprehension programme is effective to improve students' level in academic writing. While the others(40%) said no .

**Q 2 :**If no, lease explain why ?

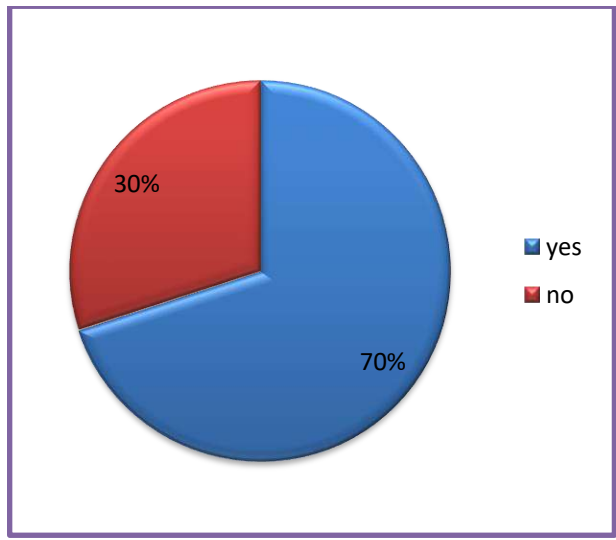
The Three (3) teachers who answered “No” to the previous question explained that the “Written Expression” programme is not enough mainly because of the lack of time given to this module where a lot of content is presented and a little of writing is practiced.

**Section Two :Academic Writing**

**Q 3:Do you think that EFL students know what is academic writing ?**

a. Yesb. No

Option	Number	Percentage %
Yes	3	30
No	7	70
<b>Total</b>	10	100



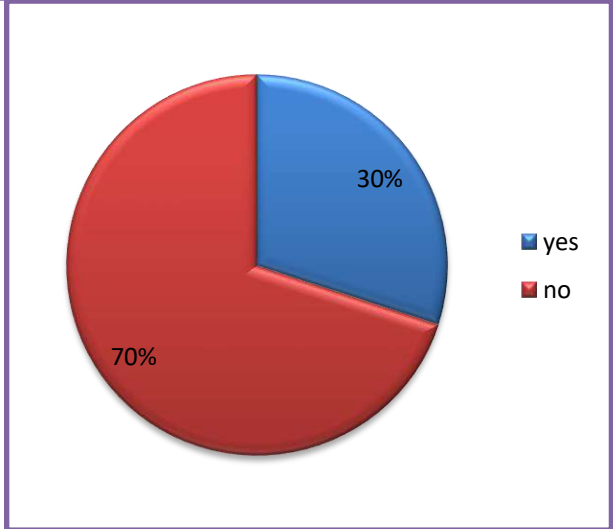
**Table3.4; Figure 3.7:Students’ academic writing knowledge**

Table3.7, and figure 3.7: demonstrates that. (70%) who thought that their students do not ho to write academically. While just (30%) who clarify that his students do not know what is academic writing .

**Q 4 :Do your students know the different purposes of academic writing ?**

- a. Yes
- b. No

Option	Number	Percentage (%)
Yes	3	30
No	7	70
<b>Total</b>	<b>10</b>	<b>100</b>



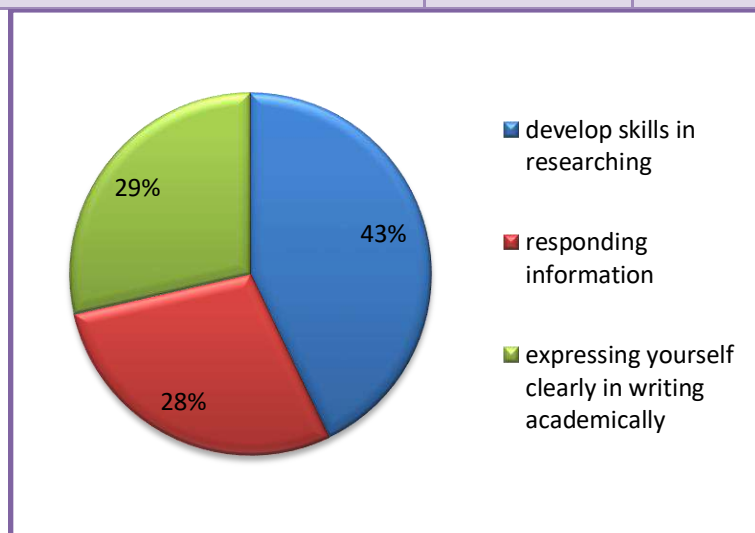
**Table 3.5; Figure3.8: Academic writing purposes**

According to table 3.5 and figure 3.8 the majority (30%) of teachers declare that their students did not know the different purposes of academic writing, while the others(70%) said the opposite .

**Q 4.1: If yes, which one among the following purposes do you teach them ?**

- a. develop skills in researching. b. evaluating information. c. responding to others’ arguments. d. expressing yourself clearly in writing academically

Options	Number	Percentage
Develop skills in researching	3	43
Evaluating information	0	0
Responding to others’ argument	2	
Expressing yourself clearly in writing academically	2	



**Table 3.6; Figure 3.9: Academic writing purposes**

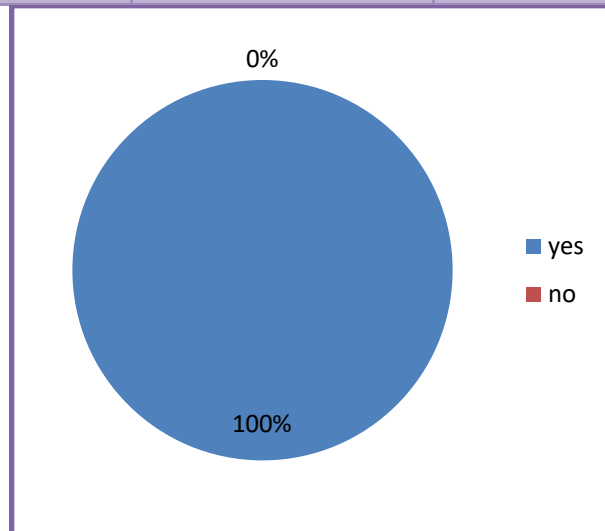
From table 3.6 and figure 3.9 teachers who said yes that students know the purposes of academic writing. (43%) of them teach their students researching skill, (28%) teach them how to respond to others’ argument, and (29%) teach how Expressing yourself clearly in writing academically.

**Q5: Do you teach your students the different types of academic writing?**

- a. Yes b. No

Option	Number	Percentage (%)
Yes	10	100

No	0	0
Total	10	100



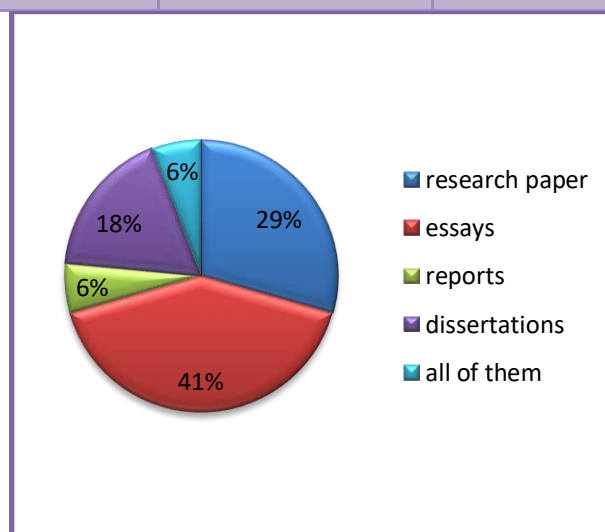
**Table 3.7 ;Figure 3.10: Academic writing types**

Table 3.7 and figure 3.10 Show that all teachers (100%) teach different academic writing types to their students .

**Q 5.1:If yes , which one among the following types do you teach them ?**

- a. Research papers b. Essays c. Reports d. Dissertations e. All of them

Option	Number	Percentage (%)
Researchpaper	5	29
Essays	7	41
Reports	1	6
Dissertations	3	18
All of them	1	6



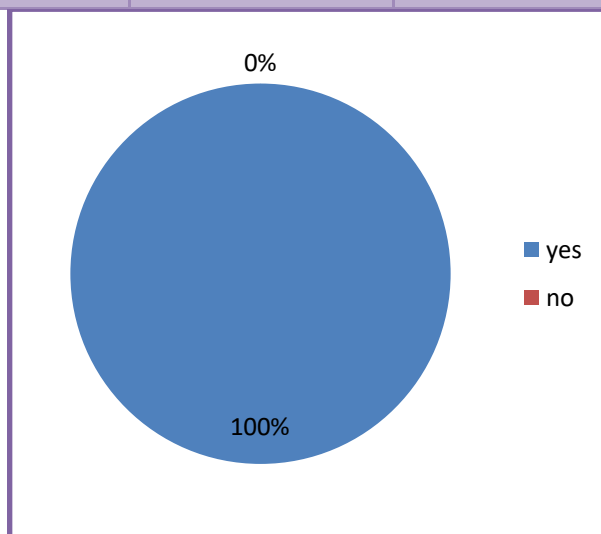
**Table 3.8 ;Figure 3.11: Academic writing types**

According to Table 3.8, Figure 3.11(41%) of teachers teach students essays, (29%) said research papers , and (18%) mention that they teach them dissertations .while just one (1) teacher who teach reports, and the other one (1) teach students all of types.

**Q 6:Do you teach your students the different academic writing approaches ?**

- a. Yes b. No

Option	Number	Percentage (%)
Yes	10	100
No	0	0
Total	10	100



**Table 3.9;Figure 3.12: Academic writing approaches**

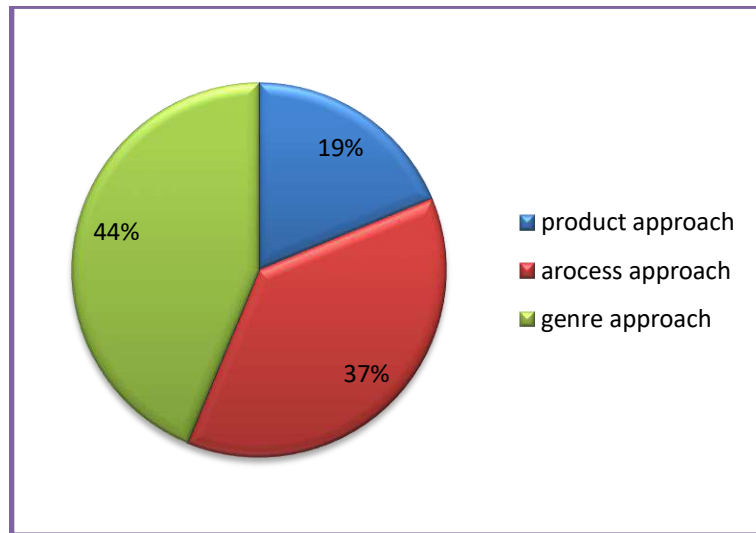
As shown on the table 3.9 and figure 3.12 that all of the teachers teach the different academic writing characteristics.

**Q 6.1: Which one among the following approaches do you teach your students ?**

- a. Product approach b. Process approach c. Genre approach

Option	Number	Percentage (%)
Product approach	3	19
Process approach	6	37
Genre approach	7	44





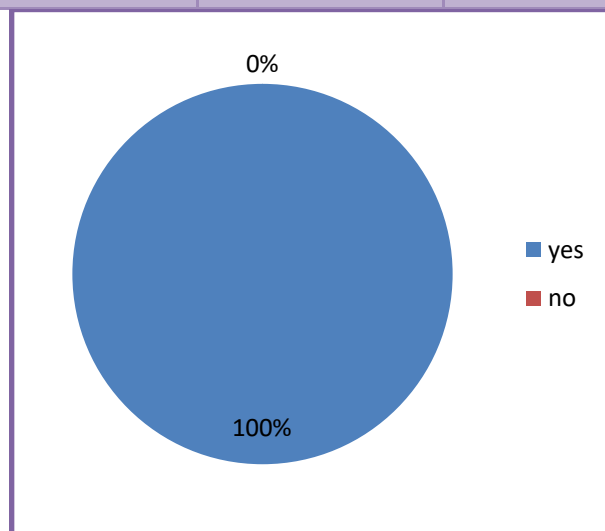
**Table 3.10 ; Figure 3.13: Academic writing approaches**

Table 3.10 and figure 3.13 show that (44%) of teachers teach the genre approach , and (37%) of them said the process approach, whereas just (19%) teach the product approach

**Q 7 :Do you teach your students the basic academic writing techniques ?**

- a. Yes b. No

Option	Number	Percentage (%)
Yes	10	100
No	0	0
<b>Total</b>	<b>10</b>	<b>100</b>



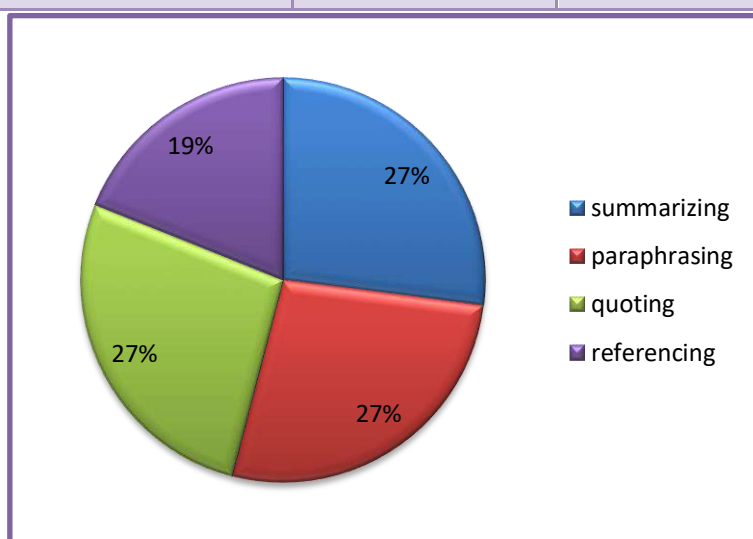
**Table 3.11 ;Figure3.14: Academic Writing Techniques**

According to Table 3.11 and Figure3.14 :All of the teachers teach the basic academic writing techniques .

**Q 7.1 :If yes, which one among the following academic writing techniques have been presented to your students?**

- a. Summarizing b. Paraphrasing c. Quoting d. Referencing e. Other techniques

Option	Number	Percentage (%)
Summarizing	10	27
Paraphrasing	10	27
Quoting	10	27
Referencing	7	19



**Table 3.12; Figure 3.15: Academic writing techniques presented by teachers**

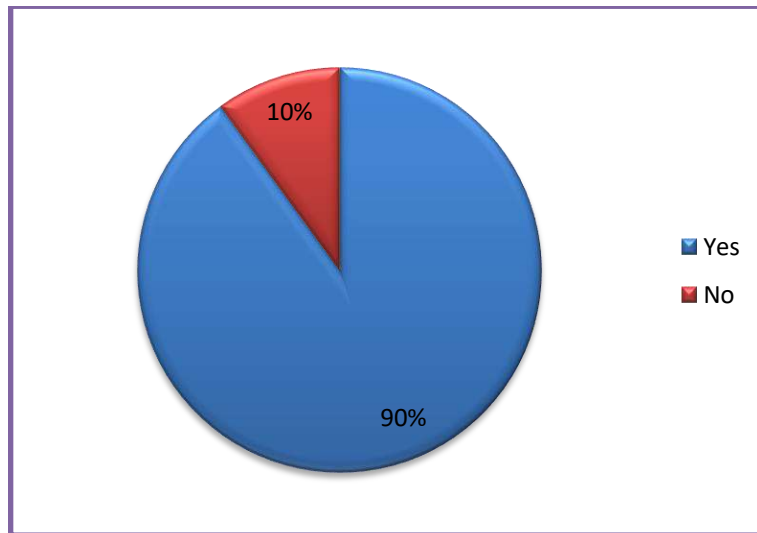
Table 3.12 and figure 3.15 illustrate that all teachers have been present paraphrasing , summarizing, and quoting, whereas just seven (7) of them teach referencing technique .

### Section Three: Paraphrasing Technique

**Q 8: Do your students know what is paraphrasing technique?**

- a. Yes b. No

Option	Number	Percentage (%)
Yes	9	90
No	1	10
Total	10	100



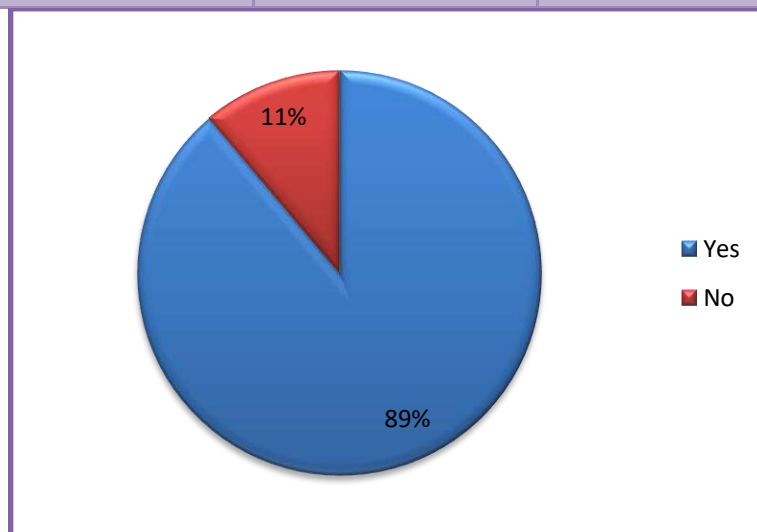
**Table 3.13 ;Figure 3.16: knowledge about paraphrasing technique.**

From table3.13 andfigure 3.16, (90%) of teachers think that their students are aware about paraphrasing technique. While the others (10%) saidno.

**Q 9: Are you students aware of paraphrasing purposes?**

- a. Yes    b. No

Option	Number	Percentage (%)
Yes	8	60
No	2	40
<b>Total</b>	<b>10</b>	<b>100</b>



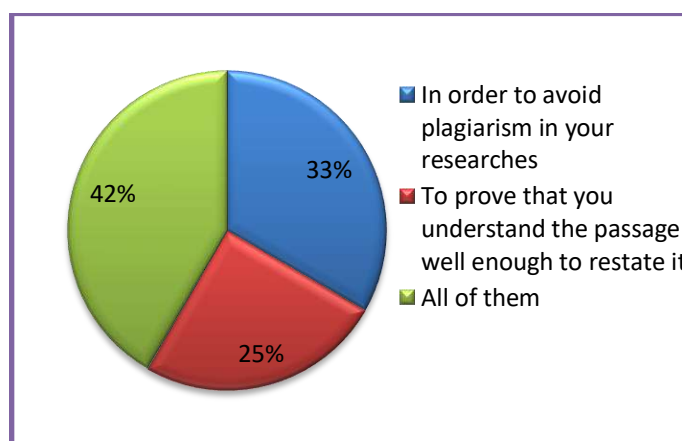
**Table 3.14; Figure 3.17: knowledge about paraphrasing purposes.**

Table 3.14 and figure 3.17 show that (89%) of teachers think that their students know the paraphrasing purposes. While the other teachers (11%) said no.

**Q 9.1: If yes, which one among the following purposes have been presented to your students?**

- a. In order to avoid plagiarism in your researches
- b. To convey the meaning of the original message
- c. To prove that you understand the passage well enough to restate it
- d. All of them
- e. None of them
- f. Other purposes

Option	Number	Percentage (%)
In order to avoid plagiarism in your researches	4	33
To convey the meaning of the original message	0	0
To prove that you understand the passage well enough to restate it	3	25
All of them	5	42
None of them	0	0
Other purposes	0	0



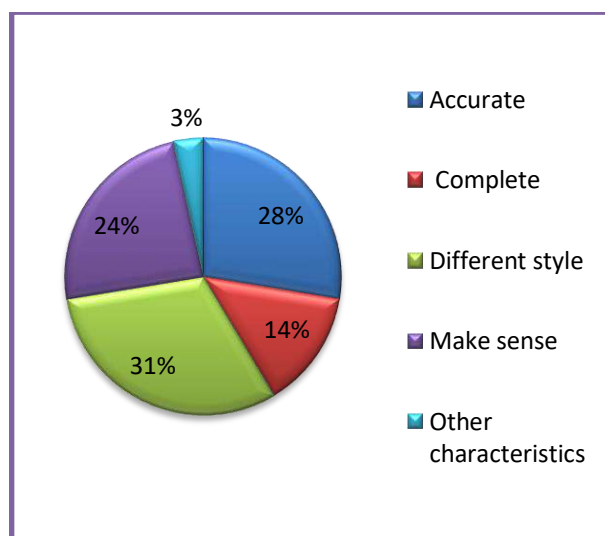
**Table 3.15; Figure 3.18: Paraphrasing purposes.**

Table 3.15; figure 3.18 show that teachers who said yes that students know the purposes of paraphrasing. (42%) presented all the purposes, (33%) of them think that is to avoid plagiarism, while (25%) think that is to prove that they understand the passage very well.

**Q 10: As a teacher of academic writing what are the most important characteristics of paraphrasing?**

- a. Accurate    b. Complete    c. Different style    d. Make sense    e. Other characteristics

Option	Number	Percentage (%)
Accurate	8	28
Complete	4	14
Different style	9	31
Make sense	7	24
Other characteristics	1	3



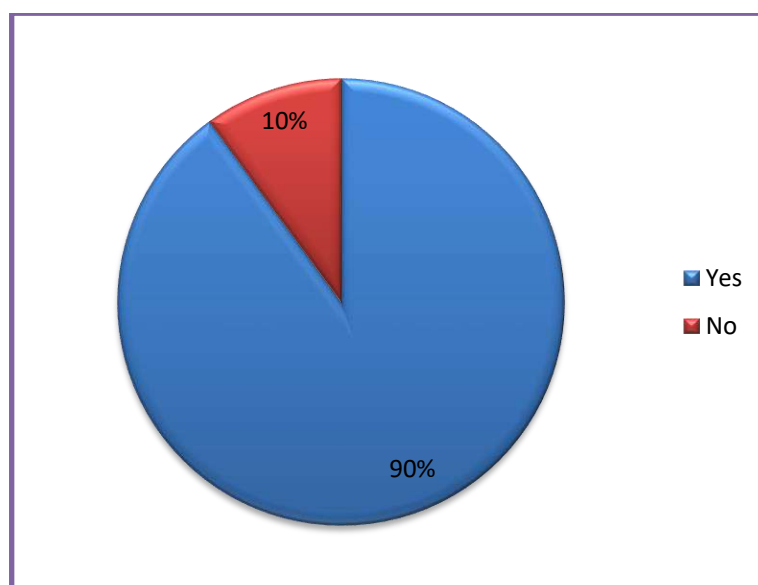
**Table 3.16; Figure 3.19: Important paraphrasing characteristics.**

According to Table 3.16, Figure 3.19 (31%) of teachers think that the most important characteristics of paraphrasing is different style, (28%) said accurate, (24%) choose the answer of make sense, and (14%) mentioned that is complete. while just one (1) said other characteristics.

**Q 11:Do you think that teaching paraphrasing improve your EFL students’ writing skills?**

- a. Yes      b. No

Option	Number	Percentage (%)
Yes	9	90
No	1	10
<b>Total</b>	<b>10</b>	<b>100</b>



**Table 3.17; Figure 3.20: Improving students’ academic writing skill by teaching paraphrasing.**

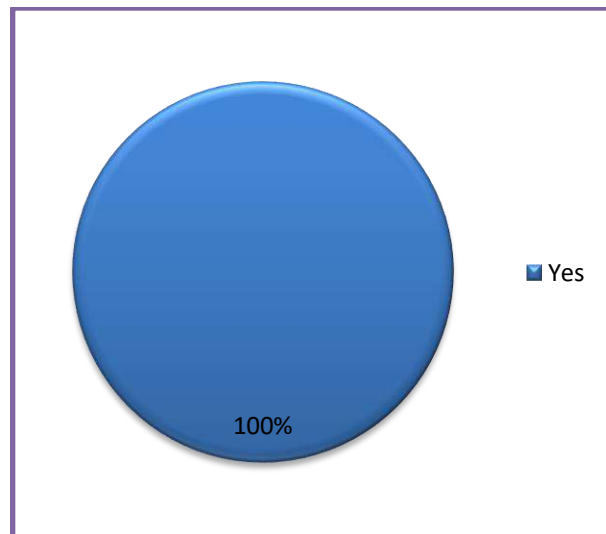
According to table 3.17 and figure 3.20 (90%) of teachers think that teaching paraphrasing technique improves their EFL students’ writing skills. While the others (10%) said no.

**Q 12: Do you think that is necessary to teach EFL students how to paraphrase?**

- a. Yes      b. No

Option	Number	Percentage (%)
Yes	10	100
No	0	0

<b>Total</b>	10	100
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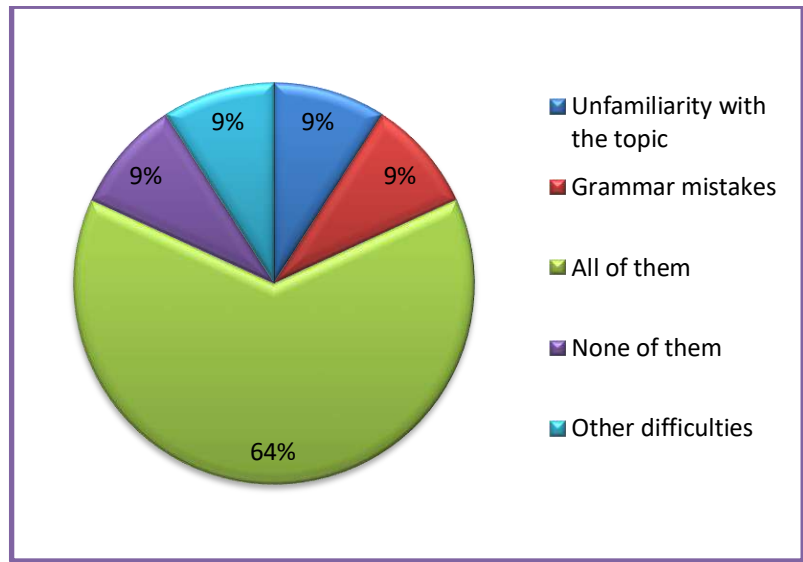
**Table 3.18; Figure 3.21: Necessity of teaching paraphrasing technique.**

From table 3.18 and figure 3.21, all the teachers (100%) think that is necessary to teach EFL students' how to paraphrase when writing academically.

**Q 13: What are the most difficulties that face your students when they paraphrase passages?**

- a. Unfamiliarity with the topic    b. Vocabulary background    c. Grammar mistakes    d. All of them    e. None of them    f. Other difficulties.

<b>Option</b>	<b>Number</b>	<b>Percentage (%)</b>
Unfamiliarity with the topic	1	9
Lack of vocabulary background	0	0
Grammar mistakes	1	9
All of them	7	64
None of them	1	9
Other difficulties	1	9



**Table 3.19;Figure 3.22: Students' paraphrasing difficulties.**

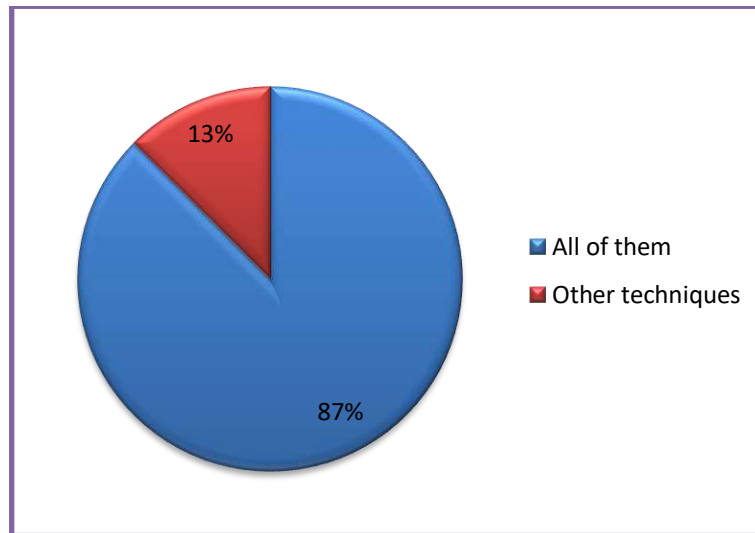
Table 3.19 and figure 3.22 Show that (64%) of teachers said that their EFL students face different difficulties when they paraphrase, While (9%) said unfamiliarity with topic, (9%) choose the grammar mistakes, (9%) mentioned other difficulties, and (9%) said that they do not face any difficulties.

**Q 14: Which one among the following paraphrasing techniques do you most use to improve your EFL students Writing skills?**

- a. Using synonyms
- b. Changing word classes
- c. Changing voice
- d. All of them
- e. Other techniques.

Option	Number	Percentage (%)
Using synonyms	0	0
Changing word classes.	0	0
Changing voice.	0	0
All of them.	10	87
Other techniques	1	13





**Table 3.20;Figure 3.23: Paraphrasing techniques.**

According to table 3.20 and figure 3.23 (87%) of teachers teach a variety of techniques, while (13%) of them teach other techniques.

#### **3.4.4. Discussion of the result for teachers**

After analyzing the data, we arrived to the following conclusions. Section one, The majority of teachers (30%) have been teaching more than nine years. (60%) of teachers think that written comprehension programme is effective to improve students' level in academic writing. while the others(40%) said no. Teachers who answered "No" to the previous question explained that the "Written Expression" programme is not enough mainly because of the lack of time given to this module where a lot of content is presented and a little of writing is practiced. Section two shows that (70%) of teachers who thought that their students do not know how to write academically. The majority (70%) of teachers declare that their students did not know the different purposes of academic writing, while the others (30%) said the opposite. Teachers who said yes that students know the purposes of academic writing. (43%) of them teach their students researching skill, (28%) teach them how to respond to others' argument, and (29%) teach how Expressing yourself clearly in writing academically. All teachers (100%) teach different academic writing types to their students (essays, research papers, dissertations, reports). (100%) of teachers teach the different academic writing characteristics.(44%) of teachers teach the genre approach , and (37%) of them said the process approach, whereas just (19%) teach the product approach.All of teachers teach the basic academic writing techniques,and they have been present present paraphrasing, summarizing, and quoting, whereas just seven (7) of them teach referencing technique. section three, shows that the plurality of teachers (90%) think that their students are aware

about paraphrasing technique. Most of them (89%) think that their students know the paraphrasing purposes (avoiding plagiarism, proving the understand of the passage and conveying the meaning). The majority (31%) of teachers think that the most important characteristics of paraphrasing is different style, (28%) said accurate, (24%) choose the answer of make sense, and (14%) mentioned that is complete. while just one (1) said other characteristics. Most of teachers (90%) think that teaching paraphrasing technique improves their EFL students' writing skills. While the others (10%) said no. All the teachers (100%) think that is necessary to teach EFL students' how to paraphrase when writing academically. Indeed, (64%) of them said that their EFL students face different difficulties when they paraphrase (grammar mistakes, unfamiliarity with the topic, lack of vocabulary).

### 3.5. Students' Questionnaire

#### 3.5.1. Description of the Questionnaire

This questionnaire consist of Eighteen questions (18) divided into Three sections. First section, composed of Three questions related to the sample's background information. Second section contains of Eleven (11) questions about the students' academic writing knowledge, its purposes, types, characteristics, difficulties that may face, and academic writing strategies. The last section has Seven questions about paraphrasing technique, its purposes, characteristics, steps, techniques, difficulties that may face students, and the role of paraphrasing technique in improving their academic writing skill.

#### 3.5.2. Administration of the Questionnaire

We used this questionnaire to collect data for this study, and we used it to see what difficulties students have when writing academic research articles. The questionnaire was given to (40) students of English departement at KasdiMerbah University. This questionnaire was answered onlign by all students via email.

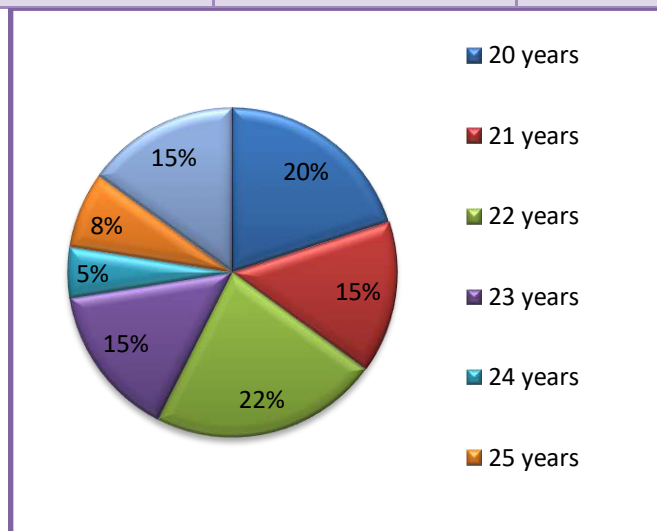
#### 3.5.2. Analysis of the Questionnaire Results

##### Section one: Background Information

**Q 1** :Age: a. 20 years b. 21 years c. 22 years. d 23 years e. 24 years. f 25 years. g. More than 26 years.

Options	Number	Percentage %
20 years	8	20
21 years	6	15

<b>22 years</b>	9	22
<b>23 years</b>	6	15
<b>24 years</b>	2	5
<b>25 years</b>	3	8
<b>More than 26 years</b>	6	15
<b>Total</b>	40	100



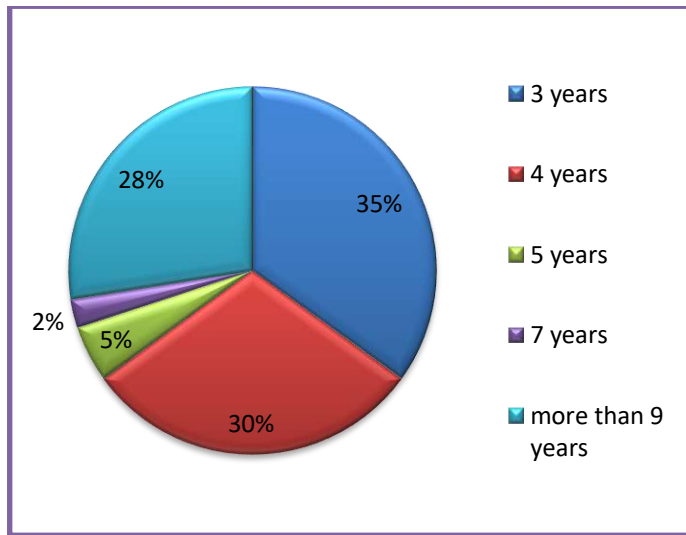
**Table3.21 ; Figure3.24: Students' Age**

Table 3.25 and figure 3.24 demonstrate that, most of students are aged between 20 and 25 years old, which means that they are young enough to acquire a new technique .

**Q 2:** How many years have you been studying English language?

a. 3 years b. 4 years c. 5 years d. 6 years e. 7 years f. 8 years g. More than 9 years

Option	Number	Percentage %
3 years	<b>14</b>	<b>35</b>
4 years	<b>12</b>	<b>30</b>
5 years	<b>2</b>	<b>5</b>
6 years	/	/
7 years	<b>1</b>	<b>2</b>
8 years	/	/
More than 9 years	<b>11</b>	<b>28</b>
Total	<b>40</b>	<b>100</b>



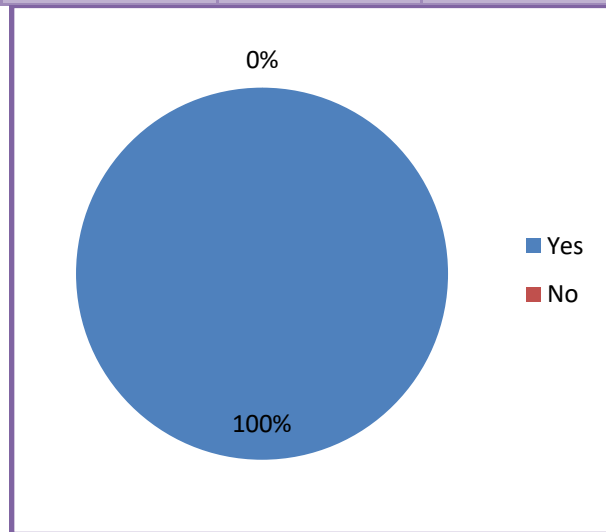
**Table 3.22;Figure 3.25: Students' years of studying English**

According to Table 3.26, Figure 3.25 , ( 35%) of students have been studying English since three years, (30%) studied since Four years, (5%) since Five years , (2%) since seven years, and the rest (28%)of them since more than 9 years .

**Q3 :Do you think that writing is an important skill for you?**

- a. Yes    b. No

Options	Number	Percentage
Yes	40	100
No	0	0
<b>Total</b>	40	100



**Table 3.23; Figure 3.26:students' writing skill importance**

Table 3.27 and figure3.26 show that all of students ( 100%) think that writing is an important skill for them to be developed during their academic studies .

**Q 2.1:If yes, please explain why ( briefly) .**

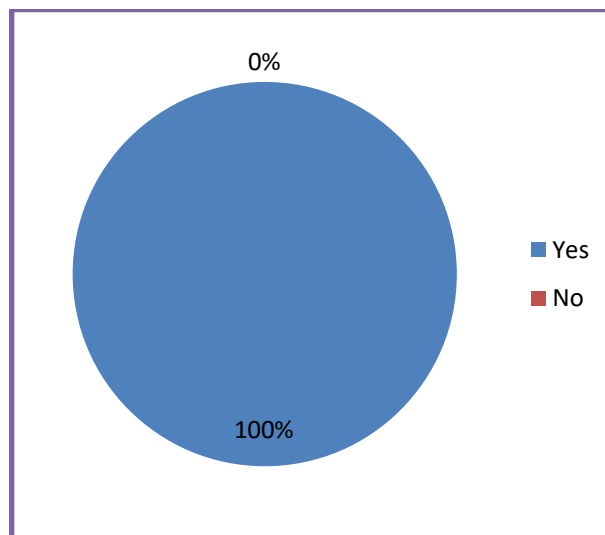
The majority of students said that it is one of the main Four skills .others claim that it helps them in their research documents, and some of them told us that it is part of their job when they send English reports.

**Section Two: Academic Writing**

**Q 3 : Do you know what is academic writing ?**

- a. Yes
- b. No

Option	Number	Percentage
Yes	40	100
No	0	0
<b>Total</b>	40	100



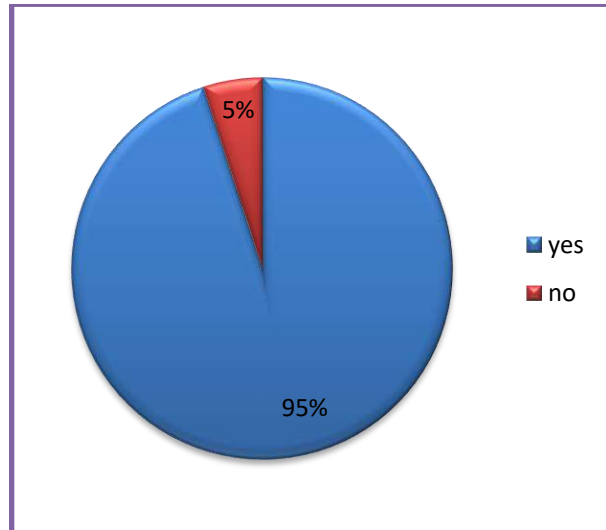
**Table 3.24; Figure 3.27: Students’academicwriting knowledge**

Table and Figure show that all that all of students (100%) know what do academic writing mean. That is to say, all of them have been studied this process.

**Q 3.1: If yes, do you know how to write academically such as (essaysresearchpapers , articles.....etc .**

- a. Yes    b. No

Option	Number	Percentage (%)
Yes	38	95
No	2	5
<b>Total</b>	40	100



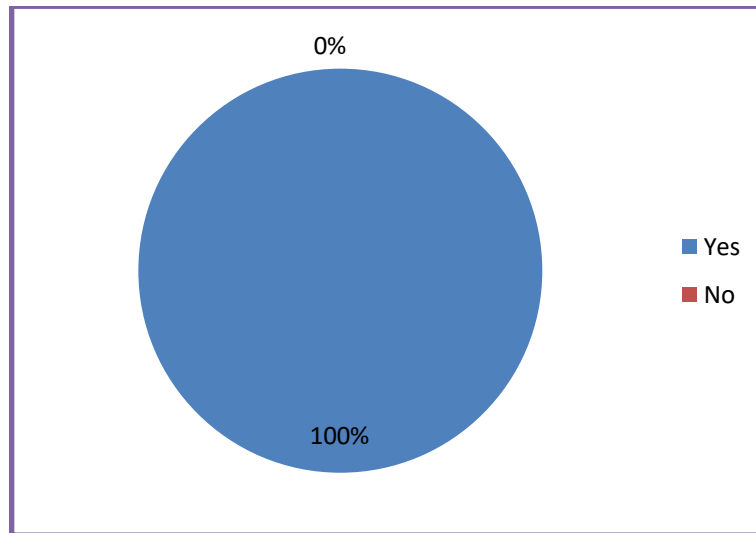
**Table 3.25; Figure 3.28: students' Knowledge about writing academically**

Table 3.29 and Figure 3.28 represent that the majority of students (95%) know how to write academically . This proves that they are aware about the importance of academic writing . However, just (5%) answered that they do not know how to write academically .

**Q 4: Do you think that academic writing is important for you?**

- a. Yes    b. No

Option	Number	Percentage (%)
Yes	40	100%
No	0	0
<b>Total</b>	40	100%



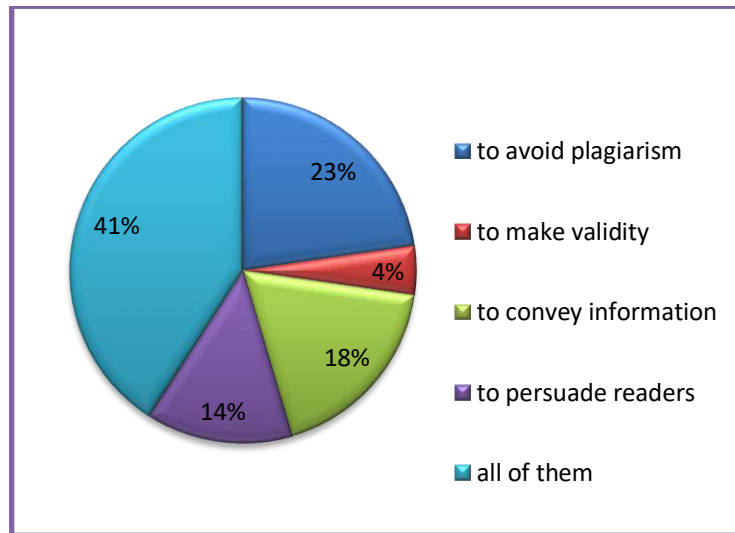
**Table 3.26; Figure 3.29:Academic writining importance**

Table 3.30 and Figure 3.29 shows all students(100%) think that academic writing module is important for them because they need it developing their different academic writingpapers .

**Q 4.1 if yes , for which reason ? (you may choose more than one choice )**

- a. To avoid plagiarism    b. To make your validity    c. To convey information    d. To persuade readers  
 e. All of them    f. None of them    g. Other reasons

Options	Number	Percentage (%)
To avoidplagiarism	10	23
To makevalidity	2	4
To conveyinformation	8	18
To persuade readers	6	14
All of them	18	41
None of them	0	0
Otherreasons	0	0
<b>Total</b>	<b>40</b>	<b>100</b>



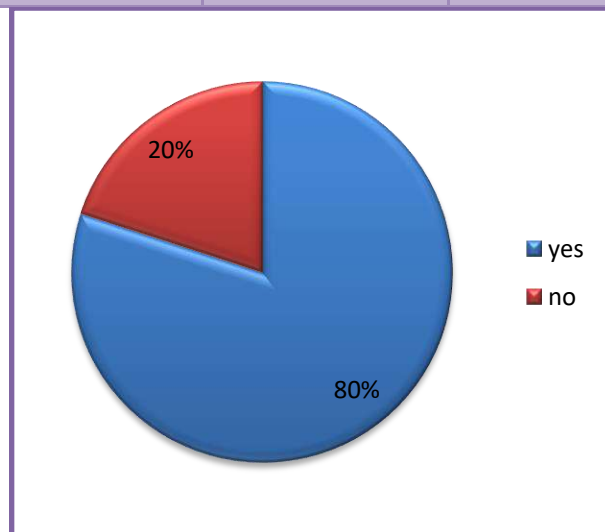
**Table 3.27; Figure 3.30: academic writing Purposes .**

Table 3.31 and Figure 3.30, most of students (41%) give importance to academic writing due to all the mentioned reasons ,Whereas (23%) (4%) (18%) choose the other option which are avoiding plagiarism , making validity , conveying information , and (14%) persuading readers. That it is to say , each student has her / his own reasons for writing academically .

**Q 5 :Do you know the main academic writing types ?**

a. Yesb. No

Option	Number	Percentage
Yes	32	80
No	8	20
<b>Total</b>	<b>40</b>	<b>100</b>



**Table 3.28; Figure 3.31:Students' academic writing types.**

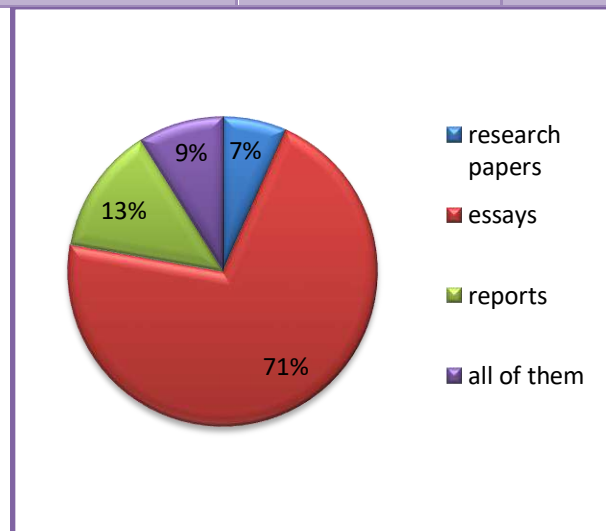


From the table 3.32, figure 3.31 Most of students (80%) know the different academic writing types. Whereas, only (20%) say that they do not know them .

**Q 5.1 :If yes , which one among the following types have been presented to you by your teacher ? (you may choose more than one choice )**

- a. Research papers b. Essays Reports c. Dissertations d. All of them e. None of the

Options	Number	Percentage (%)
Researchpapers	3	7
Essays	32	71
Reports	6	13
Dissertations	0	0
All of them	4	9
None of them	0	0
<b>Total</b>	<b>40</b>	<b>100</b>



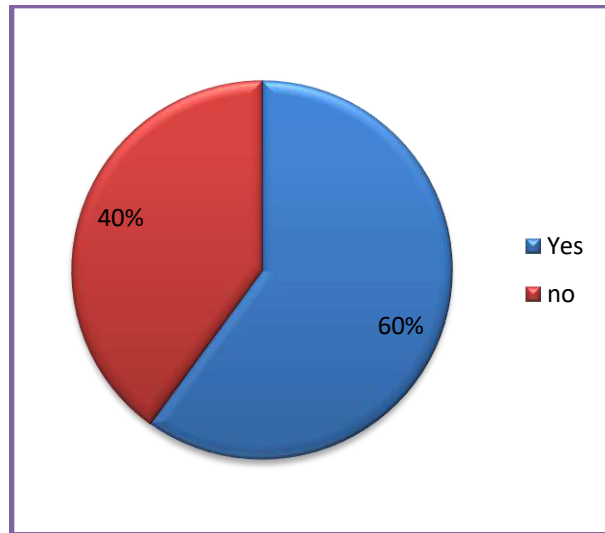
**Table 3.29.; Figure 3.32: Academic writing types presented by their teachers**

It seems from Table 3.33and figure 3.32 that the most students (71%) choose essays as the most type presented by the written comprehension and expression teachers. The type of reports and research papers come next with (13) and (7%) respectively. On the other hand, just (9%) Choose the option all of them .Wenotedthatteachers focus on.

**Q 6: Do you know the fundamental characteristics of academic writing?**

- a. yes b. no

Options	Number ( N)	Percentage
Yes	24	60
No	16	40
<b>Total</b>	40	100



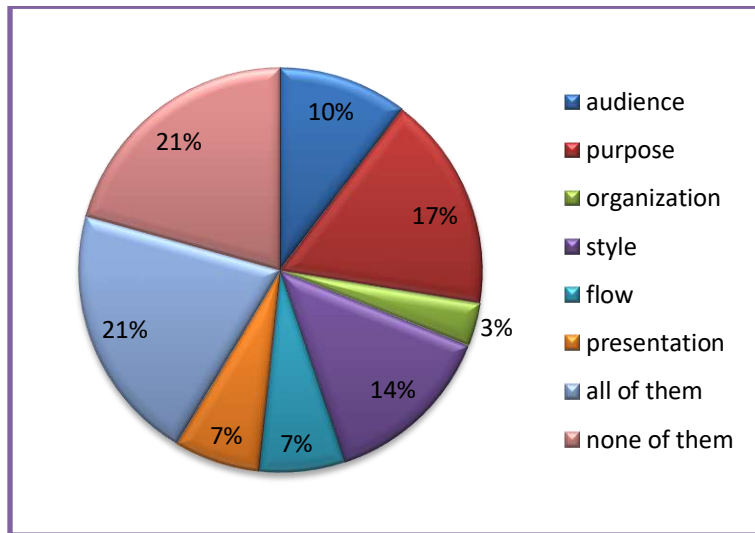
**Table 3.30; Figure 3.33:Students’ academic writing fundamental characteristics**

From table 3.34;figure 3.33 We note that (60%) who know the fundamental characteristics of academic writing . While (40%) of them they do not know anyone of these characteristics .

**Q 6.1:If yes, which characteristics have been presented to you by your written comprehension teacher ? ( you may choose for more than one choice)**

- a. Audience b. Purpose Organization c. Style d. e. Flow f. Presentationg. All of themh. None of them

Options	Number (N)	Percentage
<b>Audience</b>	6	10
<b>Purpose</b>	10	17
<b>Organization</b>	2	3
<b>Style</b>	8	14
<b>Flow</b>	4	7
<b>Presentation</b>	4	7
<b>All of them</b>	12	21
<b>None of them</b>	12	21



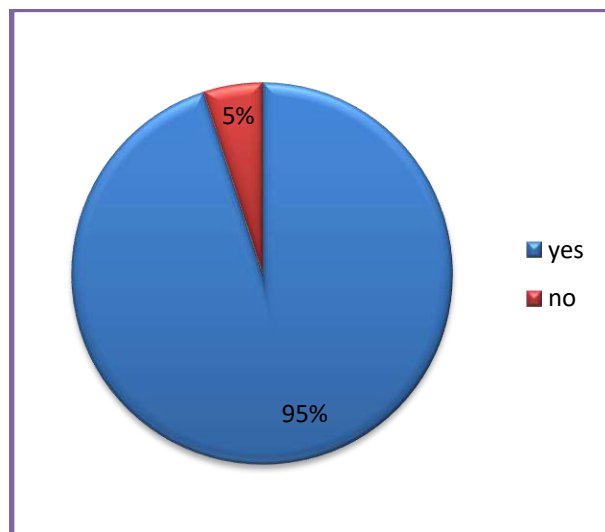
**Table 3.31; Figure 3.34: Most Academic writing characteristics presented by teachers**

From table 3.35 and figure 3.34 it seems that (17%) Of students know the characteristics, (10%) Know the audience, (14%) know the style , and just (3%) know organization . On the other hand (21%) do not know any characteristics, also (21%) Know all of them .

**Q 7 :Do you face difficulties when you write academically ?**

- a. Yes b. No

Option	Number (N)	Percentage
Yes	38	95
No	2	5
<b>Total</b>	<b>40</b>	<b>100</b>



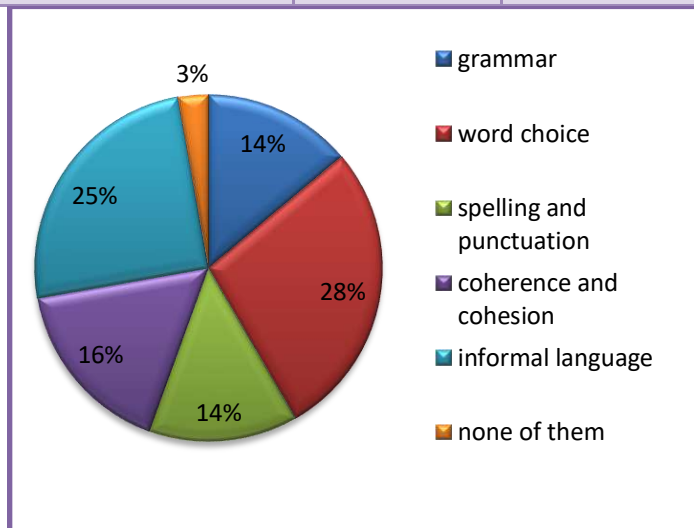
**Table 3.32; Figure 3.35: Learners' academic writing difficulties**

Table 3.36 And figure 3.35: Shows that the majority (95%) of students face difficulties in academic writing, whereas just 2 students said that they do not face any difficulty.

**Q 7.1: If yes, which one among the following academic writing aspects are difficult for you? (you may choose more than one answer)**

- a. Grammar
- b. Word choice
- c. Spelling and punctuation
- d. Coherence and cohesion
- e. Informal language
- f. All of them
- g. None of them

Option	Number (N)	Percentage
Grammar	10	14
Word choice	20	28
Spelling and punctuation	10	14
Coherence and cohesion	12	16
Informal Language	18	25
None of them	2	3



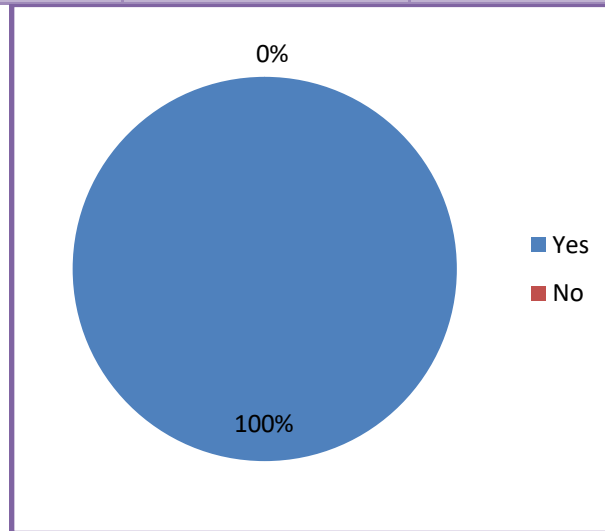
**Table 3.33; Figure 3.36 :academic writing's most difficult aspect**

From table 3.37 and figure 3.36 we see that (28%) of students face the difficulty of word choice, (16%) for coherence and cohesion difficulty and (25%) for informal language, whereas each (14%) for grammar and spelling punctuation, and just (3%) that they do not face any difficulty.

**Q 8: Do you know the different types of Academic writing techniques ?**

- a. Yes
- b. No

Option	Number (N)	Percentage
Yes	40	100
No	0	0
Total	40	100



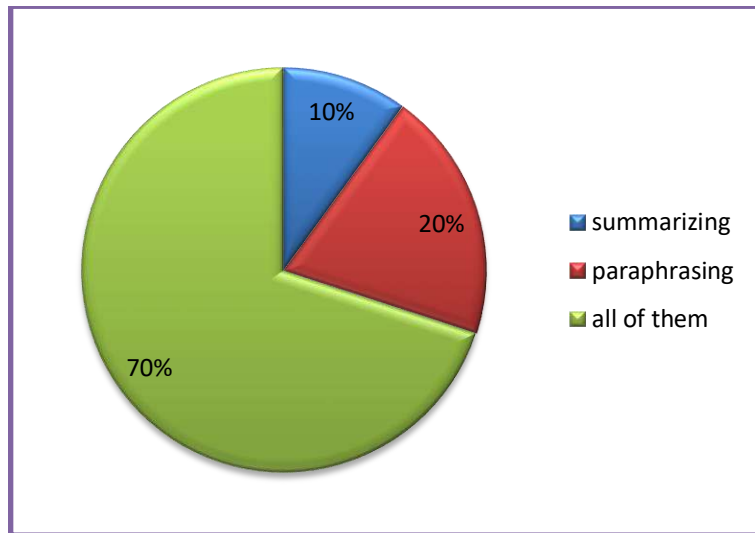
**Table 3.34;Figure 3.37:Types of academic writing techniques**

As shown in the table 3.38 and figure 3.37that all students (100%) know the different types of academic writing techniques .

**Q 8.1: If yes which one among the following academic writing techniques do you know?**

- a. Summarizing .b. Paraphrasing .c. Referencing d. Quoting. e. All of them
- f. None of them g. Other techniques .

Option	Number (N)	Percentage
Summarizing	4	10
Paraphrasing	8	20
Referencing	0	
Quoting	0	
All of them	28	70
None of them	0	0



**Table 3.35; Figure 3.38: The most known academic writing techniques**

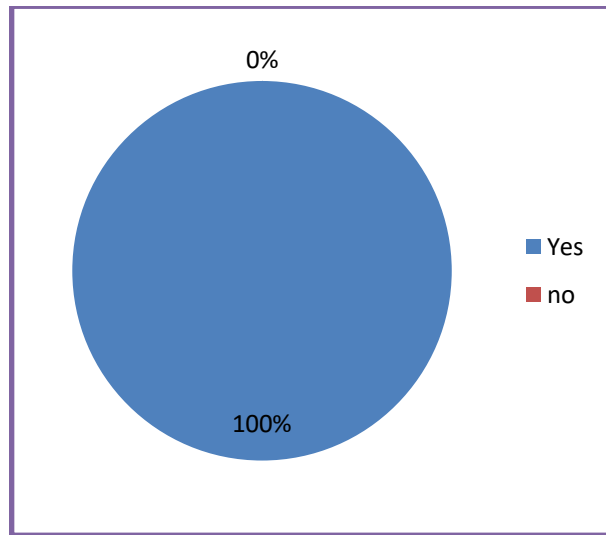
Table 3.39 And Figure 3.38 show that , all of the techniques are known by (70%) of students. While (10%) know only summarizing. However (20%) answer that they know only paraphrasing.

### Section Three: Paraphrasing Technique

#### Q 9: Do you know what is paraphrasing technique?

- a. Yes      b. No

Options	Number	Percentage (%)
Yes	40	100
No	0	0
<b>Total</b>	40	100



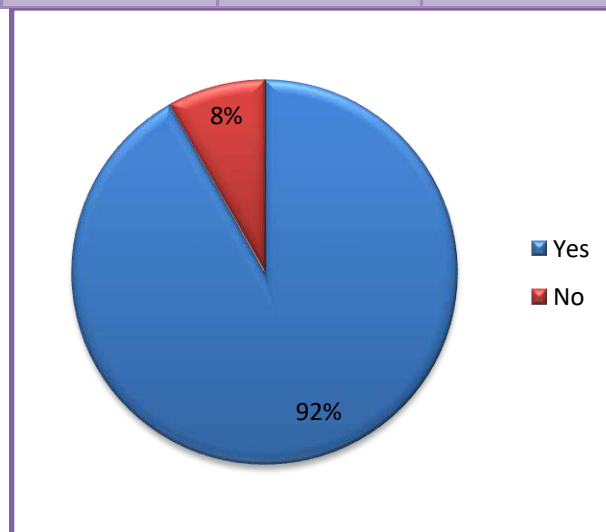
**Table 3.36; Figure 3.39: Students’ knowledge about paraphrasing technique**

Table and Figure show that all students (100%) know what does paraphrasing means. That is to say, all of them have been studied and already used it.

**Q 10: Do you know the purposes of paraphrasing when you write academically?**

- a. Yes                      b. No

Options	Number	Percentage
Yes	36	92%
No	4	8%
<b>Total</b>	<b>40</b>	<b>100</b>



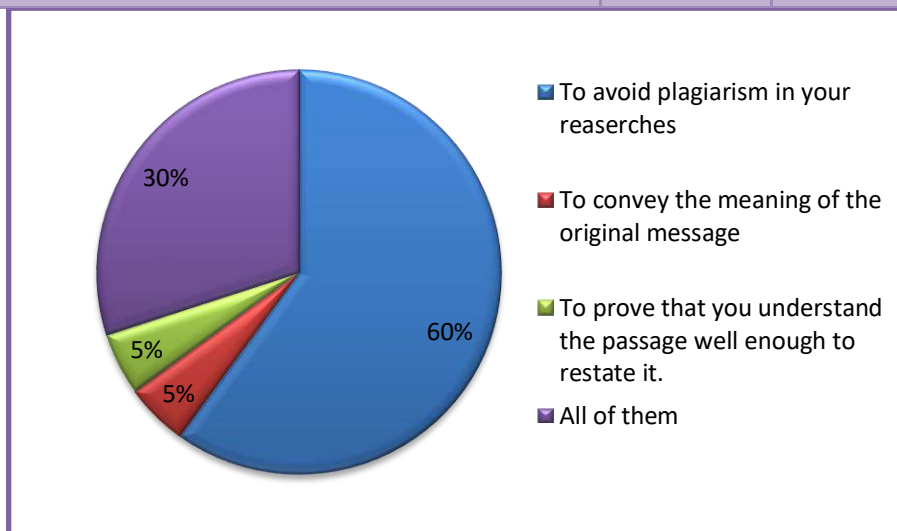
**Table 3.37; Figure 3.40: Students’ knowledge about paraphrasing purposes**

Table 3.41 and Figure 3.40 show that the majority of students (92%) know the paraphrasing purposes, and (8%) of them do not know what are they.

**Q 10.1: If yes, which one among these purposes have been taught to you by your teacher?**

- a. In order to avoid plagiarism in your researches.    b. To convey the meaning of the original message.    c. To prove that you understand the passage well enough to restate it.  
 d. All of them.    e. None of them.    f. Other purposes

Options	Number	Percentage (%)
To avoid plagiarism	24	60
To convey the meaning of the original message.	2	5
To prove that you understand the passage well enough to restate it.	2	5
All of them	12	30
None of them	0	0
Other purposes	0	0
<b>Total</b>	<b>40</b>	<b>100%</b>



**Table 3.38; Figure 3.41: Paraphrasing purposes**

Table 3.42 and Figure 3.41, shows that most of students (60%) go for all of them, this proves that they know why they paraphrase. Whereas (30%) (5%) choose the other option which are: avoiding plagiarism, conveying the meaning, and (5%) stated that it shows their

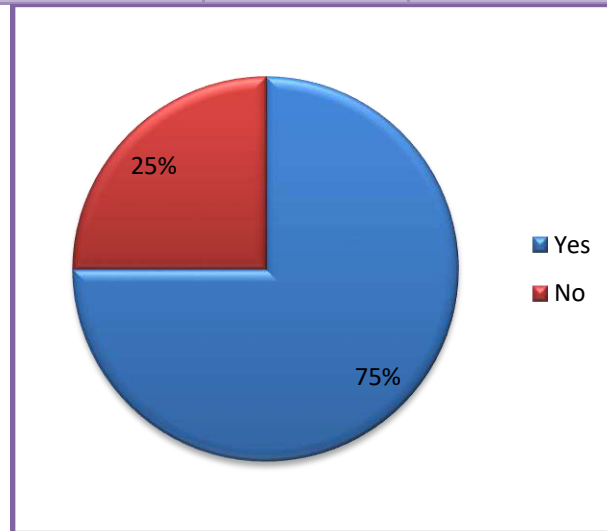


understanding of the given passage. That is to say, each person has her / his reason for using paraphrasing technique, but they all convey the same academic reach purposes .

**Q 11: Do you know the main characteristics of paraphrasing technique?**

- a. Yes    b. No

Options	Number	Percentage(%)
Yes	30	75
No	10	25
<b>Total</b>	<b>40</b>	<b>100</b>



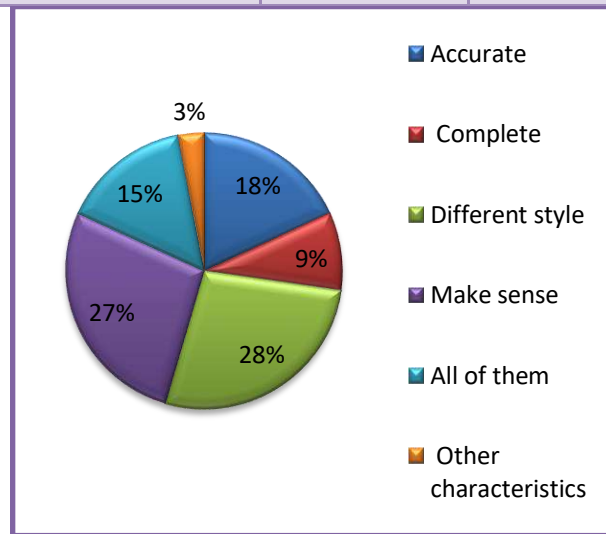
**Table 3.39; Figure3.42: Students’ knowledge about Paraphrasing characteristics.**

Table 3.43 and Figure 3.42 show that the majority of students (75%) know paraphrasing characteristics, and (25%) of them do not know what are they. Which means that they do not know how to write a successful paraphrased passage.

**Q 11.1: If yes, which one among the following characteristics of paraphrasing technique do you know? You may choose more than one answer.**

- a. Accurate    b. Complete    c. Different style    d. Make sense    e. All of them  
 f. Other characteristics

Options	Number	Percentage
Accurate	12	19%
Complete	6	9%
Different style	18	28%
Make sense	18	28%
All of them	10	16%
Other characteristics	2	3%



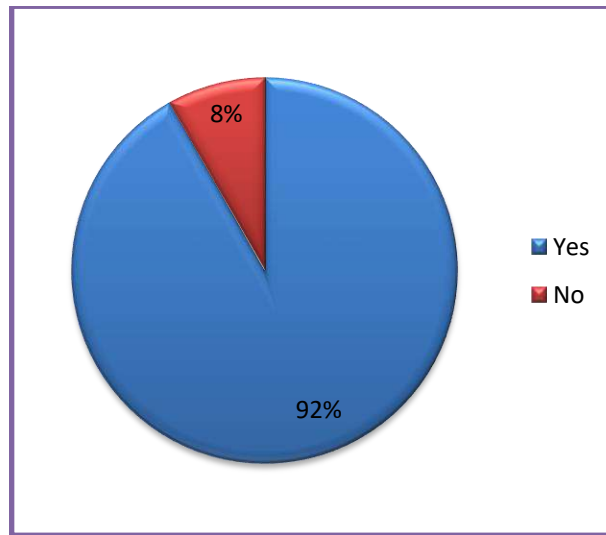
**Table 3.40; Figure 3.43: Characteristics of paraphrasing technique.**

Table 3.44 and Figure 3.43 show that (28%) of students choose the answer of different style, Whereas (27%) (18%) (15%) (9%) choose the other options which are orderly: make sense, accurate, complete, all of them, and (3%) know other characteristics. That is to say, they have been studied the characteristics of paraphrasing technique and how to use them successfully.

**Q 12: Do you know the main steps of paraphrasing technique?**

- a. Yes      b. No

Options	Number	Percentage
Yes	36	92%
No	4	8%
<b>Total</b>	40	100%



**Table 3.41; Figure 3.44: Students' knowledge about Paraphrasing Steps.**

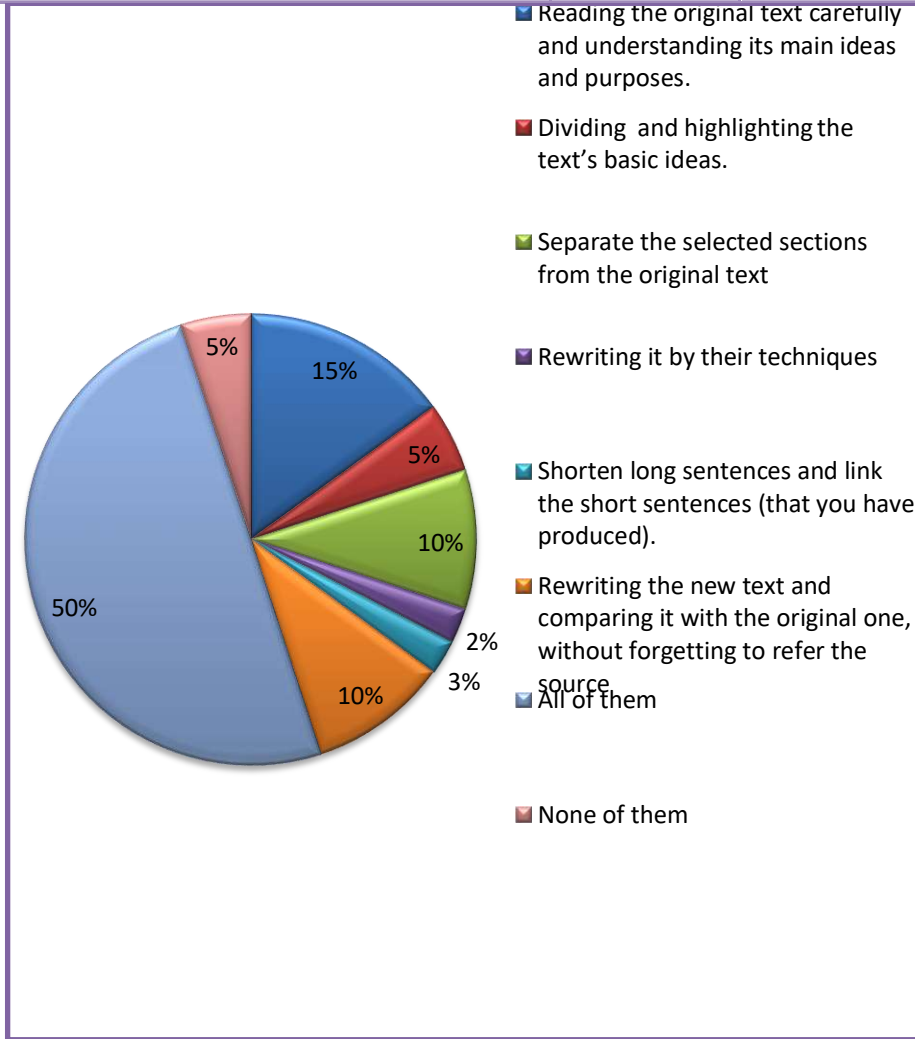
Table 3.45 and Figure 3.44 show that most of students (92%) know the paraphrasing steps, and (8%) of them do not know them.

**Q 12.1: If yes, which one among the following steps do you know?**

- a. Reading the original text carefully and understanding its main ideas and purposes
- b. Dividing and highlighting the text's basic ideas
- c. separate the selected sections from the original text
- d. Rewriting it by their techniques
- e. Shorten long sentences and link the short sentences (that you have produced)
- f. Rewriting the new text and comparing it with the original one, without forgetting to refer the source
- g. All of them
- h. None of them.

Options	Number	Percentage (%)
Reading the original text carefully and understanding its main ideas and purposes.	6	15
Dividing and highlighting the text's basic ideas.	2	5
Separate the selected sections from the original text	4	10
Rewriting it by their techniques.	1	2
Shorten long sentences and link the short	1	3

<b>sentences (that you have produced).</b>		
<b>Rewriting the new text and comparing it with the original one, without forgetting to refer the source.</b>	4	10
<b>All of them</b>	20	52
<b>None of them</b>	2	5
<b>Total</b>	40	100

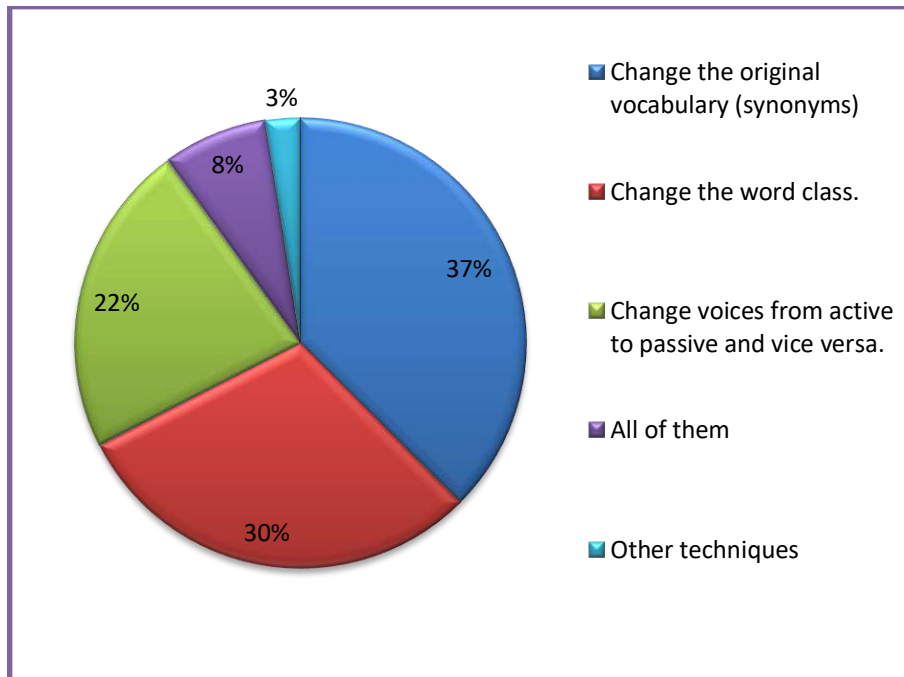


**Table 3.42Figure 3.45: Paraphrasing steps.**

Table 3.46 and Figure3.45 , show that (50%) of students agree that of all of them, which means that half of students know very well paraphrasing steps. Whereas (15%) (10%) (10%) (5%) (5%) (3%) choose the other options which they following this order: reading the original text carefully and understanding its main ideas and purposes, separate the selected sections from the original text),rewriting the new text and comparing it with the original onewithout forgetting to refer the source, dividing and highlighting the text's basic ideas, none of them,



<b>passive and vice versa.</b>		
<b>All of them</b>	3	8%
<b>Other characteristics</b>	1	3%



**Table 3.44;Figure 3.47: Paraphrasing Techniques**

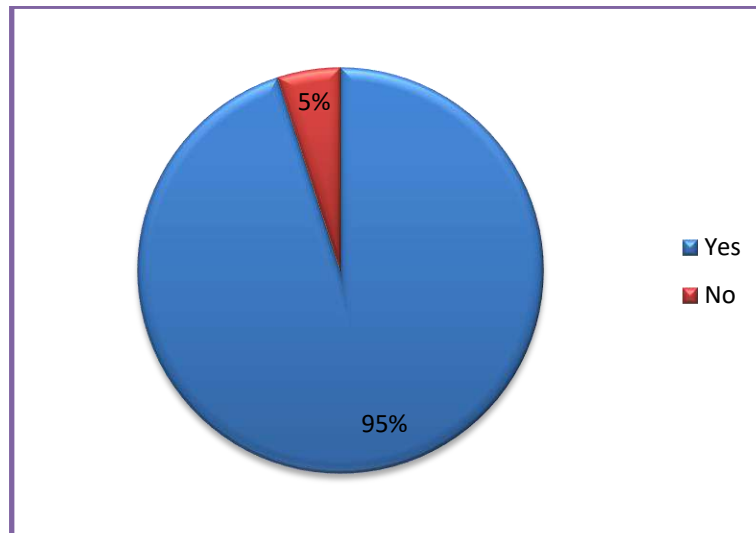
Table 3.48 and Figure 3.47 show that (37%) of students use the technique of changing the original vocabulary, Whereas (30%) of them changing word class, (22%) they change the voice and (8%) of them use all the techniques while paraphrasing, that it to say, a small percentage of students have been studied techniques of paraphrasing and the majority apply the simple technique. However (3%) choose other techniques which are: change of Speech, noun/adjective conversion.

**Q 14: Do you face different difficulties when you paraphrase?**

a. Yes

b. No

Options	Number	Percentage
<b>Yes</b>	38	95%
<b>No</b>	2	5%
<b>Total</b>	40	100%



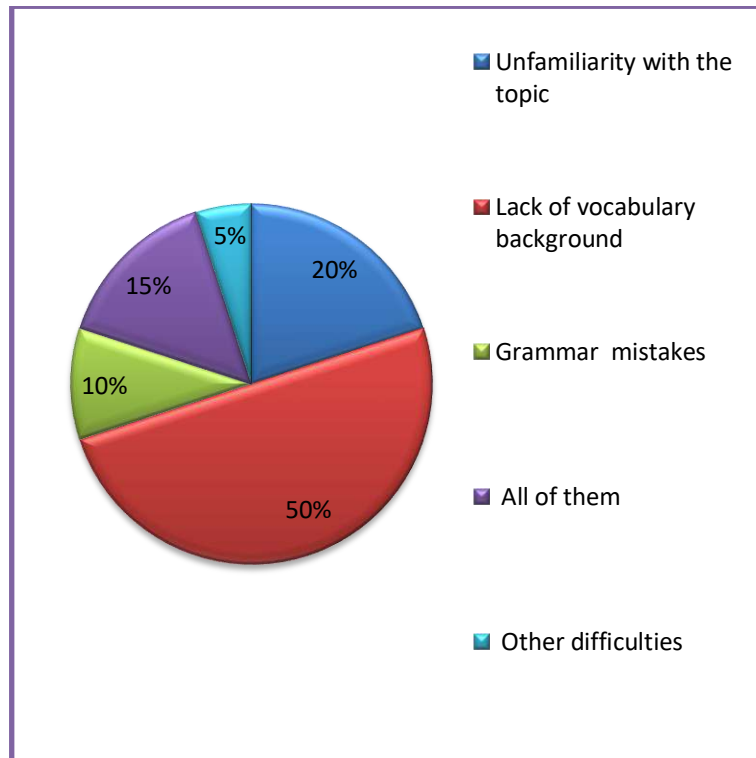
**Table 3.45; Figure 3.48: Students' knowledge about Paraphrasing Difficulties.**

Table 3.49 and Figure 3.48 show that most of students (95%) face difficulties when they paraphrase, and (5%) of them do not face any difficulties.

**Q 14.1: If yes, which one among the following difficulties are you facing?**

- a. Unfamiliarity with the topic    b. Lack of vocabulary background    c. Grammar mistakes. All of them. Other difficulties

Options	Number	Percentage
Unfamiliarity with the topic	8	20%
Lack of vocabulary background	20	50%
Grammar mistakes	4	10%
All of them	6	15%
Other difficulties	2	5%



**Table 3.46;Figure 3.49: Paraphrasing Difficulties**

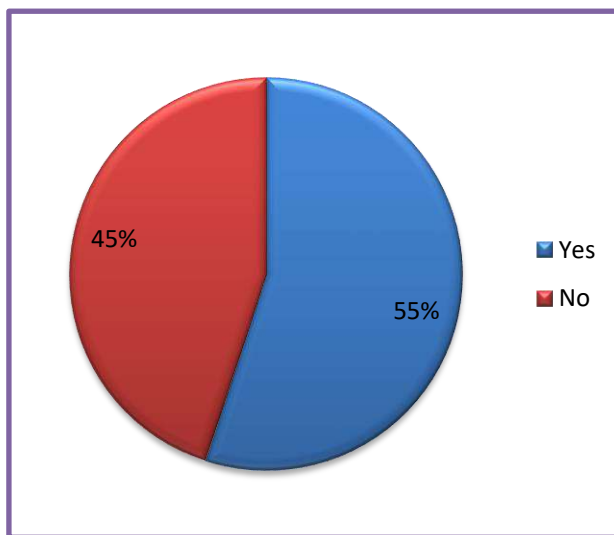
Table3.50 and Figure 3.49, show that half of students (50%) face the problem of lack of vocabulary, Whereas (20%) (10%) (5%) of them face the other problems which they are: unfamiliarity with the topic, grammar mistakes, other difficulties, and (15%) of students have difficulties with allthem.

**Q 15: Does your teacher help you to overcome the previous mentioned difficulties?**

a. Yesb.No

Options	Number	Percentage
Yes	22	55%
No	18	45%
<b>Total</b>	40	100%





**Table 3.47; Figure 3.50: Students' overcome difficulties by their teacher.**

Table 3.51 and Figure 3.50 show that (55%) of students overcome their paraphrasing difficulties by help of their teacher, whereas (45%) do not how.

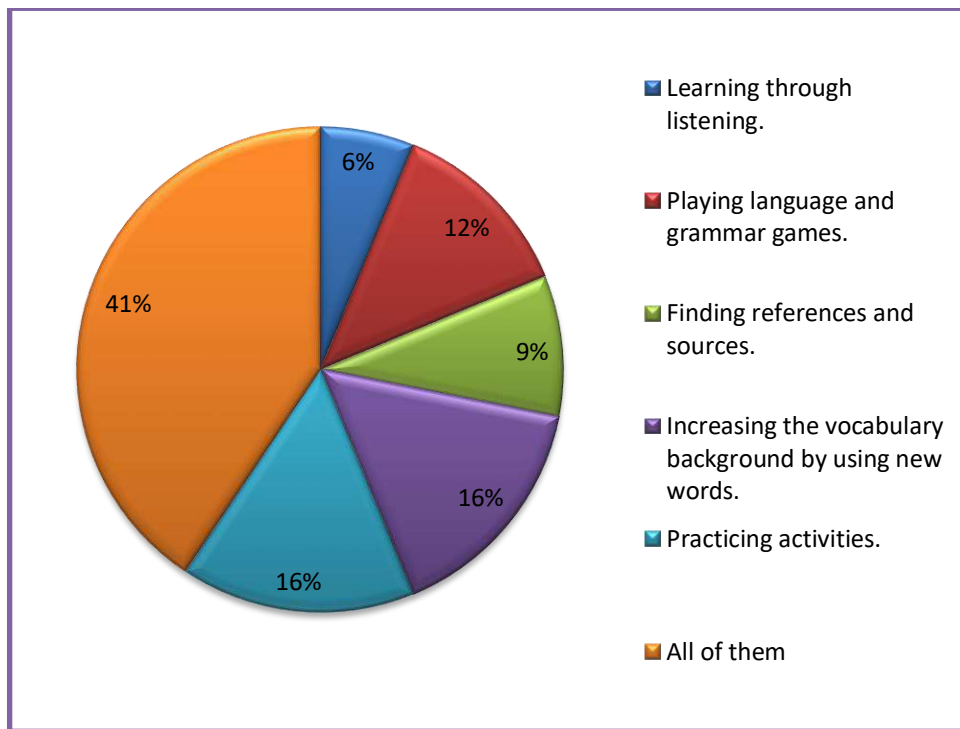
**Q 15.1: If yes, please explain how?**

We have not received any further explanation.

**Q 16: How could you solve the previous difficulties when you paraphrase?**

- a. Learning through listening
- b. Playing language and grammar games
- c. Finding references and sources
- d. Increasing the vocabulary background by using new words
- e. Practicing activities
- f. Other solutions.

Options	Number	Percentage (%)
<b>Learning through listening.</b>	4	6
<b>Playing language and grammar games.</b>	8	12
<b>Finding references and sources.</b>	6	9
<b>Increasing the vocabulary background by using new words.</b>	10	16
<b>Practicing activities.</b>	10	16
<b>All of them</b>	26	41
<b>Other solutions</b>	0	0



**Table 3.48; Figure 3.51: solutions of Paraphrasing difficulties.**

Table 3.52 and Figure 3.51, show that (41%) of students solve their paraphrasing difficulties through using different solutions, which make them able to solve the previous difficulties. Whereas (12%) solve the problem of grammar mistakes by playing grammar games, also (16%) of them increasing their vocabulary background by using new words, whereas (16%) (9%) (6%) choose the other options which are: practicing activities, finding references and resources and learning through listening.

### **3.5.4. Discussion of the result for students**

After analyzing the data, we arrived to the following conclusions. Section one, The majority of students are between the ages of twenty and twenty-five, and most of them have been learning for more than three years. All students (100%) believe that writing is an essential skill for them, and also the module of academic writing to improve through their academic studies. Second section demonstrates that third-year English students understand the meaning of academic writing, proving that they have all learned this process. (41%) of students give importance to academic writing due to all the mentioned reasons (avoiding plagiarism, making validity, conveying information, and persuading readers). The plurality of students (80%) know the different academic writing types (research papers, essays, reports, dissertations). (60%) of them, know the fundamental characteristics of academic writing (Audience, Purpose, Organization, Flow, presentation) while (40%) of them they do not know

anyone. The majority (95%) of students face difficulties in academic writing such as word choice, coherence and cohesion, informal language, grammar, spelling and punctuation. All students (100%) know the different types of academic writing techniques (Summarizing, Paraphrasing, referencing, Quoting). Section three, shows that all students (100%) studied the paraphrasing technique. The plurality of them (92%) know the paraphrasing purposes such as avoiding plagiarism, conveying the meaning, and showing the understand of the given passage. Most of students (75%) know paraphrasing characteristics (accurate, complete, different style and make sense) , while (25%) of them do not know what are they.(92%) of students learned the paraphrasing steps. Indeed, (92%) of them know the paraphrasing techniques (using synonyms, changing word class, changing voices and other techniques).the majority of third year students (95%) face difficulties when they paraphrase, which are:lack of vocabulary, unfamiliarity with the topic, grammar mistakes and other difficulties. Most of students (55%) overcome their paraphrasing difficulties by help of their teacher and they solve their difficulties by (Learning through listening , Playing language and grammar games, finding references and sources , increasing the vocabulary background by using new words, practicing activities, and other solutions).

### 3.6.Description of the Experimental Study

#### 3.6.1. Pre – test

The test of this study was online on Facebook by using a group messenger with a limited number of students of Third year EFL LMD students. They were asked to paraphrase the original text of Learning Online selected from Teaching Banyan. Students are required keeping the same idea in another way through using different techniques that they know.

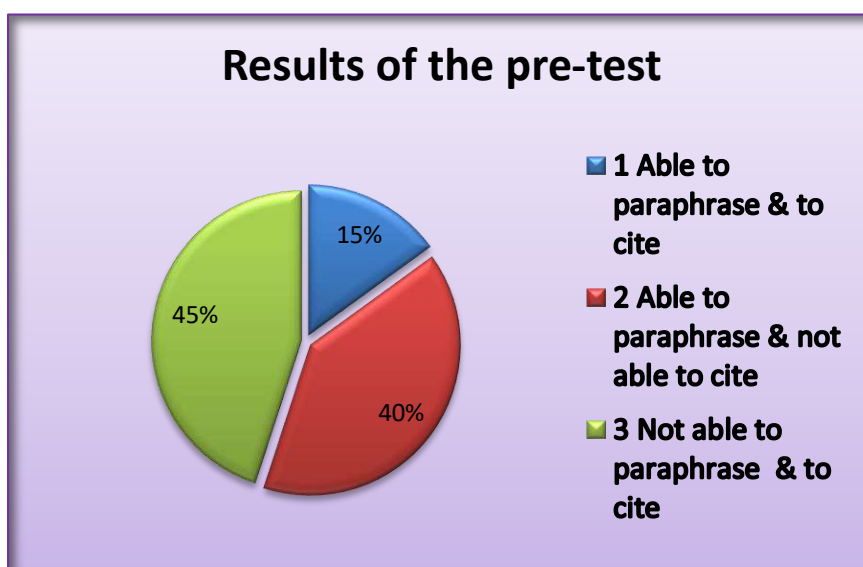


Figure 3.52 shows student's performance in the pre-test was as follows:

■ The green portion (45%) reflects the percentage of the students who are not able to paraphrase and to cite.

■ The red portion (40%) shows the students who are able to paraphrase some phrases and they are not able to cite.

■ The blue portion for the other (15%) of the students whom are able to paraphrase and cite the reference.

### **3.6.2. Session's Description**

We already asked the students to be all presented online in a specific time for the explanation of the lesson briefly. They should firstly know the importance of using academic writing and being able to write in this style since they are university students, because they will write their essays, reports, course work, and exams academically, and there is an effective strategy that could help students to improve this style of writing which is paraphrasing. After that we provide them with paraphrasing steps and then with paraphrasing techniques to be used.

### **3.6.3. Analysis of the Pre-test Results**

The majority of 3rd year EFL LMD students do not know how to paraphrase. And this leads to the inability of writing the original text in their own style. However, (15%) of students were able to paraphrase and cite in order to avoid plagiarism. While the others were unable to reformulate the whole text.

### 3.6.4. Post-test

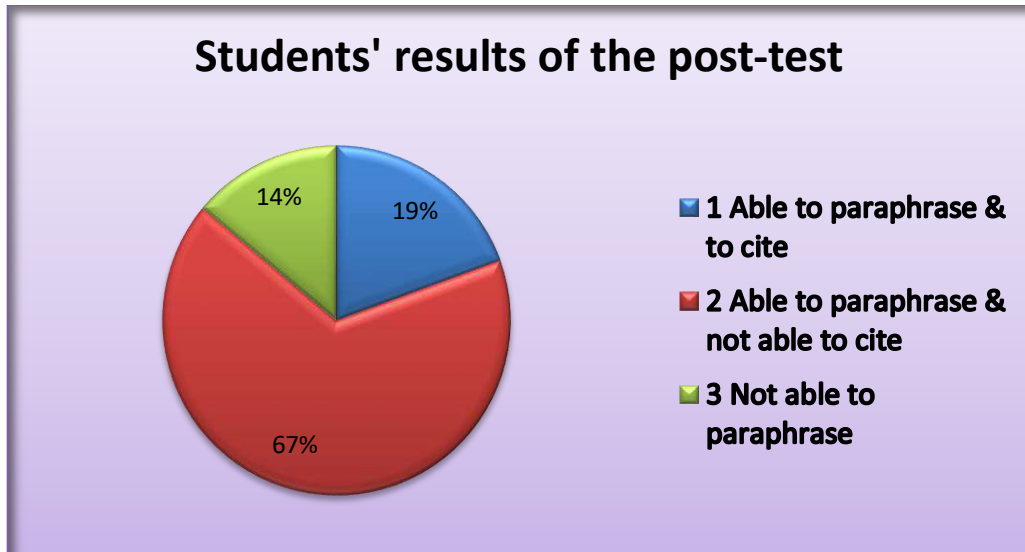


Figure 3.53 shows the performance of students in the post-test was as follow:

They are divided into 3 main categories.

The red portion represents the students who could paraphrase the whole passage without citing.

The green portion represents the students who could not paraphrase the text.

The blue portion represents the students who could paraphrase and cite .

### 3.6.5. Analysis of the Post-test Results

After designing an online course to explain the techniques of paraphrasing to the students, the majority of them (67%) were able to reformulate the original text but could not be able to cite it. However (14%) of them could not use their own style to reformulate the original text although they understand it. while only (19%) of them were able to reproduce the source text with citing the reference

### 3.6.6. Comparison of the Pre-test and Post-test Results

Paraphrasing level	Pre-test	Post-test
Able to paraphrase & to cite	15%	19%
Able to paraphrase & not able to cite	40%	67%
Not able to paraphrase & to cite	45%	0%
Not able to paraphrase the whole passage	0%	14%

Table 3.49: Comparison of the pre-test and post-test results

Although it was an online session but it was efficient about paraphrasing and its techniques that enable most students to paraphrase the original text. The results indicate that the majority of students could improve their level in paraphrasing because most students are able to paraphrase in the post-test better than in the pre-test. So the appropriate way for students to paraphrase is practicing by activities of paraphrasing to improve their level in paraphrasing as it is shown on the table.

### **3.6.7. Discussion of the Results**

In the pre-test the majority (45%) of 3rd year LMD students do not know how to paraphrase. However, (15%) of students were able to paraphrase and cite in order to avoid plagiarism. while the others (40%) unable to reformulate the original text. And after designing an online course to explain the techniques of paraphrasing to the students, the majority of them (67%) were able to reformulate the original text but could not able to cite it . However (14%) of them could not use their own style to reformulate the original text although they understood it. while only (19%) of them were able to reproduce the source text with citing the reference.

### **Conclusion**

To sum up, the findings of both students' and teachers' questionnaire prove our hypothesis that claims that 3rd year EFL LMD students do not know how to write academically. Also the obtained results from pre-test and post-test show the process of writing academically involves a set of techniques, and requires much time and practice from the learner's part and a lot of experience and guiding from the teacher's part. Thus, teachers should guide their learners and provide them with different techniques and ways to enable them to practice this skill. Therefore teaching and learning how to paraphrase is an essential step in manipulating such a process. Because this study revealed that students need guidance in how to paraphrase original texts into their own styles in order to improve their skills in academic writing.

## **Pedagogical Implications**

Third year EFL LMD students at KasdiMerbah University-Ouargla, should take an academic writing module in addition to the Written Expression Module, in which they will learn how to write academically not until reaching master degree to study academic writing.

They should also know and understand very well the impact and the necessity of paraphrasing technique in their writing ability. The most essential opportunity of achieving EFL learners' paraphrase objectives is academic writing. The paraphrasing process is completed by writing, which represents the learners' comprehension and use of language abilities. Students must practice paraphrasing in groups to share ideas and ways of reformulating, as well as receive feedback from their teachers, in order to improve their paraphrasing skills. Teachers have to choose certain activities in the classroom to be used in the academic writing module in order to help their students avoiding plagiarism and develop their academic writing skills via paraphrasing. In order to produce a text content in their own style, students must be able to reformulate it. This allows learners to express the same topic in a variety of different ways and styles. But first, students should discuss their thoughts and possible solutions for changing the source texts in reflecting their comprehension in many ways. Only if teachers give their students with the appropriate start can this process be achieved and developed. Teachers, for example, should teaching on simple texts that will help their performance as an introduction exercise to clarify and simplify the paraphrasing technique. Then, during the academic writing sessions, they will move on to more complicated paragraphs to be paraphrased collectively. Learners will not be able to do that unless they are given the necessary linguistic elements. When it comes to adapting sources to one's own style, learners' grammatical competency remains the most significant element. It should be mentioned that almost all teachers focus their teaching technique on theory instead of practice. The most essential topic for both teachers and students to discuss in the form of classrooms practical exercises is to offer suitable academic writing that would be free of plagiarism and uses a variety of styles and ways of expression. Students should practice sharing different backgrounds and opinions with their colleagues. This will aid in paraphrasing and evaluating their abilities.

# **General Conclusion**



## **General conclusion**

Academic writing is one among the styles that EFL learners should develop and seek to improve while writing researches and academic assignments such as: reports, essays, dissertations and many types of research papers. Teachers should achieve this improvement in raising the level of students in academic writing, especially as they are required to prepare a dissertation in their final year at university. However academic writing is based on several fixed rules, and techniques, among these techniques, are called paraphrasing.

As a result, the overall aim of this research was to investigate the impact of paraphrasing technique to improve EFL learners' academic writing ability.

This study was focused on third year English students at KasdiMerbah University-Ouargla. We chose this sample because students at this level deal with several types of academic papers. Despite that, they still face some difficulties in their writing, especially the difficulties in paraphrasing because it is one of the most important techniques that EFL learners should use in their written texts because of its impact on the academic writing skill of EFL learners. Therefore, we conducted this study to identify and investigate the importance of paraphrasing technique in improving academic writing ability.

After we analyzed the questionnaires of students and teachers, we concluded: First, a percentage of students do not know the steps of paraphrasing and how to paraphrase successfully. Secondly, they encountered some difficulties when they paraphrase such as the low of understanding the topic, the lack of documentation, grammar mistakes.

Third, their lack of knowledge of paraphrasing techniques. Fourth, teachers face some obstacles among their students during their writings especially in paraphrasing.

Finally, it is necessary for students to intensify their efforts to improve their paraphrasing skills, and also for teachers to take into consideration their students' problems, and encourage them to find solutions by providing activities, and practicing paraphrasing in their written texts.

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# Appendices

## **APPENDIXA:Teachers' questionnaire**

### **Teachers' Questionnaire**

#### **Dear Teachers**

You are kindly requested to fill in this questionnaire to express your thoughts about the academic writing, and paraphrasing strategy as well as to improve the academic writing ability of EFL students .

Please, mark (✓) in the appropriate box(es) or give full answer(s) on the broken lines.

May we thank you in advance for your cooperation and the time devoted to answer the questionnaire.

Miss Randa KHALDI

Miss Wiam BENMESSAOUD

Department of letters and English Language

Faculty of letters and Languages

KasdiMerbah University

Ouargla

**Section One: Background Information**

- 1. How long have you been teaching the module of written comprehension ?  
.....years
- 2. Do you think that written comprehension programme that you are teaching is effective to improve your students' level in academic writing ?
  - a. Yes
  - b. No

2.1. If no please explain why ?

.....  
.....  
.....

**Section Two :Academic Writing :**

- 3. Do you think that EFL students know what is academic writing ?
  - a. Yes
  - b. No
- 4. Do your students know the different purposes of academic writing ?
  - b. Yes
  - c. No
- 5. if yes, which one among the following purposes do you teach them ?
  - a. developskills in researching.
  - b. evaluating information.
  - c. responding to others' arguments.
  - d. expressing yourself clearly in writing academically
  - e. Otherpurposes

.....  
.....  
.....

- 6. Do you teach your students the different types of academic writing ?
  - a. Yes
  - b. No
- 7. If yes , which one among the following types do you teach them ?
  - a. Researchpapers
  - b. Essays



- c. Reports
- d. Dissertations
- e. All of them
- f. Other types

.....  
 .....

**8. Do you teach your students the different academic writing characteristics ?**

- a. Yes
- b. No

**8.1. Which one among the following characteristics do you teach them ?**

- a. Product approach
- b. Process approach
- c. Genre approach

**9. Do you teach your students the basic academic writing techniques**

- a. Yes
- b. No

**10. If yes Which one among the following academic writing techniques have been presented to your students?**

- a. summarizing
- b. Paraphrasing
- c. Quoting
- d. Referencing
- e. Other techniques

**Section Three :Paraphrasing technique**

**11. Do your students know what is paraphrasing technique?**

- a. Yes
- b. No

**12. Are you students aware of paraphrasing purposes?**

- a. Yes
- b. No

**12.1. If yes, which one among the following purposes have been presented to your students?**

- a. In order to avoid plagiarism in your researches.
- b. To convey the meaning of the original message.
- c. To prove that you understand the passage well enough to restate it.
- d. All of them.
- e. None of them.


Other purposes

.....

.....

**13. As a teacher of academic writing what are the most important characteristic of paraphrasing?**

- a. Accurate
- b. Complete
- c. Different style
- d. Make sense
- e. Other characteristics


.....

.....

**14. Do you think that teaching paraphrasing improve your EFL students' writing skills?**

- a. Yes
- b. No


**15. Do you think that is necessary to teach EFL students how to paraphrase?**

- a. Yes
- b. No


**16. What are the most difficultiesthat face your students when they paraphrase passages?**

- a. Unfamiliarity with the topic
- b. Vocabulary background
- c. Grammar mistakes.
- d. All of them.
- e. None of them.
- f. Other difficulties.


.....

.....

**17. which one among the following paraphrasing techniques do you most use to improve your EFL students Writing skills?**

- a. Using synonyms.
- b. Changing word classes.
- c. Changing voice.
- d. All of them.

## APPENDIX B: Students' questionnaire

Dear Students,

You are kindly requested to fill in this questionnaire to express your attitudes knowledge about academic writing, and the importance of paraphrasing strategy to improve your academic writing ability for the validity of the research we are undertaking. As such, we hope that you will give us your full attention and interest.

Please, mark ( ✓ ) in the appropriate box(es) or give full answer(s) on the broken lines.

May we thank you in advance for your cooperation and the time devoted to answer the questionnaire.

KasdiMerbah University

Miss Randa KHALDI

Miss Wiam BENMESSAOUD

Department of letters and English Language

Faculty of letters and Languages

Ouargla

**SECTION ONE : Background Information**

1. Yourage : ..... yearsold
2. How many years have you been studying English language ?  
.....years
3. Do you think that writing is an important skill for you?
  - a. yes
  - b. no
4. If yes, please explain why ( briefly)

.....  
.....

**Section Two : AcademicWriting**

5. Do you know what is academic writing ?
  - a. Yes
  - b. No
6. If yes , do you know how to write academically such as (essaysresearch papers , articles.....etc)
  - a. Yes
  - b. No
7. Do you think that academic writing is important for you to be taught ?
  - a. yes
  - b. no
- 7.1. if yes , for which reason (you may choose more than one choice )
  - a. To avoid plagiarism
  - b. To make your validity
  - c. To convey information
  - d. To persuade readers
  - e. All of them
  - f. None of them
  - g. Other

reasons.....  
.....  
.....

**8. Do you know the main academic writing types ?**

- a. Yes
- b. No

**8.1. If yes , which one among the following types have been presented to you by your teacher ? (you may choose more than one choice )**

- a. Researchpapers
- b. Essays
- c. Reports
- d. Dissertations
- e. All of them
- f. None of them

**9. Do you know the fundamental characteristics of academic writing ?**

- a. yes
- b. no

**9.1. If yes which characteristics have been presented to you by your written comprehension teacher ? ( you may choose for more than one choice)**

- a. Audience
- b. Purpose
- c. Organization
- d. Style
- e. Flow
- f. Presentation
- g. All of them
- h. None of them

**10. Do you face difficulties when you write academically ?**

- a. Yes
- b. No

**10.1 . If yes ,which one among the following academic writing aspects are difficult for you? ( you may choose more than one answer )**

- a. Grammar
- b. Word choice
- c. Spelling and punctuation
- d. Coherence and cohesion
- e. Informal language
- f. All of them

- g. None of them
- h. Other aspects

.....  
 .....

**11. Do you know the different types of Academic writing techniques**

- a. Yes
- b. No

**11.1. If yes which one among the following academic writing techniques do you know?**

- a. Summarizing .
- b. Paraphrasing .
- c. Referencing
- d. Quoating.
- e. All of them
- f. None of them
- g. Othertechniques .

.....  
 .....

**Section Three: Paraphrasing**

**12. Do you know what is paraphrasing technique?**

- b. Yes
- c. No

**13. Do you know the purposes of paraphrasing when you write academically ?**

- a. Yes
- b. No

**13.1. If yes, which one among these purposes have been taught to you by your teacher ?**

- a. In order to avoid plagiarism in your researches.
- b. To convey the meaning of the original message.
- c. To prove that you understand the passage well enough to restate it.
- d. All of them.

e. None of them.

f. Other purposes

.....  
.....

**14. Do you know the main characteristics of paraphrasing technique?**

b. Yes

c. No

**14.1. If yes, which one among the following characteristics of paraphrasing technique do you know? You may choose more than one answer.**

a. Accurate

b. Complete

d. Different style

e. Make sense

f. All of them

g. Other characteristics

.....  
.....

**15. Do you know the main steps of paraphrasing technique ?**

b. Yes

c. No

**15.1. If yes, which one among the following steps do you know?**

a. Reading the original text carefully and understanding its main ideas and purposes.

b. Dividing and highlighting the text's basic ideas.

c. Separate the selected sections from the original text

d. Rewriting it by their tips such as :

-Change the original vocabulary (synonyms).

- Change the structure and word order.

- Alternate verbs into nouns, adjectives into adverbs and vice versa.

e. Shorten long sentences and link the short sentences (that you have produced).

f. Rewriting the new text and comparing it with the original one, without forgetting to refer the source

g. All of them

h. None of them



**16. Do you face different difficulties when you paraphrase ?**

b. Yes

c. No

**16.1. If yes, which one among the following difficulties are you facing?**

a. Unfamiliarity with the topic

b. Lack of vocabulary background

c. Grammar mistakes

d. All of them

e. Other difficulties

.....

.....

**17. Does your teacher help you to overcome the previous mentioned difficulties?**

a. Yes

b. No

**17.1. If yes, please explain how**

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**18. How could you solve the previous difficulties when you paraphrase?**

a- Using synonyms

b- Changing word classes.

c- Changing voice from active to passive and vice versa.

d- All of them

e- Other solutions

**APPENDIX C : Online Lesson.**

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

**Topic: What is paraphrasing technique ?**

**Class: 3rd year LMD.**

**Objective: To enable students to improve their academic writing by paraphrasing technique.**

Time	Lesson	Students' task	Purpose
5 min	1st stage : Since it is an online lesson we start directly asking them if they know what is academic writing .		
5 min	Then we define academic writing :as it is a formal style of writing used in universities and scholarly publications. Is designed to help all students succeed in writing essays, reports and other papers for coursework and exams effectively. You'll be expected to write them in academic style. Academic writing follows the same writing process as other types of texts, but it has specific conventions in terms of content, structure and style.	Students answer with yes or no	To show them that it is important for students to know what academic writing is and be able to write in this style.
10 min	2 <sup>nd</sup> stage  Also we ask them about paraphrasing strategy, then we give them its definition according to Oxford dictionary is to express what somebody has said or written using different words, especially in order to make it easier to understand  In another meaning: To make something understandable by saying it in a different way keeping the	Students answer then listen	Show the students that paraphrasing strategy have

10 min	<p>same idea</p> <p>3rd stage</p> <p>We ask them to guess about the possible steps to paraphrase academically :</p> <ul style="list-style-type: none"> <li>- Read it several times</li> <li>- Note down the key concepts</li> <li>- Write your own version of the text without looking at the original</li> <li>- Compare your paraphrase text with the original one and if you find phrases too similar, make changes.</li> <li>- Cite the source of the text.</li> </ul> <p>Then we told them the right techniques :</p> <ul style="list-style-type: none"> <li>- start at a different point from the original</li> <li>- Use synonyms.</li> <li>- Change the sentence structure: Try using passive voice if the original text used and vice versa.</li> <li>- break up long sentences or combine shorter ones.</li> </ul> <p>Why you should paraphrase ?</p> <p>In order to avoid plagiarism in your researches</p>	<p>Students listen and concentrate</p> <p>Students ask some questions to understand better</p>	<p>To provide students with the right steps and techniques of paraphrasing</p>
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### Pre-test & Post-test

**KasdiMerbah University- Ouargla**  
**Faculty of Letters and Languages**  
**Department of Letters and English Language**

**Level: Third year (license)**

**Full name:**

**Exercise:** read the text and paraphrase it carefully.

Nowadays, Many Universities and Educational Institutes are shifting towards the Online Learning Pattern. They share their curriculum and whole syllabus online. Online Learning is an alternative option for the traditional method of studies. Many Institutes served their studies online for free or some institutes made some charges. For the people who are working and want to complete their studies from home, it can be the best option for them. Some people complain that they are more comfortable with the offline learning method. Every strategy has some pros and cons. As per the Technology advancement, everyone has ease with the Online Study pattern but some people still against it.

**Source:** Pandey, S. (2020). *PARAGRAPH ON ADVANTAGES AND DISADVANTAGES OF ONLINE STUDY.*  
Teaching Banyan.

**Paraphrasing:**

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### **Le résumé**

La compétence en écriture est l'une des quatre compétences linguistiques en plus d'écouter, de parler et de lire. C'est la compétence la plus importante que les étudiants de FLE doivent développer, en particulier la rédaction académique, c'est-à-dire la rédaction d'articles, de recherches et de notes de manière formelle et sans erreurs de vocabulaire et de

grammaire. Alors que la paraphrase consiste à reformuler les écrits académiques tels que les essais et les documents de recherche de manière fluide et claire sans modifier le sens du texte original. C'est l'une des techniques les plus importantes que le chercheur doit maîtriser en plus de résumer, de citer, etc.

Cette étude examine l'utilisation de la stratégie de paraphrase pour améliorer l'écriture académique des étudiants de troisième année FLE LMD dans leurs écrits (essais, rapports, mémoires etc.....). Le but de cette étude est de mettre en évidence le rôle de la stratégie de paraphrase que les enseignants devraient présenter afin d'améliorer l'écriture académique de leurs élèves de FLE. Nous avons sélectionné un nombre de Quarante (40) étudiants LMD de troisième année inscrits pour l'année académique 2021/2022 au département d'anglais et un nombre de Dix (10) professeurs de compréhension écrite à l'Université KasdiMerbah Ouargla. Après avoir analysé les données obtenues auprès des enseignants et des étudiants que nous avons étudiés dans un contexte FLE. Les résultats recueillis dans cette étude confirment que l'écriture académique est une activité que la plupart des étudiants ont des difficultés à gérer. Ils ont également montré que la technique de paraphrase est efficace et peut améliorer le niveau d'écriture académique des étudiants s'ils disposent de suffisamment de temps et des stratégies nécessaires pour faire face à l'activité d'écriture académique. Ainsi, les résultats du questionnaire confirment notre hypothèse. Cette étude tente de fournir aux étudiants un moyen efficace de paraphraser qui mène à l'amélioration de l'écriture académique.

**Mots clés:**Écriture académique, paraphrase , Technique, EFL learners .

مهارة الكتابة و هي واحدة من اربع مهارات لغوية بجانب مهارة الاستماع ، التكلم و القراءة، هي أهم مهارة يجدر بمتعلمي اللغة الانجليزية كلغة اجنبية تطويرها ، خاصة الكتابة الأكاديمية، و التي تتمحور في كتابة المقالات، البحوث و الملاحظات ذات الطابع المحترف و بدون أي أخطاء إملائية أو نحوية ، بينما إعادة الصياغة هي إعادة تشكيل الكتابة الأكاديمية كالمقالات ، و أطروحات البحث بطريقة سلسة و واضحة بدون تغيير معانهم الأصلي،بالإضافة الى ذلك هيواحدة من الدراسات التي تعنى بالباحث ان يتقنها بجانب تقنية التلخيص و الاقتباس و غيرها .هاته الدراسة تدرس استخدام استراتيجية اعادة الصياغة لتحسين مهاراتهم في الكتابة الأكاديمية لطلبةنظام ل م د (مقالات، اوراق بحث ،أطروحات ...الخ) الهدف من هذه الدراسة هو إظهار دور استراتيجية اعادة الصياغة التي يجب على أساتذة اللغة الانجليزية توضيحها من اجل تحسين الكتاباتالأكاديمية للطلبةفي اللغة الانجليزية كلغةأجنبية. ولهذا قمنا بإختيار أربعين طالبا من طلبة ثالثة ليسانس إنجليزية للموسم الدراسي2021/2022 و عشرة أساتذة يدرسون مقياسالتعبير الكتابي بجامعة قاصدي مرباح ورقلة ، و بعد دراسة البيانات التي تلقيناها من الطلبة و الاساتذة المدروسة في طابع تعلم اللغة الانجليزية كلغة أجنبية، اكدت النتائج التي جمعناها أن الكتابة الأكاديمية هي نشاط يعتبرها الكثير من الطلبة من الصعب التعامل معها ، و أظهرتأيضا أن هؤلاء الطلبة يستخدمونتقنية اعادة الصياغة بطريقة فعالة والتي يمكن ان تحسن من مستوى الطلبة في الكتابة الأكاديمية إن تم منحهم الوقت الكافي و استراتيجيات الكتابة اللازمة للتعامل مع عملية الكتابة الأكاديمية، و بهذا تؤكد نتائج الإستبيان المتحصل عليها فرضيةهاته الدراسة التي تسعى لمنح الطلاب الطريقة الفعالة لإعادة الصياغة وهذا من أجلتحسين كتابتهم الاكاديمية.

**الكلمات المفتاحية:** الكتابة الأكاديمية،تقنية إعادة الصياغة. طلبة اللغة الإنجليزية كلغة أجنبية